

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



To the
**Pennsylvania
PSSA Writing Scoring Guidelines**

Introduction

This document demonstrates how **Scott Foresman Reading Street Common Core**, ©2013, meets the **Pennsylvania PSSA Writing Scoring Guidelines**. 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.

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PSSA Narrative Scoring Guidelines	
<p>Focus</p> <p>4 Sharp, distinct controlling point or theme with evident awareness of the narrative</p> <p>3 Clear Controlling point or theme with general awareness of the narrative</p> <p>2 Vague evidence of a controlling point or theme with inconsistent awareness of the narrative.</p> <p>1 Little or no evidence of a controlling point or theme with minimal awareness of the narrative.</p>	<p>K.1: 77, 131, 148, 279, 293, 307, 327, 333, 456, 541</p> <p>K.2: 101, 127, 327, 375, 429, 489, 503, 529</p> <p>K.3: 89, 129, 146, 189, 203, 301, 327, 387</p> <p>K.4: 85, 125, 173, 187, 201, 327, 389, 471</p> <p>K.5: 101, 127, 179, 279, 333, 350</p> <p>K.6: 103, 129, 173, 201, 273, 327, 389, 403, 446, 471, 485, 499</p>
<p>Content Development</p> <p>4 Strong story line with illustrative details that addresses a complex idea or examines a complex experience. Thoroughly elaborated narrative sequence that employs narrative elements as appropriate.</p> <p>3 Story line with details that addresses an idea or examines an experience. Sufficiently elaborated narrative sequence that employs narrative elements as appropriate</p> <p>2 Inconsistent story line that inadequately addresses an idea or examines an experience insufficiently elaborated narrative sequence that may employ narrative elements</p> <p>1 Insufficient story line that minimally addresses an idea or examines an experience. Unelaborated narrative that may employ narrative elements.</p>	<p>K.1: 77, 131, 148, 279, 293, 307, 327, 333, 456, 541, 558</p> <p>K.2: 101, 127, 375, 429, 489, 503, 529, 546</p> <p>K.3: 89, 129, 146, 189, 203, 301, 327, 387</p> <p>K.4: 85, 125, 173, 187, 201, 327, 389, 471</p> <p>K.5: 101, 127, 179, 279, 333, 350</p> <p>K.6: 103, 129, 173, 201, 273, 327, 389, 403, 446, 471, 485, 499</p>

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<p>Organization 4 Skillful narrative pattern with clear and consistent sequencing of events, employing a beginning, a middle, and an end. Minor interruptions to the sequence may occur.</p> <p>3 Narrative pattern with generally consistent sequencing of events, employing a beginning, a middle, and an end. Interruptions to the sequence may occur</p> <p>2 Narrative pattern with generally inconsistent sequencing of events that may employ a beginning, a middle, and an end. Interruptions to the sequence may interfere with meaning.</p> <p>1 Narrative pattern with little or no sequencing of events, interruptions to the sequence interfere with meaning.</p>	<p>K.1: 131, 148, 279, 293, 307, 333, 456, 541, 558, 585 K.2: 101, 127, 327, 375, 429, 489, 503, 529, 546, 573 K.3: 89, 129, 146, 189, 203, 301, 327, 387 K.4: 85, 125, 173, 187, 201, 327, 389, 471 K.5: 101, 127, 179, 279, 333, 350 K.6: 103, 129, 173, 201, 273, 327, 389, 403, 446, 471, 485, 499</p>
<p>Style 4 Precise control of language, literary devices, and sentence structures that creates a consistent and effective point of view and tone.</p> <p>3 Appropriate control of language, literary devices, and sentence structures that create a consistent point of view and tone.</p> <p>2 Limited control of language and sentence structures that creates interference with point of view and tone.</p> <p>1 Minimal control of language and sentence structures that creates an inconsistent point of view and tone.</p>	<p>K.1: 131, 148, 279, 293, 307, 333, 456, 585 K.2: 101, 127, 327, 375, 429, 489, 503, 573 K.3: 89, 129, 146, 189, 203, 301, 327, 387 K.4: 85, 125, 173, 187, 201, 327, 389, 471 K.5: 101, 127, 179, 279, 333, 350 K.6: 103, 129, 173, 201, 273, 327, 389, 403, 446, 471, 485, 499</p>

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PSSA Informational Scoring Guidelines	
<p>Focus</p> <p>4 Sharp, distinct controlling point made about a single topic with evident awareness of task and audience.</p> <p>3 Clear controlling point made about a single topic with general awareness of task and audience.</p> <p>2 Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience.</p> <p>1 Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience.</p>	<p>K.1: 46, 172, 187, 227, 350, 385, 399, 439, 487, 515</p> <p>K.2: 46, 73, 87, 144, 173, 187, 201, 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, 471, 485, 499</p> <p>K.4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499</p> <p>K.5: 46, 73, 87, 144, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 535, 552, 585</p> <p>K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 525, 542, 569</p>
<p>Content Development</p> <p>4 Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details.</p> <p>3 Adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose. Sufficient elaboration with clearly presented information supported with well-chosen details.</p> <p>2 Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitive elaboration with inconsistently supported information. May be an extended list.</p> <p>1 Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, undeveloped writing with little or no support. May be a bare list.</p>	<p>K.1: 172, 187, 227, 350, 385, 399, 439, 487, 515</p> <p>K.2: 46, 73, 87, 144, 173, 187, 201, 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, 471, 485, 499</p> <p>K.4: 46, 71, 99, 142, 227, 244, 287, 301, 344, 375, 403, 429, 499</p> <p>K.5: 46, 73, 87, 144, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 552, 585, 599</p> <p>K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 542, 569, 583</p>

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<p>Organization 4 Effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.</p> <p>3 Organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.</p> <p>2 Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea.</p> <p>1 Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea.</p>	<p>K.1: 172, 187, 227, 350, 385, 399, 439, 487, 515 K.2: 46, 73, 87, 144, 173, 187, 201, 227, 273, 287, 301, 344, 389, 403, 446, 475, K.3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 427, 444, 471, 485, 499 K.4: 46, 71, 99, 142, 144, 227, 244, 287, 301, 344, 375, 403, 429, 499 K.5: 46, 73, 87, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 552, 585, 599 K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 542, 569, 583</p>
<p>Style 4 Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.</p> <p>3 Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.</p> <p>2 Limited control of language and sentence structures that creates interference with tone.</p> <p>1 Minimal control of language and sentence structures that creates an inconsistent tone.</p>	<p>K.1: 172, 187, 227, 350, 385, 399, 439, 487, 515 K.2: 46, 73, 87, 144, 173, 187, 201, 227, 273, 287, 301, 344, 389, 403, 446, 475, K.3: 46, 75, 103, 175, 229, 246, 287, 344, 373, 401, 444, 471, 485, 499 K.4: 46, 71, 99, 142, 144, 227, 244, 287, 301, 344, 375, 403, 429, 499 K.5: 46, 73, 87, 207, 233, 250, 293, 307, 383, 397, 411, 437, 454, 481, 495, 509, 585, 599 K.6: 46, 75, 89, 146, 187, 227, 244, 287, 301, 344, 429, 569, 583</p>

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PSSA Persuasive Scoring Guidelines	
<p>Focus</p> <p>4 Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.</p> <p>3 Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience.</p> <p>2 Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.</p> <p>1 Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.</p>	<p>K.1: 413</p> <p>K.2: 29, 244</p> <p>K.3: 29, 273</p> <p>K.4: 29, 446, 485</p> <p>K.5: 29</p> <p>K.6: 29</p>

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<p>Content Development</p> <p>4 Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.</p> <p>3 Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.</p> <p>2 Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.</p> <p>1 Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.</p>	<p>K.1: 413 K.2: 29, 244 K.3: 29, 273 K.4: 29, 446, 485 K.5: 29 K.6: 29</p>

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<p>Organization 4 Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.</p> <p>3 Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.</p> <p>2 Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.</p> <p>1 Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.</p>	<p>K.1: 413 K.2: 29, 244 K.3: 29, 273 K.4: 29, 446, 485 K.5: 29 K.6: 29</p>
<p>Style 4 Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.</p> <p>3 Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.</p> <p>2 Limited control of language and sentence structures that creates interference with tone.</p> <p>1 Minimal control of language and sentence structures that creates an inconsistent tone.</p>	<p>K.1: 413 K.2: 29, 244 K.3: 29, 273 K.4: 29, 446, 485 K.5: 29 K.6: 29</p>

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PSSA Conventions Scoring Guidelines	
<p>4 Thorough control of sentence formation</p> <p>3 Adequate control of sentence formation.</p> <p>2 Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented</p> <p>1 Minimal control of sentence formation. Many sentences are awkward and fragmented.</p>	<p>K.1: 46, 187, 413, 456, 599</p> <p>K.2: 46, 87, 101, 127, 144, 187, 201, 244, 287, 301, 344, 375, 389, 403, 446, 587</p> <p>K.3: 46, 75, 89, 146, 189, 246, 273, 287, 301, 387, 401, 427, 485</p> <p>K.4: 46, 71, 85, 125, 142, 187, 201, 226, 243, 272, 286, 287, 300, 301, 326, 343, 344, 374, 375, 388, 389, 402, 403, 429, 446, 470, 471, 485, 499</p> <p>K.5: 28, 45, 46, 86, 87, 100, 103, 178, 193, 244, 250, 293, 307, 333, 350, 397, 411, 436, 453, 454, 494, 495, 508, 509, 584</p> <p>K.6: 46, 89, 129, 146, 226, 243, 244, 286, 287, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p>
<p>4 Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning.</p> <p>3 Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present may interfere with meaning.</p> <p>2 Many errors may be present in grammar, usage, spelling, and punctuation, and some of those errors may interfere with meaning.</p> <p>1 Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning.</p>	<p>K.1: 46, 187, 413, 456, 585, 599</p> <p>K.2: 46, 87, 101, 127, 144, 187, 201, 244, 287, 301, 344, 375, 389, 403, 446, 573, 587</p> <p>K.3: 46, 75, 89, 103, 146, 189, 246, 273, 287, 301, 387, 401, 427, 485</p> <p>K.4: 46, 71, 85, 125, 142, 187, 201, 226, 243, 244, 272, 286, 287, 300, 301, 326, 343, 344, 374, 375, 388, 389, 402, 429, 446, 470, 471, 485, 499</p> <p>K.5: 28, 45, 46, 86, 87, 100, 178, 193, 250, 293, 307, 333, 350, 383, 397, 411, 436, 453, 454, 494, 495, 508, 509, 584, 585, 599, 613</p> <p>K.6: 46, 89, 129, 146, 226, 243, 244, 286, 287, 300, 326, 343, 374, 388, 389, 402, 428, 445, 470, 484, 485, 498, 524, 541, 568, 582, 583, 596, 597</p>