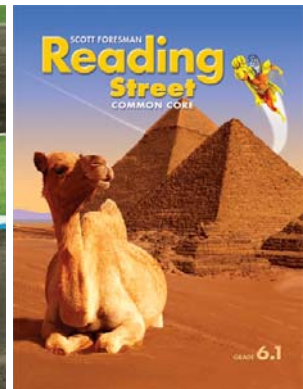
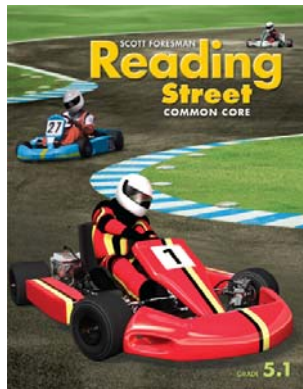
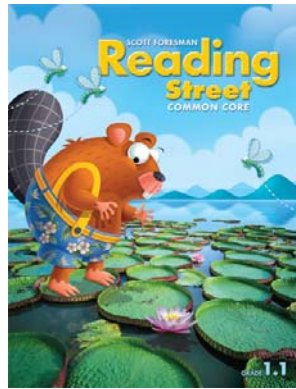
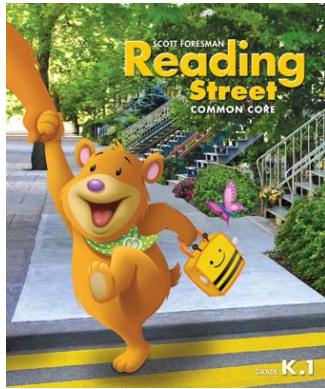


A Correlation of  
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Reading Street  
Common Core  
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To the  
**Next Generation  
Science Standards**  
May 2013  
Grades K-6

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to the Next Generation Science Standards, May 2013  
Grades K-6**

## Introduction

This document demonstrates how ***Scott Foresman Reading Street Common Core, ©2013***, supports the **Next Generation Science Standards, May 2013**. Correlation references are to selections in the Student Edition and Teacher’s Edition and are cited by unit, week and selection title.

***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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Next Generation Science Standards May 2013	Scott Foresman Reading Street Common Core, ©2013, Grade K
<b>Kindergarten</b>	
<b>K-PS2 Motion and Stability: Forces and Interactions</b>	<b>U1W3</b> Plaidypus Lost <b>U1W5</b> Smash! Crash! <b>U1W6</b> Dig Dig Digging <b>U5W2</b> Mayday! Mayday! <b>U5W3</b> Trucks Roll! <b>U5W4</b> The Little Engine That Could <b>U5W5</b> On the Move <b>U6W1</b> Building with Dad
<b>K-PS3 Energy</b>	<b>U2W5</b> A Bed for the Winter <b>U4W3</b> One Little Mouse <b>U4W5</b> If You Could Go to Antarctica <b>U6W5</b> The House That Tony Lives In
<b>K-LS1 From Molecules to Organisms: Structures and Processes</b>	<b>U2W1</b> Flowers <b>U2W2</b> Nature Spy <b>U2W3</b> Animal Babies in Grasslands <b>U2W5</b> A Bed for the Winter <b>U3W1</b> Little Panda <b>U3W4</b> Farfallina and Marcel <b>U4W1</b> Rooster's Off to See the World <b>U4W5</b> If You Could Go to Antarctica <b>U6W3</b> Building Beavers <b>U6W6</b> Ants and Their Nests
<b>K-ESS2 Earth's Systems</b>	<b>U2W5</b> A Bed for the Winter <b>U3W4</b> Farfallina and Marcel <b>U4W5</b> If You Could Go to Antarctica <b>U5W2</b> Mayday! Mayday! <b>U6W3</b> Building Beavers <b>U6W4</b> Alistair and Kip's Great Adventure! <b>U6W6</b> Ants and Their Nests
<b>K-ESS3 Earth and Human Activity</b>	<b>U2W1</b> Flowers <b>U4W3</b> One Little Mouse <b>U4W5</b> If You Could Go to Antarctica <b>U5W2</b> Mayday! Mayday!

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Next Generation Science Standards May 2013	Scott Foresman Reading Street Common Core, ©2013, Grade 1
<b>GRADE 1</b>	
<b>1-PS4 Waves and their Applications in Technologies for Information Transfer</b>	<b>URW2</b> Snap! <b>U5W5</b> Alexander Graham Bell: A Great Inventor <b>U5W5</b> Inventions (PS)
<b>1-LS1 From Molecules to Organisms: Structures and Processes</b>	<b>U1W4</b> A Fox and a Kit <b>U2W5</b> Life in the Forest <b>U2W5</b> A Mangrove Forest (PS) <b>U3W3</b> The Class Pet <b>U3W4</b> Frog and Toad Together <b>U3W4</b> Growing Plants (PS) <b>U3W5</b> I'm a Caterpillar <b>U5W3</b> Dot & Jabber and the Great Acorn Mystery
<b>1-LS3 Heredity: Inheritance and Variation of Traits</b>	<b>U1W5</b> Get the Egg! <b>U1W6</b> Animal Park
<b>1-ESS1 Earth's Place in the Universe</b>	<b>U2W6</b> Night Song (PS) <b>U4W4</b> A Southern Ranch

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Next Generation Science Standards May 2013	Scott Foresman Reading Street Common Core, ©2013, Grade 2
<b>GRADE 2</b>	
<b>2-PS1 Matter and its Interactions</b>	<b>U1W2</b> A Trip to Space Camp (PS) <b>U3W5</b> What's Made from Corn? (PS) <b>U4W5</b> The First Tortilla <b>U5W1</b> Fire Fighter! <b>U6W4</b> Cowboy Gear (PS)
<b>2-LS2 Ecosystems: Interactions, Energy, and Dynamics</b>	<b>U1W4</b> A Walk in the Desert <b>U1W4</b> Rain Forests (PS) <b>U1W5</b> The Strongest One <b>U1W5</b> Anteaters (PS) <b>U4W2</b> The Life Cycle of a Pumpkin <b>U4W2</b> "How do seeds know which way is UP?" (PS) <b>U4W3</b> Burrowing Animals (PS) <b>U4W5</b> The First Tortilla
<b>2-LS4 Biological Evolution: Unity and Diversity</b>	<b>U1W4</b> A Walk in the Desert <b>U1W4</b> Rain Forests (PS) <b>U1W5</b> Anteaters (PS) <b>U2W1</b> Rescue Dogs (PS) <b>U4W4</b> The Night the Moon Fell
<b>2-ESS1 Earth's Place in the Universe</b>	<b>U1W2</b> Exploring Space with an Astronaut <b>U1W3</b> Henry and Mudge and the Starry Night <b>U4W4</b> The Night the Moon Fell
<b>2-ESS2 Earth's Systems</b>	<b>U4W3</b> Soil <b>U4W5</b> Wind (PS)
<b>K-2-ETS1 Engineering Design</b>	<b>U1W2</b> A Trip to Space Camp (PS) <b>U3W1</b> Pearl and Wagner: Two Good Friends <b>U3W1</b> Alberto the Scientist (PS) <b>U6W5</b> Home Sweet Home (PS)

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Next Generation Science Standards May 2013	Scott Foresman Reading Street Common Core, ©2013, Grade 3
<b>GRADE 3</b>	
<b>3-PS2 Motion and Stability: Forces and Interactions</b>	<b>U1W1</b> When Charlie McButton Lost Power <b>U1W1</b> How a Kite Changed the World (PS) <b>U3W3</b> Science-trickery (PS)
<b>3-LS1 From Molecules to Organisms: Structures and Processes</b>	<b>U2W1</b> Penguin Chick <b>U2W1</b> Plants: Fitting Into Their World (PS)
<b>3-LS2 Ecosystems: Interactions, Energy, and Dynamics</b>	<b>U2W1</b> Plants: Fitting Into Their World (PS) <b>U3W1</b> Worms at Work (PS) <b>U3W4</b> A Symphony of Whales <b>U3W4</b> He Listens to Whales (PS) <b>U3W5</b> Around One Cactus
<b>3-LS3 Heredity: Inheritance and Variation of Traits</b>	<b>U2W1</b> Penguin Chick <b>U2W5</b> Amazing Bird Nests
<b>3-LS4 Biological Evolution: Unity and Diversity</b>	<b>U2W2</b> I Wanna Iguana <b>U3W1</b> Worms at Work (PS) <b>U6W4</b> Two Bad Ants
<b>3-ESS2 Earth's Systems</b>	<b>U3W5</b> The Water Cycle (PS) <b>U4W2</b> Hottest, Coldest, Highest, Deepest <b>U4W3</b> Rocks in His Head
<b>3-ESS3 Earth and Human Activity</b>	<b>U3W4</b> A Symphony of Whales

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Next Generation Science Standards May 2013	Scott Foresman Reading Street Common Core, ©2013, Grade 4
<b>GRADE 4</b>	
<b>4-PS3 Energy</b>	<b>U2W1</b> What Jo Did
<b>4-PS4 Waves and their Applications in Technologies for Information Transfer</b>	<b>U4W3</b> Making Mummies (Search Engines) (PS) <b>U6W3</b> The Difficult Art of Hitting (PS)
<b>4-LS1 From Molecules to Organisms: Structures and Processes</b>	<b>U3W2</b> Adelina’s Whales <b>U4W1</b> The Case of the Gasping Garbage <b>U4W2</b> Mysterious Animals (PS) <b>U4W5</b> Encyclopedia Brown and the Case of the Slippery Salamander
<b>4-ESS1 Earth’s Place in the Universe</b>	<b>U3W3</b> How Night Came from the Sea <b>U3W3</b> The Ant and the Bear (PS) <b>U5W5</b> Moonwalk <b>U5W5</b> A Walk on the Moon (PS) <b>U6W5</b> The Man Who Went to the Far Side of the Moon <b>U6W5</b> 195 Days in Space (PS)
<b>4-ESS2 Earth’s Systems</b>	<b>U1W5</b> Letters Home from Yosemite <b>U3W1</b> The Man Who Named the Clouds <b>U3W1</b> My Weather Journal (PS) <b>U3W4</b> Eye of the Storm <b>U3W4</b> Severe Weather Safety (PS) <b>U3W5</b> A Very Grand Canyon (PS) <b>U5W4</b> Antarctic Journal <b>U5W4</b> Swimming Towards Ice (PS)
<b>4-ESS3 Earth and Human Activity</b>	<b>U3W4</b> Eye of the Storm <b>U3W4</b> Severe Weather Safety (PS) <b>U5W1</b> Camp with Care (PS) <b>U5W4</b> Antarctic Journal



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Next Generation Science Standards May 2013	Scott Foresman Reading Street Common Core, ©2013, Grade 5
<b>GRADE 5</b>	
<b>5-PS1 Matter and Its Interactions</b>	<b>U6W3</b> King Midas and the Golden Touch <b>U6W4</b> The <i>Hindenburg</i> <b>U6W4</b> The Mystery of the <i>Hindenburg</i> Disaster (PS)
<b>5-PS2 Motion and Stability: Forces and Interaction</b>	<b>U3W1</b> The Fabulous Perpetual Motion Machine <b>U5W2</b> The Unsinkable Wreck of the R.M.S. <i>Titanic</i>
<b>5-PS3 Energy</b>	<b>U4W1</b> Weslandia
<b>5-LS1 From Molecules to Organisms: Structures and Processes</b>	<b>U4W3</b> Exploding Ants <b>U4W3</b> The Art of Mimicry (PS)
<b>5-LS2 Ecosystems: Interactions, Energy, and Dynamics</b>	<b>U4W3</b> Exploding Ants <b>U6W1</b> The Truth About Austin's Amazing Bats <b>U6W1</b> The Animals in My Life (PS) <b>U6W2</b> The Mystery of St. Matthew Island <b>U6W2</b> City Hawks (PS)
<b>5-ESS1 Earth's Place in the Universe</b>	<b>U5W3</b> Talk with an Astronaut <b>U5W3</b> Women Astronauts (PS)
<b>5-ESS2 Earth's Systems</b>	<b>U1W2</b> Thunder Rose <b>U1W2</b> Measuring Tornadoes (PS) <b>U2W1</b> At the Beach <b>U5W4</b> Journey to the Center of the Earth
<b>5-ESS3 Earth and Human Activity</b>	<b>U1W2</b> Measuring Tornadoes (PS) <b>U1W3</b> Island of the Blue Dolphins <b>U5W2</b> The Unsinkable Wreck of the R.M.S. <i>Titanic</i> <b>U6W2</b> The Mystery of St. Matthew Island
<b>3-5-ETS1 Engineering Design</b>	<b>U1W3</b> Island of the Blue Dolphins <b>U3W3</b> A Model Scientist (PS) <b>U5W1</b> The Skunk Ladder

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Next Generation Science Standards May 2013	Scott Foresman Reading Street Common Core, ©2013, Grade 6
<b>Middle School</b>	
<b>MS-PS1 Matter and Its Interactions</b>	<b>U5W4</b> Gold
<b>MS-PS2 Motion and Stability: Forces and Interactions</b>	<b>U6W1</b> Don Quixote and the Windmills
<b>MS-PS3 Energy</b>	<b>U4W5</b> Inventing the Future: A Photobiography of Thomas Alva Edison
<b>MS-PS4 Waves and their Applications in Technologies for Information Transfer</b>	<b>U4W5</b> Inventing the Future: A Photobiography of Thomas Alva Edison
<b>MS-LS1 From Molecules to Organisms: Structures and Processes</b>	<b>U1W5</b> Hachiko: The True Story of a Loyal Dog <b>U1W5</b> They've Got Personality (PS) <b>U4W2</b> The Chimpanzees I Love <b>U4W2</b> "Going Ape" Over Language (PS)
<b>MS-LS2 Ecosystems: Interactions, Energy, and Dynamics</b>	<b>U1W4</b> Saving the Rain Forests <b>U4W2</b> The Chimpanzees I Love <b>U4W2</b> "Going Ape" Over Language (PS)
<b>MS-LS3 Heredity: Inheritance and Variation of Traits</b>	<b>U4W2</b> The Chimpanzees I Love
<b>MS-LS4 Biological Evolution: Unity and Diversity</b>	<b>U1W1</b> A Dog's Life (PS) <b>U1W5</b> They've Got Personality (PS) <b>U2W1</b> Creating a World Like Ours (PS)
<b>MS-ESS1 Earth's Place in the Universe</b>	<b>U2W1</b> The Universe <b>U2W4</b> Good-bye to the Moon
<b>MS-ESS2 Earth's Systems</b>	<b>U1W4</b> Saving the Rain Forests <b>U1W4</b> Drip Dry? (PS) <b>U5W5</b> Greensburg Goes Green
<b>MS-ESS3 Earth and Human Activity</b>	<b>U1W4</b> Saving the Rain Forests <b>U1W4</b> Drip Dry? (PS) <b>U5W5</b> Greensburg Goes Green
<b>MS-ETS1 Engineering Design</b>	<b>U4W5</b> Garrett Augustus Morgan (PS)