

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



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

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Introduction

This document demonstrates how ***Scott Foresman Reading Street Common Core***, ©2013, meets the **Pennsylvania Core 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 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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Pennsylvania Core Standards for English Language Arts Kindergarten	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	
CC.1.1.K.A Utilize book handling skills.	K.1: 24, 40, 240, 346, 452, 554 K.2: 140 K.3: 42, 142, 340, 440 K.4: 42, 138, 442 K.5: 246 K.6: 42, 142, 340, 442, 538
Print Concepts	
CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.	
<ul style="list-style-type: none"> ▪ Follow words left to right, top to bottom, and page by page. 	K.1: 20–21, 24–25, 36–37, 40–41, 42, 87, 126, 138, 142–143, 144, 158, 183, 222, 234, 237, 238–239, 240, 328, 340, 344, 346, 434, 466–467, 595 K.2: 24 K.3: 24, 242, 340 K.4: 42, 236, 603 K.5: 42, 548 K.6: 142, 340
<ul style="list-style-type: none"> ▪ Recognize that spoken words are represented in written language by specific sequences of letters. 	K.1: 23, 125, 138, 221, 234, 327, 340, 433, 446, 535 K.2: 23, 36, 121, 134, 221, 234, 321, 334, 423, 436, 523, 537 K.3: 23, 36, 123, 136–137, 223, 236, 321, 334, 421, 434–435, 519, 532–533 K.4: 23, 36, 119, 132, 321, 321, 334, 423, 436, 519, 532–533 K.5: 23, 37, 121, 134, 227, 240, 327, 340, 431, 444, 529, 542 K.6: 23, 36, 123, 136, 221, 234, 321, 334, 423, 436, 519, 532
<ul style="list-style-type: none"> ▪ Understand that words are separated by spaces in print. 	K.1: 237, 599 K.2: 23, 587 K.3: 39, 583 K.4: 538 K.5: 613 K.6: 597

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<ul style="list-style-type: none"> ▪ Recognize and name all upper and lower case letters of the alphabet. 	<p>K.1: 20–21, 36–37, 49, 54–55, 81, 86, 93, 96, 98–99, 107, 122, 138, 142, 156–157, 182, 183, 192, 194–195, 218, 229, 234, 238–239, 254–255, 278, 283, 288, 295, 298, 300–301, 324–325, 340, 358–359, 394, 405, 406–407, 446, 464–465, 495, 593</p> <p>K.2: 54, 152, 352, 454, 549, 554</p> <p>K.3: 54, 154, 254, 352, 452, 550</p> <p>K.4: 54, 177, 253, 352, 454, 550</p> <p>K.5: 54, 152, 258, 358, 462, 560</p> <p>K.6: 54, 154, 252, 352, 454, 550</p>

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<p>Phonological Awareness</p>	
<p>CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<ul style="list-style-type: none"> ▪ Recognize and produce rhyming words. 	<p>K.1: 18–19, 34–35, 52–53, 84–85, 96, 120–121, 136–137, 150, 151, 154–155, 180, 181, 188, 189, 192, 216–217, 228, 235, 279, 280–281, 286–287, 294, 322–323, 335, 338–339, 356–357, 392–393, 404, 428–429, 431, 444–445, 506, 507, 547, 560, 600, 606–607</p> <p>K.2: 18–19, 20–21, 30, 34–35, 49, 77, 116–117, 132–133, 147, 150–151, 216–217, 232–233, 234–235, 246, 250–251, 316–317, 332–333, 350–351, 375, 398–399, 418–419, 421, 434–435, 449, 484, 519, 534–535, 553, 582, 589, 589</p> <p>K.3: 18–19, 34–35, 52–53, 79, 84, 94, 98–99, 118–119, 134–135, 152–153, 194, 218–219, 230, 234–235, 252–253, 274–275, 277, 292, 316–317, 332–333, 350–351, 392, 416–417, 432–433, 450–451, 490, 514–515, 530–531, 569, 588</p> <p>K.4: 18–19, 34–35, 48, 49, 52–53, 90, 114–115, 130–131, 148–149, 192, 216–217, 232–233, 250–251, 292, 316–317, 333, 350–351, 394, 418–419, 452–453, 490, 494–495, 514–515, 526, 527, 530–531, 576–577, 594</p> <p>K.5: 18–19, 34–35, 52–53, 92, 96–97, 116–117, 132–133, 150–151, 179, 198, 222–223, 253, 256–257, 279, 286, 298, 322–323, 338–339, 356–357, 387, 390, 402, 426–427, 442–443, 460–461, 485, 490, 500, 504–505, 524–525, 540–541, 558–559, 594, 604</p> <p>K.6: 18–19, 31, 34–35, 52–53, 82, 94, 118–119, 134–135, 152–153, 180, 192, 196–197, 216–217, 229, 232–233, 250–251, 280, 292, 316–317, 329, 332–333, 350–352, 375, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 527, 530–531, 548–549, 576, 588, 592–593</p>

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<ul style="list-style-type: none"> ▪ Count, pronounce, blend, and segment syllables in spoken words. 	<p>K.1: 120–121, 123, 136–137, 139, 150, 151, 180, 192, 235, 251, 286–287, 323, 339, 356, 393, 429 K.2: 151, 351, 452, 553 K.3: 253 K.5: 257, 455 K.6: 351, 449</p>
<ul style="list-style-type: none"> ▪ Blend and segment onsets and rimes of single-syllable spoken words. 	<p>K.1: 21, 325, 335, 341, 357, 392, 431, 447, 533, 549 K.2: 449, 577 K.4: 35, 292, 435, 453, 531, 549</p>
<ul style="list-style-type: none"> ▪ Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three phoneme (CVC) words. 	<p>K.1: 216–217, 232–233, 250, 298, 322–323, 338–339, 356–357, 392, 404, 428–429, 444–445, 446, 462–463, 464, 491, 494, 496, 530–531, 546–547, 564–565, 592, 594, 604 K.2: 18–19, 34–35, 36–37, 52–53, 80, 82, 89, 92, 116–117, 119, 132–133, 135, 150–151, 180, 192, 216–217, 219, 232–233, 234–235, 250–251, 280, 292, 316–317, 319, 332–333, 334–335, 350–351, 382, 394, 405, 434–435, 436–437, 452–453, 482, 494, 534–535, 536–537, 552–553, 580, 592 K.3: 18–19, 21, 34–35, 36–37, 52–53, 82, 94, 118–119, 121, 134–135, 136–137, 152–153, 218–219, 221, 234–235, 236–237, 252–253, 280, 316–317, 319, 332–333, 334–335, 350–351, 380, 392, 416–417, 432–433, 434–435, 447, 450–451, 478, 490, 514–515, 530–531, 532–533, 548–549, 576, 588 K.4: 18–19, 21, 34–35, 36–37, 52–53, 78, 90, 114–115, 117, 130–131, 132–133, 148–149, 180, 192, 280, 316–317, 319, 332–333, 350–351, 394, 434–435, 436–437, 452–453, 478, 490, 514–515, 530–531, 548–549, 582, 594 K.5: 18–19, 21, 31, 34–35, 36–37, 52–53, 80, 92, 186, 222–223, 238–239, 256–257, 298, 322–323, 338–339, 356–357, 390, 402, 426–427, 442–443, 444–445, 460–461, 488, 500, 524–525, 540–541, 558–559, 592, 604</p>

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<p>(Continued)</p> <ul style="list-style-type: none"> ▪ Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three phoneme (CVC) words. 	<p>(Continued)</p> <p>K.6: 18–19, 34–35, 52–53, 82, 94, 118–119, 131, 134–135, 152–153, 192, 216–217, 232–233, 250–251, 280, 292, 316–317, 332–333, 350–352, 382, 394, 418–419, 434–435, 452–453, 478, 490, 514–515, 530–531, 545, 548–549, 573, 576, 588</p>

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<p>Phonics and Word Recognition</p>	
<p>CC.1.1.K.D</p>	
<p>Know and apply grade level phonics and word analysis skills in decoding words.</p>	
<ul style="list-style-type: none"> ▪ Demonstrate basic knowledge of one-to one letter-sound correspondence. 	<p>K.1: 430, 434-435, 446, 450-451, 459, 464, 497, 532-533, 536-537, 543, 548, 552-553, 561, 566-567, 568-569, 593, 594, 595, 601, 605, 606-607</p> <p>K.2: 20-21, 24-25, 31, 36-37, 40-41, 54-55, 56-57, 81, 83, 93, 94-95, 118-119, 122-123, 134-135, 138-139, 152-153, 154-155, 181, 183, 193, 194-195, 203, 218-219, 222-223, 234-235, 238-239, 247, 252-253, 254-255, 281, 283, 289, 293, 294-295, 318-319, 334-335, 338-339, 352-353, 354-355, 383, 385, 395, 396-397, 420-421, 424-425, 436-437, 440-441, 454-455, 456-457, 479, 483, 485, 495, 496-497, 520-521, 524-525, 536-537, 540-541, 554-555, 556-557, 581, 583, 593, 594-595, 603</p> <p>K.3: 20-21, 24-25, 36-37, 40-41, 49, 54-55, 56-57, 83, 85, 95, 96-97, 120-121, 124-125, 131, 136-137, 140-141, 149, 154-155, 156-157, 183, 185, 195, 196-197, 220-221, 224-225, 236-237, 240-241, 249, 254-255, 256-257, 281, 283, 293, 294-295, 318-319, 322-323, 334-335, 338-339, 352-353, 354-355, 381, 383, 393, 394-395, 418-419, 422-423, 434-435, 438-439, 452-453, 454-455, 479, 480, 481, 491, 492-493, 516-517, 520-521, 532-533, 536-537, 550-551, 552-553, 577, 579, 589, 590-591</p> <p>K.4: 20-21, 24-25, 36-37, 40-41, 54-55, 56-57, 75, 81, 91, 92-93, 116-117, 120-121, 132-133, 136-137, 145, 150-151, 152-153, 177, 181, 183, 193, 194-195, 218-219, 222-223, 234-235, 238-239, 252-253, 254-255, 281, 282, 283, 293, 294-295, 318-319, 322-323, 334-335, 338-339, 352-353, 354-355, 383, 385, 395, 396-397, 420-421, 424-425, 436-437, 440-441, 449, 454-455, 456-457, 479, 481, 491, 492-493, 516-517, 520-521, 532-533, 536-537, 550-551, 552-553, 583, 585, 591, 595, 596-597</p>

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<p>(Continued)</p> <ul style="list-style-type: none"> ▪ Demonstrate basic knowledge of one-to one letter-sound correspondence. 	<p>(Continued)</p> <p>K.5: 20–21, 24–25, 36–37, 40–41, 54–55, 56–57, 77, 83, 93, 94–95, 118–119, 122–123, 134–135, 138–139, 152–153, 154–155, 187, 189, 199, 200–201, 224–225, 228–229, 240–241, 244–245, 258–259, 260–261, 283, 287, 289, 299, 300–301, 324–325, 328–329, 340–341, 344–345, 353, 358–359, 360–361, 391, 393, 403, 404–405, 428–429, 432–433, 444–445, 448–449, 457, 462–463, 464–465, 489, 491, 501, 502–503, 526–527, 530–531, 537, 542–543, 546–547, 555, 560–561, 562–563, 593, 595, 605, 606–607</p> <p>K.6: 20–21, 24–25, 36–37, 40–41, 49, 54–55, 56–57, 83, 85, 95, 96–97, 105, 120–121, 124–125, 136–137, 140–141, 154–155, 156–157, 181, 183, 193, 194–195, 218–219, 222–223, 234–235, 238–239, 252–253, 254–255, 281, 283, 289, 293, 294–295, 318–319, 322–323, 334–335, 338–339, 352–353, 354–355, 383, 396–397, 420–421, 424–425, 436–437, 440–441, 454–455, 456–457, 475, 479, 481, 487, 491, 492–493, 516–517, 520–521, 532–533, 550–551, 552–553, 577, 579, 589, 590–591</p>

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<ul style="list-style-type: none"> ▪ Associate the long and short sounds with common spellings for the five major vowels. 	<p>K.2: 20–21, 36–37, 40–41, 54, 93, 94–95, 420–421, 436–437, 454–455, 495, 496–497, 520–521, 531, 536–537, 554–555, 593, 594–595, 603</p> <p>K.3: 131, 418–419, 434–435, 452–453, 491, 492–493, 501, 516–517, 532–533, 550–551, 577, 589, 590–591</p> <p>K.4: 79, 420–421, 436–437, 454–455, 491, 492–493, 516–517, 532–533, 550–551, 595, 596–597</p> <p>K.5: 81, 224–225, 240–241, 258–259, 299, 300–301, 324–325, 340–341, 358–359, 391, 399, 403, 404–405, 489</p> <p>K.6: 20–21, 36–37, 54–55, 95, 96–97, 120–121, 136–137, 154–155, 181, 193, 154–155, 194–195, 218–219, 234–235, 247, 252–253, 281, 292, 294–295, 303, 318–319, 334–335, 352–353, 383, 391, 395, 396–397, 420–421, 436–437, 440–441, 454–455, 487, 516–517, 532–533, 550–551</p>

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<ul style="list-style-type: none"> ▪ Read grade level high–frequency sight words with automaticity. 	<p>K.1: 23, 24–25, 31, 39, 40–41, 56–57, 87, 97, 98–99, 125, 126–127, 141, 142–143, 177, 194–195, 221, 222–223, 237, 238–239, 289, 300–301, 327, 328–329, 343, 344–345, 360–361, 406–407, 433, 434–435, 449, 450–451, 465, 535, 536–537, 551, 552–553, 568–569, 595, 606–607</p> <p>K.2: 23, 39, 40–41, 94–95, 121, 137, 138–139, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 496–497, 523, 539, 540–541, 594–595</p> <p>K.3: 23, 39, 40–41, 96–97, 123, 139, 140–141, 196–197, 223, 236–237, 239, 240–241, 294–295, 321, 337, 338–339, 394–395, 421, 437, 438–439, 492–493, 519, 535, 536–537, 545, 590–591</p> <p>K.4: 23, 39, 40–41, 92–93, 119, 135, 136–137, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 596–597</p> <p>K.5: 23, 39, 40–41, 94–95, 121, 137, 138–139, 195, 200–201, 227, 243, 244–245, 300–301, 327, 343, 344–345, 404–405, 431, 448–449, 485, 502–503, 529, 545, 546–547, 606–607</p> <p>K.6: 23, 39, 40–41, 96–97, 123, 139, 140–141, 189, 194–195, 221, 237, 238–239, 294–295, 321, 337, 338–339, 396–397, 423, 439, 440–441, 492–493, 519, 535, 536–537, 590–591</p>
<ul style="list-style-type: none"> ▪ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>K.2: 334–335, 352, 436–437, 454–455, 536–537</p> <p>K.3: 36, 54–55, 136–137, 191, 236, 334–335, 429, 434, 452, 475, 532, 573, 599</p> <p>K.4: 36, 87, 132, 150, 334, 436, 454, 532–533, 550</p> <p>K.5: 36–37, 134, 152, 240, 287, 340, 358, 444, 542</p> <p>K.6: 36, 136–137, 234, 252, 277, 352, 431, 436, 454, 585</p>

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<p>Fluency</p>	
<p>CC.1.1.K.E Read emergent reader text with purpose and understanding.</p>	<p>K.1: 40–41, 56–57, 142–143, 238–239, 344–345, 434–435, 450–451, 466–467, 536–537, 552–553 K.2: 24–25, 40–41, 56–57, 122–123, 138–139, 154–155, 183, 222–223, 238–239, 254–255, 283, 322–323, 338–339, 424–425, 440–441, 456–457, 524–525, 540–541 K.3: 24–25, 40–41, 56–57, 124–125, 140–141, 224–225, 240–241, 322–323, 338–339, 422–423, 438–439, 520–521, 536–537 K.4: 24–25, 40–41, 120–121, 136–137, 222–223, 238–239, 322–323, 338–339, 424–425, 440–441, 520–521, 536–537 K.5: 24–25, 40–41, 122–123, 138–139, 154–155, 228–229, 244–245, 328–329, 344–345, 432–433, 448–449, 464–465, 530–531, 546–547, 562–563 K.6: 24–25, 40–41, 56–57, 124–125, 140–141, 156–157, 222–223, 238–239, 254–255, 322–323, 338–339, 354–355, 424–425, 440–441, 456–457, 520–521, 536–537, 552–553</p>

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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.	
Key Ideas and Details Main Idea	
CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	K.1: 196–197, 408–409, 554–555, 570, 572–583 K.2: 42–43, 58, 140–141, 224–225, 240–241, 256–257, 277, 284, 426–427, 442–443, 458, 596–597 K.3: 42–43, 75, 86, 87, 296–297, 440–441, 456, 592–593 K.4: 296–297, 442–443, 458, 482, 483, 487, 598–599 K.5: 140–141, 156, 246–247, 262, 302–303, 434–435, 450–451, 466–467, 492, 506–507, 510, 548–549, 564, 596 K.6: 42–43, 98–99, 224–225, 240–241, 242, 256, 277, 284, 298–299, 302, 442–443, 458, 538–539, 554
Key Ideas and Details Text Analysis	
CC.1.2.K.B With prompting and support, answer questions about key details in a text.	K.1: 196–197, 408–409, 556, 572–583 K.2: 44, 60–71, 85, 142, 156, 158–171, 185, 242, 256, 258–271, 285, 444, 459–473 K.3: 44, 60–73, 296–297, 424–425, 442, 456, 458–469, 482, 500, 592–593 K.4: 296–297, 444, 458, 459–469, 598–599 K.5: 142, 158–177, 191, 208, 248, 264–277, 290, 291, 302–303, 452, 468–479, 492, 532–533, 550, 564, 566–583, 614 K.6: 26–27, 59–73, 86, 98–99, 100–101, 242, 257–271, 298–299, 444, 458, 459–469, 483, 522–523, 540, 554, 556–557, 580, 598

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Key Ideas and Details Text Analysis	
CC.1.2.K.C With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.	K.1: 196–197 K.2: 26–27, 44, 49, 58–59, 61, 67, 68, 84, 202, 284, 289, 426–427, 444, 458, 486, 504 K.3: 26–27, 44, 58, 65, 73, 86, 226–227, 284, 297, 442, 447, 456, 458–469, 481, 483, 500 K.4: 122–123 K.5: 124–125, 142, 156, 160, 190, 191, 208, 230–231, 248, 262, 265, 266, 275, 290, 308, 471, 472, 475, 476 K.6: 26–27, 44, 58, 61, 62, 64, 66, 68, 72, 86, 98–99, 100–101, 104, 284, 562, 564, 580
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.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	K.1: 24, 40, 240, 452, 554 K.2: 42, 140, 240, 442 K.3: 42, 142, 340, 440, 538 K.4: 42, 138, 340, 442 K.5: 42, 140, 246, 309, 346, 450 K.6: 42, 240, 340, 442, 538
Craft and Structure Vocabulary	
CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.	K.1: 579, 581 K.2: 60, 62, 63, 67, 68, 71, 158, 169, 258, 259, 260, 261, 263, 265, 266, 267, 269, 271, 468 K.3: 64, 465, 466 K.4: 462 K.5: 158, 164, 165, 270, 272, 273, 275, 276, 473, 474, 566, 572 K.6: 60, 61, 64, 65, 258, 266, 459, 461, 463, 465, 467, 556, 566, 567

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Integration of Knowledge and Ideas Diverse Media	
CC.1.2.K.G Answers questions to describe the relationship between illustrations and the text in which they appear.	K.1: 196–197, 408–409, 554–555, 570, 572–583 K.2: 42–43, 60–71, 140–141, 158–171, 224–225, 240–241, 258–271, 442–443, 459–473 K.3: 42–43, 60–73, 296–297, 440–441, 458–469 K.4: 442–443, 458, 459–469 K.5: 140–141, 158–177, 246–247, 262, 264–277, 302–303, 450–451, 468–479, 548–549, 564, 566–583 K.6: 42–43, 59–73, 98–99, 240–241, 256, 257–271, 442–443, 458, 459–469, 538–539, 554, 556–557
Integration of Knowledge and Ideas Evaluating Arguments	
CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.	K.2: 85, 185, 285, 487 K.3: 87, 483 K.4: 483 K.5: 191, 291, 493, 597 K.6: 87, 285, 483, 581
Integration of Knowledge and Ideas Analysis Across Texts	
CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	K.2: 87, 176, 276, 444, 478 K.3: 78, 474 K.4: 247, 474, 500 K.5: 182, 250, 282, 484, 588 K.6: 44, 78, 276, 289, 303, 474, 540, 572

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Vocabulary Acquisition and Use	
<p>CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p>	<p>K.1: 33, 47, 51, 83, 135, 149, 153, 179, 231, 249, 285, 337, 351, 355, 391, 400, 443, 457, 493, 545, 559, 563, 591 K.2: 33, 47, 51, 79, 131, 145, 149, 179, 188, 231, 245, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 481, 533, 547, 551, 578, 586, 588 K.3: 33, 47, 51, 81, 90, 133, 147, 151, 181, 190, 233, 247, 251, 279, 331, 345, 349, 379, 388, 431, 445, 449, 477, 486, 529, 543, 547, 575, 584 K.4: 33, 47, 51, 77, 86, 129, 143, 147, 179, 188, 231, 245, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 451, 477, 486, 529, 543, 547, 581, 590, 604, 605 K.5: 33, 47, 51, 79, 88, 131, 145, 149, 185, 194, 237, 251, 255, 285, 294, 337, 351, 355, 389, 398, 439, 441, 455, 459, 487, 496, 539, 553, 557, 591, 600 K.6: 33, 47, 51, 81, 90, 133, 147, 151, 179, 188, 231, 246, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 451, 477, 486, 529, 543, 547, 575, 584</p>
<p>CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content.</p>	<p>K.1: 62, 66, 179, 231, 243, 249, 285, 355, 378, 438 K.2: 79, 149, 179, 231, 381, 451, 481 K.3: 33, 81, 279, 547 K.4: 51, 147, 179, 279, 477, 547 K.5: 33, 237, 337, 389 K.6: 133, 179, 231, 249, 279</p>
Range of Reading	
<p>CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.</p>	<p>K.1: 554, 571, 597 K.2: 42–43, 59, 85, 140, 157, 185, 240, 257, 285, 442–443, 458, 487 K.3: 42, 59, 87, 440–441, 457, 483 K.4: 443, 483 K.5: 140, 157, 191, 246, 263, 291, 450–451, 466–467, 493, 548, 565, 597 K.6: 42, 58, 87, 240–241, 285, 442–443, 458, 483, 538–539, 555, 581</p>

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<p style="text-align: center;">Pennsylvania Core Standards for English Language Arts Kindergarten</p>	<p style="text-align: center;">Scott Foresman Reading Street Common Core Edition, ©2013</p>
<p>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.</p>	
<p>Key Ideas and Details Theme</p>	
<p>CC.1.3.K.A With prompting and support, retell familiar stories including key details.</p>	<p>K.1: 42–43, 58, 60–75, 144–145, 160, 224–225, 240–241, 256, 258–277, 290, 291, 304–305, 346–347, 362, 454, 468, 503 K.2: 96–97, 196–197, 296–297, 340–341, 356, 542–543, 558 K.3: 142–143, 158, 242–243, 340–341, 356, 403, 538–539, 554 K.4: 26–27, 42–43, 58, 138–139, 154–155, 202, 224–225, 241, 256, 340–341, 356, 398–399, 538–539, 554 K.5: 42–43, 58–59, 346–347, 362, 608–609 K.6: 142–143, 158, 177, 296–297, 340–341, 356, 494–495</p>

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<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.3.K.B Answer questions about key details in a text.</p>	<p>K.1: 26–27, 44, 60–75, 88, 89, 146, 160, 161, 162–171, 174–175, 184–185, 242, 256, 258–277, 290, 291, 302–303, 304–305, 348, 364–383, 397, 469–485, 499, 608–609 K.2: 96–97, 196–197, 296–297, 340, 342, 358–373, 387, 398–399, 498–499, 544, 560–571, 585 K.3: 144, 159–173, 187, 198–199, 244, 258–259, 260–271, 285, 298–299, 342, 357–371, 396–397, 494–495, 496–497, 522–523, 540, 554, 556–567, 594–595, 598 K.4: 44, 59–69, 82, 83, 94–95, 140, 154, 156–171, 184, 196–197, 198–199, 242, 258–271, 277, 284, 285, 298–299, 342, 358–373, 398–399, 494–495, 496–497, 540, 555–573 K.5: 44, 60–71, 96–97, 204–205, 234, 280–281, 304–305, 348, 362, 363–381, 406–407, 608–609, 610–611 K.6: 144–145, 160–171, 196–197, 296–297, 342, 358–373, 386, 387, 398–399, 494–495, 496–497, 594–595</p>

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<p>Key Ideas and Details Literary Elements</p>	
<p>CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.</p>	<p>K.1: 26–27, 42, 44, 58, 60–75, 88, 89, 100–101, 128–129, 144–145, 146, 160, 161, 162–171, 184–185, 198–199, 203, 224–225, 240–241, 242, 256, 258–277, 290, 291, 302–303, 304–305, 306, 364–383, 396, 436–437, 454, 441, 468, 469–485, 498, 596, 608–609 K.2: 30, 124–125, 184, 196–197, 198–199, 203, 296–297, 298–299, 328, 358–373, 376–377, 386, 398–399, 500–501, 530, 560–571, 574–575, 585 K.3: 30, 76–77, 100–101, 126–127, 144, 158, 159–173, 186, 198–199, 200–201, 204, 205, 260–271, 324–325, 347, 356, 357–371, 384, 385, 396–397, 398–399, 402, 494–495, 496–497, 522–523, 545, 556–567, 580, 581, 585, 594–595 K.4: 26–27, 44, 58, 59–69, 82, 83, 96–97, 100, 156–171, 184, 185, 189, 196–197, 198–199, 202, 224–225, 256, 258–271, 284, 298–299, 302, 303, 324–325, 342, 347, 356, 358–373, 386, 387, 391, 398–399, 400–401, 404, 430, 472–473, 496–497, 522–523, 540, 554, 555–573, 586, 600–601 K.5: 60–71, 84, 85, 190, 202–203, 204–205, 330–331, 334, 335, 348, 353, 362–381, 384–385, 394, 395, 399, 408–409, 412, 413, 536, 586–587, 608–609, 610–611 K.6: 126–127, 144–145, 158, 160–171, 184, 185, 189, 198–199, 324–325, 328, 342, 347, 356, 358–373, 376–377, 386, 391, 398–399, 400–401, 404, 405, 426–427, 430, 431, 449, 472–473, 482, 494–495, 496–497, 526, 570–571</p>

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Craft and Structure Point of View	
CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.	K.1: 142, 238, 344, 552 K.2: 40, 138, 154, 238, 256, 338, 354, 440, 456, 540, 556 K.3: 40, 56, 140, 142, 240, 338, 354, 438, 454, 536, 552 K.4: 40, 56, 136, 152, 238, 254, 328, 338, 340, 354, 376–377, 440, 456, 552 K.5: 40, 138, 154, 244, 260, 309, 360, 448, 464, 546, 562 K.6: 40, 56, 140, 156, 238, 254, 338, 354, 430, 456, 472–473, 536, 552
Craft and Structure Text Structure	
CC.1.3.K.E Recognize common types of text.	K.1: 42, 100–101, 144, 240, 302–303, 346, 608–609 K.2: 96–97, 196–197, 296–297, 324–325, 340, 356–357, 375, 386, 398–399, 400–401, 498–499, 526–527, 542, 558, 598–599 K.3: 98–99, 142, 186, 198–199, 242, 340, 396–397, 494–495, 538 K.4: 42, 94–95, 138, 196–197, 240, 340, 398–399, 494–495, 526, 538, 576–577, 586, 587 K.5: 26–27, 42, 58, 84, 96–97, 98–99, 202–203, 346, 406–407, 504–505, 608–609 K.6: 142, 196–197, 296–297, 340, 482, 494–495, 592–593
Craft and Structure Vocabulary	
CC.1.3.K.F Ask and answer questions about unknown words in a text.	K.1: 62, 66, 149, 188, 245, 294, 351, 378, 400 K.2: 358, 566, 567 K.3: 160, 557, 558 K.4: 61, 63, 65, 67, 68, 560, 565, 568, 573 K.5: 65 K.6: 347, 362, 364

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Integration of Knowledge and Ideas Sources of Information	
CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	K.1: 42–43, 56–57, 62–75, 144–145, 158–159, 162–171, 258–277, 330–331, 346–347, 364–383, 469–485 K.2: 124–125, 340–341, 356, 358–373, 542–543, 560–571 K.3: 142–143, 159–173, 242–243, 260–271, 340–341, 357–371, 538–539, 556–567 K.4: 42–43, 59–69, 138, 156–171, 240, 258–271, 340–341, 358–373, 538–539, 555–573 K.5: 42–43, 60–71, 346–347, 362, 363–381 K.6: 142–143, 160–171, 184, 340–341, 358–373, 398–399
Integration of Knowledge and Ideas Text Analysis	
CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.	K.1: 330, 372, 469 K.2: 97, 98–99, 203 K.3: 100–101, 285, 384, 385, 389, 598 K.4: 82, 475 K.5: 89, 304, 348 K.6: 49, 79, 202, 289, 303, 342
Vocabulary Acquisition and Use Strategies	
CC.1.3.K.I Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.	K.1: 62, 66, 179, 231, 243, 249, 285, 355, 378, 438 K.2: 79, 149, 179, 231, 381, 451, 481 K.3: 33, 81, 279, 547 K.4: 51, 147, 179, 279, 477, 547 K.5: 33, 237, 337, 389 K.6: 133, 179, 231, 249, 279

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Vocabulary Acquisition and Use	
<p>CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p>	<p>K.1: 33, 47, 51, 83, 135, 149, 153, 179, 231, 249, 285, 337, 351, 355, 391, 400, 443, 457, 493, 545, 559, 563, 591 K.2: 33, 47, 51, 79, 131, 145, 149, 179, 188, 231, 245, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 481, 533, 547, 551, 578, 586, 588 K.3: 33, 47, 51, 81, 90, 133, 147, 151, 181, 190, 233, 247, 251, 279, 331, 345, 349, 379, 388, 431, 445, 449, 477, 486, 529, 543, 547, 575, 584 K.4: 33, 47, 51, 77, 86, 129, 143, 147, 179, 188, 231, 245, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 451, 477, 486, 529, 543, 547, 581, 590, 604, 605 K.5: 33, 47, 51, 79, 88, 131, 145, 149, 185, 194, 237, 251, 255, 285, 294, 337, 351, 355, 389, 398, 439, 441, 455, 459, 487, 496, 539, 553, 557, 591, 600 K.6: 33, 47, 51, 81, 90, 133, 147, 151, 179, 188, 231, 246, 249, 279, 288, 331, 345, 349, 381, 390, 433, 447, 451, 477, 486, 529, 543, 547, 575, 584</p>
Range of Reading	
<p>CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.</p>	<p>K.1: 42–43, 56–57, 59, 89, 102–103, 158–159, 183, 240–241, 254–255, 289, 345, 360–361, 395, 466–467, 497, 568–569, 595 K.2: 83, 354–355, 385, 485, 556–557, 583 K.3: 85, 156–157, 185, 256–257, 283, 354–355, 383, 454–455, 481, 552–553, 579 K.4: 56–57, 152–153, 254–255, 283, 354–355, 385, 456–457, 481, 552–553, 585 K.5: 56–57, 83, 189, 260–261, 289, 360–361, 393, 491, 595, 596 K.6: 44, 85, 156–157, 183, 283, 354–355, 385, 481, 579</p>

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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.	
Informative/Explanatory	
CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	K.1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501 K.2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475 K.3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499 K.4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603 K.5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613 K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597
Informative/Explanatory Focus	
CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.	K.1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501 K.2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475 K.3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499 K.4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603 K.5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613 K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597

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Informative/Explanatory Content	
CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	<p>K.1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501</p> <p>K.2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475</p> <p>K.3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499</p> <p>K.4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603</p> <p>K.5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613</p> <p>K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p>
Informative/Explanatory Organization	
CC.1.4.K.D Make logical connections between drawing and dictation/writing.	<p>K.1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501</p> <p>K.2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475</p> <p>K.3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499</p> <p>K.4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603</p> <p>K.5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613</p> <p>K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p>

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<p>Informative/Explanatory Style</p>	
<p>CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.</p>	<p>K.1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501 K.2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475 K.3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499 K.4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603 K.5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613 K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p>
<p>Informative/Explanatory Conventions of Language</p>	
<p>CC.1.4.K.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 first word in sentence and pronoun I. 	<p>These pages provide opportunities for children to meet this standard. K.1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501 K.2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475 K.3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499 K.4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603 K.5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613 K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p>

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<ul style="list-style-type: none"> ▪ Recognize and use end punctuation. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>K.1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501</p> <p>K.2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475</p> <p>K.3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499</p> <p>K.4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603</p> <p>K.5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613</p> <p>K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p>
<ul style="list-style-type: none"> ▪ Spell simple words phonetically. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>K.1: 46, 77, 91, 105, 173, 187, 201, 227, 350, 385, 399, 439, 487, 501</p> <p>K.2: 46, 73, 87, 144, 187, 227, 273, 287, 301, 344, 389, 403, 446, 475</p> <p>K.3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 485, 499</p> <p>K.4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499, 525, 542, 575, 603</p> <p>K.5: 46, 73, 87, 144, 193, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585, 613</p> <p>K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569, 597</p>
<p>Opinion/Argumentative</p>	
<p>CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</p>	<p>K.1: 29, 413, 541, 558, 585</p> <p>K.2: 29, 127, 244</p> <p>K.3: 29, 189, 501</p> <p>K.4: 29, 125, 446, 471, 485</p> <p>K.5: 29, 127, 383</p> <p>K.6: 29, 129, 146, 446</p>

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Opinion/Argumentative Focus	
CC.1.4.K.H Form an opinion by choosing between two given topics.	K.1: 29, 413, 541, 558, 585 K.2: 29, 127, 244 K.3: 29, 189, 501 K.4: 29, 125, 446, 471, 485 K.5: 29, 127, 383 K.6: 29, 129, 146, 446
Opinion/Argumentative Content	
CC.1.4.K.I Support the opinion with reasons.	K.1: 29, 413, 541, 558, 585 K.2: 29, 127, 244 K.3: 29, 189, 501 K.4: 29, 125, 446, 471, 485 K.5: 29, 127, 383 K.6: 29, 129, 146, 446
Opinion/ Argumentative Organization	
CC.1.4.K.J Make logical connections between drawing and writing.	K.1: 29, 413, 541, 558, 585 K.2: 29, 127, 244 K.3: 29, 189, 501 K.4: 29, 125, 446, 471, 485 K.5: 29, 127, 383 K.6: 29, 129, 146, 446
Opinion/Argumentative Style	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Opinion/ Argumentative Conventions of Language	
CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	These pages provide opportunities for children to meet this standard. K.1: 29, 413, 541, 558, 585 K.2: 29, 127, 244 K.3: 29, 189, 501 K.4: 29, 125, 446, 471, 485 K.5: 29, 127, 383 K.6: 29, 129, 146, 446

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Narrative	
<p>CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p>	<p>K.1: 148, 244, 279, 293, 307, 456, 541, 558, 613 K.2: 101, 327, 429, 489, 503, 529, 546, 601 K.3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597 K.4: 85, 125, 187, 201, 327, 389, 471 K.5: 101, 127, 333, 350 K.6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p>
Narrative Focus	
<p>CC.1.4.K.N Establish “who” and “what” the narrative will be about.</p>	<p>K.1: 148, 244, 279, 293, 307, 456, 541, 558, 613 K.2: 101, 327, 429, 489, 503, 529, 546, 601 K.3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597 K.4: 85, 125, 187, 201, 327, 389, 471 K.5: 101, 127, 333, 350 K.6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p>
Narrative Content	
<p>CC.1.4.K.O Describe experiences and events.</p>	<p>K.1: 148, 244, 279, 293, 307, 456, 541, 558, 613 K.2: 101, 327, 429, 489, 503, 529, 546, 601 K.3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597 K.4: 85, 125, 187, 201, 327, 389, 471 K.5: 101, 127, 333, 350 K.6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p>

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Narrative Organization	
CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.1: 148, 244, 279, 293, 307, 456, 541, 558, 613 K.2: 101, 327, 429, 489, 503, 529, 546, 601 K.3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597 K.4: 85, 125, 187, 201, 327, 389, 471 K.5: 101, 127, 333, 350 K.6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499
Narrative Style	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Narrative Conventions of Language	
CC.1.4.K.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
<ul style="list-style-type: none"> ▪ Capitalize first word in sentence and pronoun I. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>K.1: 148, 244, 279, 293, 307, 456, 541, 558, 613 K.2: 101, 327, 429, 489, 503, 529, 546, 601 K.3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597 K.4: 85, 125, 187, 201, 327, 389, 471 K.5: 101, 127, 333, 350 K.6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p>

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<ul style="list-style-type: none"> ▪ Recognize and use end punctuation. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>K.1: 148, 244, 279, 293, 307, 456, 541, 558, 613</p> <p>K.2: 101, 327, 429, 489, 503, 529, 546, 601</p> <p>K.3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597</p> <p>K.4: 85, 125, 187, 201, 327, 389, 471</p> <p>K.5: 101, 127, 333, 350</p> <p>K.6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p>
<ul style="list-style-type: none"> ▪ Spell simple words phonetically. 	<p>These pages provide opportunities for children to meet this standard.</p> <p>K.1: 148, 244, 279, 293, 307, 456, 541, 558, 613</p> <p>K.2: 101, 327, 429, 489, 503, 529, 546, 601</p> <p>K.3: 89, 129, 146, 189, 191, 203, 301, 327, 387, 525, 542, 597</p> <p>K.4: 85, 125, 187, 201, 327, 389, 471</p> <p>K.5: 101, 127, 333, 350</p> <p>K.6: 103, 129, 173, 201, 273, 327, 375, 389, 403, 446, 471, 485, 499</p>
Response to Literature	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Production and Distribution of Writing Process	
<p>CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>K.1: 91, 187, 293, 399, 501, 585, 599</p> <p>K.2: 87, 187, 287, 389, 489, 573, 587</p> <p>K.3: 89, 189, 287, 387, 485, 569, 583</p> <p>K.4: 85, 187, 287, 389, 485, 589, 603</p> <p>K.5: 87, 193, 293, 397, 495, 599, 613</p> <p>K.6: 89, 187, 287, 389, 485, 583, 597</p>
Technology and Publication	
<p>CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.</p>	<p>K.1: 558, 585, 599, 613</p> <p>K.2: 546, 573, 587, 601</p> <p>K.3: 542, 569, 583, 597</p> <p>K.4: 575, 589, 603</p> <p>K.5: 613</p> <p>K.6: 569, 583, 597</p>

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<p>Conducting Research</p>	
<p>CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.</p>	<p>K.1: 201, 227, 279, 333, 413, 541, 558, 585, 599, 613 K.2: 87, 101, 173, 201, 273, 327, 375, 475, 529, 546, 573, 587, 601 K.3: 75, 89, 103, 189, 203, 287, 301, 327, 401, 471, 485, 499, 525, 542, 569, 583, 597 K.4: 71, 85, 99, 173, 187, 227, 244, 273, 287, 301, 327, 375, 471, 485, 499, 525, 542, 575, 589, 603 K.5: 73, 101, 179, 233, 279, 293, 307, 333, 411, 481, 495, 508, 552, 585, 599, 613 K.6: 75, 89, 103, 173, 187, 201, 227, 273, 287, 301, 327, 375, 389, 403, 471, 485, 499, 525, 542, 569, 583, 597</p>
<p>Credibility, Reliability, and Validity of Sources</p>	
<p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>K.1: 131, 148, 187, 201, 333, 501, 541 K.2: 127, 144, 187, 227, 244, 287, 344, 389, 429, 446, 489, 503, 529 K.3: 29, 89, 103, 129, 146, 189, 203, 229, 231, 232, 246, 287, 344, 387, 401, 427, 444, 485, 525, 573 K.4: 29, 46, 71, 85, 99, 125, 142, 187, 201, 227, 273, 287, 301, 344, 389, 403, 429, 446, 485, 499, 525, 542 K.5: 29, 46, 87, 127, 144, 193, 207, 233, 250, 293, 307, 350, 397, 411, 437, 454, 495, 508, 535, 552 K.6: 29, 46, 75, 89, 103, 129, 187, 201, 227, 244, 273, 287, 301, 344, 429, 485, 499, 525, 542</p>

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<p>Range of Writing</p> <p>CC.1.4.K.X Write routinely over short time frames.</p>	<p>K.1:29, 46, 77, 91, 105,131, 148, 173, 187, 201, 227, 244, 279, 293, 307, 333, 350, 385, 399, 413, 439, 456, 487, 501, 515, 541, 558, 585, 599, 613</p> <p>K.2: 29, 46, 73, 87, 101, 127, 144, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 475, 489, 503, 529, 546, 573, 587, 601</p> <p>K.3: 29, 46, 75, 89, 103, 129, 146, 175, 189, 203, 229, 246, 273, 287, 301, 327, 344, 373, 387, 401, 427, 444, 471, 485, 499, 525, 542, 569, 583, 597</p> <p>K.4: 29, 46, 71, 85, 99, 125, 142, 173, 187, 201, 227, 244, 273, 287, 301, 327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 575, 589, 603</p> <p>K.5: 29, 46, 73, 87, 101, 127, 144, 179, 193, 207, 233, 250, 279, 293, 307, 333, 350, 383, 397, 411, 437, 454, 481, 495, 509</p> <p>K.6: 29, 46, 75, 89, 103, 129, 146, 173, 187, 201, 227, 244, 273, 287, 301,327, 344, 375, 389, 403, 429, 446, 471, 485, 499, 525, 542, 569, 583, 597</p>

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<p>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p>Comprehension and Collaboration Collaborative Discussion</p>	
<p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups.</p>	<p>K.1: 29, 30, 32–33, 50–51, 132, 178, 201, 226, 227, 230, 293, 309, 334, 336, 352, 353, 386–387, 492, 503, 542 K.2: 44, 88, 103, 128, 174–175, 177, 230, 405, 432 K.3: 32, 76–77, 130, 132, 176–177, 180, 274–275, 303, 330, 430, 448, 487, 570– 571 K.4: 32, 126, 174–175, 228, 274–275, 328, 376–377, 450, 501, 528, 605 K.5: 32, 50, 128, 130, 180–181, 234, 236, 280–281, 334, 336, 384–385, 438, 440, 482–483, 511, 615 K.6: 177, 203, 228, 274–275, 328, 376– 377, 449, 599</p>
<p>Comprehension and Collaboration Critical Listening</p>	
<p>CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>K.1: 28, 30, 78–79 K.2: 30, 74–75, 128, 174–175, 228, 328, 530, 574–575 K.3: 249, 297, 374–375, 487, 570–571 K.4: 174–175, 472–473, 545, 576–577 K.5: 30, 74–75, 234, 280–281 K.6: 91, 99, 130, 174–175, 274–275, 376– 377</p>
<p>Comprehension and Collaboration Evaluating Information</p>	
<p>CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>K.1: 28, 30, 78–79 K.2: 30, 74–75, 128, 174–175, 228, 328, 530, 574–575 K.3: 249, 297, 374–375, 487, 570–571 K.4: 174–175, 472–473, 545, 576–577 K.5: 30, 74–75, 234, 280–281 K.6: 91, 99, 130, 174–175, 274–275, 376– 377</p>

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Presentation of Knowledge and Ideas Purpose, Audience, and Task	
CC.1.5.K.D Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	K.3: 328, 374–375 K.5: 438, 482–483 K.6: 430, 472–473
Presentation of Knowledge and Ideas Context	
CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.	K.1: 152, 174–175, 334, 386–387, 440, 488–489 K.2: 228, 274–275, 476–477 K.3: 30, 76–77, 130, 176–177, 328, 374–375, 428, 472–473, 570–571 K.4: 30, 72–73, 228, 274–275, 430, 526 K.5: 30, 74–75, 128, 180–181, 438, 482–483, 536, 586–587 K.6: 30, 31, 76–77, 328, 376–377, 430, 472–473
Integration of Knowledge and Ideas Multimedia	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Conventions of Standard English	
CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	K.1: 615 K.2: 126, 129, 143, 186, 200, 226, 243, 272, 277, 286, 300, 326, 343, 347, 374, 379, 388, 402, 474, 528, 545, 586, 600 K.3: 28, 45, 74, 88, 102, 174, 326, 343, 386, 400, 426, 429, 443, 470, 484, 498, 501, 524, 541, 568, 582, 596 K.4: 28, 31, 45, 70, 84, 98, 124, 141, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 470, 524, 541, 588, 602 K.5: 72, 232, 249, 292, 306, 332, 349, 382, 396, 410, 436, 453, 480, 494, 508, 534, 551, 584, 598, 612 K.6: 28, 45, 49, 74, 88, 91, 102, 128, 145, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596