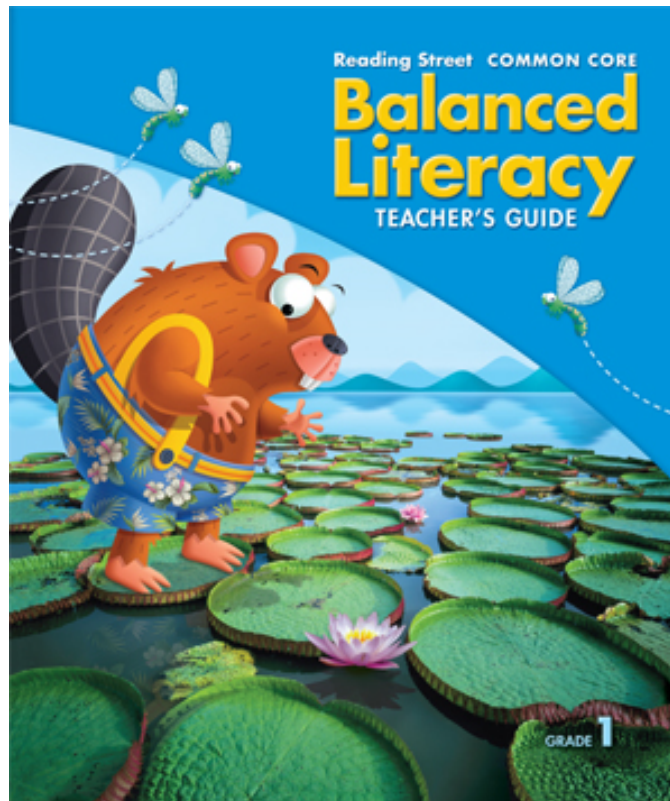


A Correlation of  
**Reading Street  
Common Core  
Balanced Literacy**  
©2015



To the  
**Common Core State Standards  
for English Language Arts**  
**Grade 1**

# A Correlation of Reading Street Common Core Balanced Literacy, ©2015 to the Common Core State Standards for English Language Arts Grade 1

## Introduction

This document demonstrates how *Reading Street Common Core Balanced Literacy*, ©2015, aligns to the **Common Core State Standards for English Language Arts**. Correlation references are to the Balanced Literacy Teacher's Guide and are cited by page number. The Balanced Literacy Teacher's Guide is a guide for literacy instruction that supports balanced literacy classrooms.

*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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<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<b>Literature 1.</b> Ask and answer questions about key details in a text.	<b>TG:</b> 9, 21, 33, 45, 56, 57, 68, 69, 80, 81, 92, 93, 104, 105, 128, 129, 140, 152, 153, 164, 165, 188, 189, 224, 225, 236, 237, 260, 261, 272, 284, 285, 296, 297, 308, 309, 332, 344, 345, 356, 357, 368, 369, 380, 381, 428, 429
<b>Literature 2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>TG:</b> 57, 69, 81, 92, 93, 105, 129, 153, 165, 176, 189, 224, 225, 237, 249, 261, 285, 297, 308, 309, 344, 345, 356, 357, 369, 381, 428, 429
<b>Literature 3.</b> Describe characters, settings, and major events in a story, using key details.	<b>TG:</b> 8, 9, 20, 21, 32, 33, 44, 45, 56, 57, 69, 80, 81, 92, 93, 104, 105, 117, 128, 129, 152, 153, 164, 165, 188, 189, 224, 225, 236, 237, 260, 261, 284, 285, 296, 297, 308, 309, 344, 345, 356, 357, 368, 369, 380, 381, 428, 429
<b>Craft and Structure</b>	
<b>Literature 4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>TG:</b> 80, 141, 284, 296, 309, 344, 356, 357, 428, 429
<b>Literature 5.</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>TG:</b> 33, 44, 68
<b>Literature 6.</b> Identify who is telling the story at various points in a text.	<b>TG:</b> 80, 164, 284
<b>Integration of Knowledge and Ideas</b>	
<b>Literature 7.</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>TG:</b> 8, 9, 20, 21, 32, 33, 45, 57, 69, 80, 81, 92, 93, 104, 105, 128, 129, 152, 164, 165, 188, 224, 225, 236, 237, 260, 261, 284, 285, 296, 308, 309, 344, 345, 356, 368, 369, 380, 381, 428
<b>8.</b> (Not applicable to literature)	Not applicable according to the Common Core State Standards

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<b>Common Core State Standards for English Language Arts Grade 1</b>	<b>Reading Street Common Core Balanced Literacy, ©2015 Grade 1</b>
<b>Literature 9.</b> Compare and contrast the adventures and experiences of characters in stories.	<b>TG:</b> 80, 93, 188, 236, 237, 260, 284, 357, 369, 381
<b>Range of Reading and Level of Text Complexity</b>	
<b>Literature 10.</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>TG:</b> 9, 12, 21, 33, 57, 69, 80, 81, 92, 93, 105, 117, 129, 141, 152, 153, 165, 177, 189, 201, 213, 225, 237, 249, 260, 261, 273, 285, 297, 309, 333, 345, 357, 369, 381, 393, 405, 417, 429
<b>Reading Standards for Informational Texts</b>	
<b>Key Ideas and Details</b>	
<b>Informational Text 1.</b> Ask and answer questions about key details in a text.	<b>TG:</b> 116, 117, 140, 141, 165, 176, 177, 189, 200, 201, 212, 213, 248, 249, 272, 273, 320, 321, 332, 333, 392, 393, 404, 405, 416, 417
<b>Informational Text 2.</b> Identify the main topic and retell key details of a text.	<b>TG:</b> 116, 117, 129, 141, 176, 177, 189, 200, 201, 212, 213, 225, 249, 273, 297, 320, 321, 332, 333, 392, 393, 404, 405, 416, 417
<b>Informational Text 3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>TG:</b> 117, 129, 200, 201, 212, 213, 248, 249, 272, 273, 320, 321, 332, 333, 392, 404, 405, 416, 417
<b>Craft and Structure</b>	
<b>Informational Text 4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>TG:</b> 141, 165, 200, 213, 248, 272, 320, 332, 392
<b>Informational Text 5.</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>TG:</b> 21, 23, 33, 83, 105, 107, 140, 155, 179, 201, 203, 215, 239, 251, 263, 272, 273, 275, 287, 297, 320, 335, 345, 371, 383, 395, 407, 416, 417, 419, 431
<b>Informational Text 6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>TG:</b> 45, 105, 116, 129, 140, 165, 176, 248, 273, 320, 333, 404, 405, 416, 417

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<b>Integration of Knowledge and Ideas</b>	
<b>Informational Text 7.</b> Use the illustrations and details in a text to describe its key ideas.	<b>TG:</b> 21, 33, 45, 47, 105, 107, 116, 140, 165, 176, 177, 179, 189, 200, 201, 212, 213, 248, 249, 261, 263, 272, 273, 297, 320, 321, 323, 332, 333, 392, 393, 395, 404, 405, 416, 417, 431
<b>Informational Text 8.</b> Identify the reasons an author gives to support points in a text.	<b>TG:</b> 141, 176, 177, 189, 200, 261
<b>Informational Text 9.</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>TG:</b> 140, 153, 189, 249, 416
<b>Range of Reading and Level of Text Complexity</b>	
<b>Informational Text 10.</b> With prompting and support, read informational texts appropriately complex for grade 1.	<b>TG:</b> 33, 105, 107, 117, 129, 140, 141, 153, 165, 177, 189, 200, 201, 213, 225, 237, 248, 249, 261, 272, 273, 285, 297, 309, 321, 333, 345, 357, 369, 381, 393, 405, 417, 429
<b>Reading Standards for Foundational Skills</b>	
<b>Print Concepts</b>	
<b>Foundational Skills 1.</b> Demonstrate understanding of the organization and basic features of print.	<b>TG:</b> 3, 11, 15, 23, 27, 35, 39, 51, 59
<b>Foundational Skills 1.a.</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>TG:</b> 11, 46, 47, 51, 59, 63, 70, 82, 118, 130, 142, 370
<b>Phonological Awareness</b>	
<b>Foundational Skills 2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>TG:</b> 15, 27, 39, 51, 63, 75, 87, 99, 111, 123, 135, 159, 231, 255, 257, 267, 291, 293, 327, 339, 351
<b>Foundational Skills 2.a.</b> Distinguish long from short vowel sounds in spoken single-syllable words.	<b>TG:</b> 75, 159, 171, 172, 183, 195, 197, 207, 208, 291, 292, 303, 304

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<b>Foundational Skills 2.b.</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>TG:</b> 3, 15, 16, 27, 29, 39, 40, 41, 51, 63, 64, 75, 76, 87, 88, 99, 100, 111, 123, 124, 125, 135, 136, 137, 147, 149, 159, 171, 172, 183, 195, 196, 197, 207, 208, 209, 219, 220, 221, 231, 232, 233, 243, 244, 245, 255, 256, 267, 269, 291, 292, 303, 305, 315, 316, 317, 327, 328, 329, 339, 340, 341, 351, 352, 363, 364, 375, 376, 377, 387, 399, 400, 401, 411, 412, 413, 423, 434, 425
<b>Foundational Skills 2.c.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>TG:</b> 3, 5, 15, 16, 27, 28, 39, 40, 51, 63, 64, 75, 87, 88, 99, 100, 111, 123, 135, 136, 147, 148, 159, 171, 183, 195, 196, 207, 219, 243, 244, 255, 256, 257, 267, 268, 269, 303, 304, 305, 315, 316, 317, 339, 341, 375, 377, 387, 388, 389, 399, 423
<b>Foundational Skills 2.d.</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>TG:</b> 3, 5, 15, 16, 27, 39, 63, 64, 75, 76, 87, 88, 99, 100, 111, 112, 123, 124, 135, 136, 147, 148, 160, 172, 183, 195, 196, 207, 208, 219, 220, 231, 232, 243, 244, 267, 268, 279, 280, 281, 327, 328, 329, 339, 340, 341, 351, 352, 363, 364, 375, 376, 387, 389, 399, 400, 401, 411, 412, 413, 423, 424, 425
<b>Phonics and Word Recognition</b>	
<b>Foundational Skills 3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>TG:</b> 4, 5, 7, 15, 16, 17, 27, 28, 29, 31, 39, 40, 41, 52, 53, 55, 64, 65, 67, 75, 76, 77, 87, 88, 89, 100, 101, 102, 112, 113, 114, 124, 125, 126, 136, 137, 148, 149, 160, 161, 162, 172, 173, 184, 185, 196, 197, 208, 209, 220, 221, 232, 233, 244, 245, 256, 257, 267, 268, 269, 280, 281, 292, 293, 303, 305, 316, 317, 327, 328, 329, 339, 340, 341, 351, 352, 353, 354, 364, 365, 376, 377, 387, 388, 389, 400, 401, 412, 413, 424, 425
<b>Foundational Skills 3.a.</b> Know the spelling-sound correspondences for common consonant digraphs.	<b>TG:</b> 40, 76, 77, 89, 124, 148, 149, 161, 171, 172, 173, 185, 232, 327, 328, 329, 341, 353, 363

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<b>Foundational Skills 3.b.</b> Decode regularly spelled one-syllable words.	<b>TG:</b> 4, 5, 16, 17, 19, 28, 29, 39, 40, 41, 52, 53, 64, 65, 75, 76, 77, 88, 89, 90, 91, 100, 101, 102, 112, 124, 125, 136, 137, 148, 149, 160, 161, 162, 172, 173, 184, 185, 196, 197, 208, 220, 232, 233, 256, 257, 268, 269, 280, 281, 291, 292, 293, 304, 316, 328, 330, 352, 353, 364, 365, 366, 375, 376, 377, 387, 388, 400, 401, 412, 414
<b>Foundational Skills 3.c.</b> Know final –e and common vowel team conventions for representing long vowel sounds.	<b>TG:</b> 160, 161, 162, 171, 172, 173, 184, 185, 186, 195, 196, 197, 208, 209, 219, 220, 221, 233, 291, 292, 293, 303, 304, 305, 315, 316, 317, 327, 328, 329, 341, 424
<b>Foundational Skills 3.d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>TG:</b> 27, 51, 63, 111, 208, 210, 245, 255, 267, 327, 339, 341, 353, 375, 376, 387, 388
<b>Foundational Skills 3.e.</b> Decode two syllable words following basic patterns by breaking the words into syllables.	<b>TG:</b> 208, 209, 210, 221, 232, 279, 280, 351, 352, 364, 365, 366, 375, 376, 377, 378, 389, 411, 412, 425
<b>Foundational Skills 3.f.</b> Read words with inflectional endings.	<b>TG:</b> 111, 112, 113, 125, 196, 197, 209, 238, 243, 244, 245, 255, 256, 257, 269, 280, 293, 304, 305, 317, 387, 388, 389, 390, 401
<b>Foundational Skills 3.g.</b> Recognize and read grade-appropriate irregularly spelled words.	<b>TG:</b> 5, 7, 17, 18, 19, 29, 31, 41, 43, 53, 55, 65, 67, 76, 77, 78, 79, 88, 89, 90, 91, 100, 101, 102, 103, 114, 115, 124, 126, 127, 137, 138, 139, 148, 150, 151, 160, 161, 162, 163, 172, 173, 174, 175, 184, 185, 186, 187, 196, 198, 199, 208, 210, 211, 220, 221, 223, 232, 233, 234, 235, 244, 246, 247, 256, 258, 259, 268, 270, 271, 280, 282, 283, 292, 293, 294, 295, 304, 306, 307, 316, 317, 318, 319, 328, 330, 331, 341, 342, 343, 352, 353, 354, 355, 364, 365, 366, 367, 376, 378, 379, 388, 390, 391, 400, 402, 403, 412, 413, 414, 415, 425, 426, 427



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<b>Fluency</b>	
<b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.	<b>TG:</b> 17, 29, 41, 53, 55, 65, 76, 77, 84, 89, 96, 100, 101, 104, 108, 112, 124, 125, 136, 137, 144, 148, 156, 160, 161, 164, 172, 173, 184, 185, 196, 197, 208, 209, 220, 221, 228, 232, 233, 244, 245, 256, 268, 280, 293, 304, 312, 316, 328, 352, 364, 365, 376, 388, 412
<b>Foundational Skills 4.a.</b> Read grade-level text with purpose and understanding.	<b>TG:</b> 5, 12, 17, 21, 24, 29, 41, 53, 55, 65, 76, 77, 80, 84, 92, 96, 104, 128, 129, 152, 153, 164, 189, 224, 236, 248, 260, 296
<b>Foundational Skills 4.b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>TG:</b> 5, 12, 17, 24, 29, 41, 53, 55, 65, 76, 84, 96, 108, 120, 132, 144, 146, 168, 177, 180, 189, 192, 201, 204, 216, 228, 240, 252, 264, 276, 288, 300, 312, 324, 336, 348, 360, 372, 384, 396, 408, 420, 432
<b>Foundational Skills 4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>TG:</b> 24, 55, 57, 80, 84, 164, 165, 198, 204, 248, 282, 288, 296, 368, 429
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<b>Writing 1.</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<b>TG:</b> 119, 155, 239, 347, 407
<b>Writing 2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>TG:</b> 143, 155, 167, 179, 203, 215, 251, 263, 275, 299, 311, 323, 359, 383, 431
<b>Writing 3.</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>TG:</b> 83, 95, 119, 131, 191, 227, 287, 335, 347, 371, 419
<b>Writing 4.</b> (Begins in Grade 3)	Not applicable according to the Common Core State Standards

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<b>Production and Distribution of Writing</b>	
<b>Writing 5.</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>TG:</b> 9, 21, 33, 45, 57, 69, 81, 83, 93, 95, 105, 107, 117, 119, 129, 131, 141, 143, 153, 155, 165, 167, 177, 179, 189, 191, 201, 203, 213, 215, 225, 227, 237, 239, 249, 251, 261, 263, 273, 275, 285, 287, 297, 299, 309, 311, 321, 323, 333, 335, 345, 347, 357, 359, 369, 371, 381, 383, 393, 395, 405, 407, 417, 419, 429, 431
<b>Writing 6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>TG:</b> 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 227, 239, 263, 275, 287, 299, 311, 323, 335, 347, 359, 371, 383, 395, 407, 419, 431
<b>Research to Build and Present Knowledge</b>	
<b>Writing 7.</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<b>TG:</b> 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 263, 287, 347, 371
<b>Writing 8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>TG:</b> 59, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359, 371, 383, 395, 407, 419, 431
<b>Writing 9.</b> (Begins in Grade 4)	Not applicable according to the Common Core State Standards
<b>Range of Writing</b>	
<b>Writing 10.</b> (Begins in Grade 4)	Not applicable according to the Common Core State Standards
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<b>Speaking/Listening 1.</b> Participate in collaborative conversations about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	<b>TG:</b> 48, 83, 84, 95, 96, 119, 144, 155, 156, 167, 168, 180, 192, 203, 215, 227, 239, 251, 275, 287, 299, 311, 323, 347, 348, 359, 371, 395, 407, 419, 431
<b>Speaking/Listening 1.a.</b> Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>TG:</b> 12, 24, 36, 48, 60, 72, 84, 96, 120, 144, 156, 168, 192, 204, 216, 240, 252, 263, 264, 275, 276, 287, 288, 300, 312, 336, 384, 408, 419, 420

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<b>Common Core State Standards for English Language Arts Grade 1</b>	<b>Reading Street Common Core Balanced Literacy, ©2015 Grade 1</b>
<b>Speaking/Listening 1.b.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<b>TG:</b> 12, 120, 156, 192, 240, 276, 312, 384
<b>Speaking/Listening 1.c.</b> Ask questions to clear up any confusion about the topics and texts under discussion.	<b>TG:</b> 24, 60, 84, 144, 156, 180, 204, 228, 240, 276, 288, 300, 324, 348, 396, 408
<b>Speaking/Listening 2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>TG:</b> 6, 18, 19, 24, 30, 31, 36, 42, 43, 48, 54, 55, 60, 66, 67, 84, 156, 180, 204, 216, 228, 240, 275, 276, 300, 324, 348, 396, 408
<b>Speaking/Listening 3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>TG:</b> 24, 60, 84, 144, 156, 168, 180, 204, 228, 240, 275, 276, 288, 300, 324, 348, 396, 408
<b>Presentation of Knowledge and Ideas</b>	
<b>Speaking/Listening 4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>TG:</b> 48, 72, 95, 107, 108, 120, 132, 144, 168, 180, 204, 227, 228, 240, 252, 264, 276, 287, 288, 300, 312, 324, 336, 359, 360, 372, 383, 384, 419, 420
<b>Speaking/Listening 5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>TG:</b> 95, 107, 119, 131, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 323, 335, 347, 359, 371, 372, 383, 395, 407, 431, 432
<b>Speaking/Listening 6.</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)	<b>TG:</b> 7, 12, 24, 34, 36, 72, 82, 84, 96, 120, 132, 144, 168, 180, 204, 275, 276, 287, 288, 311, 323, 360, 383, 384, 395, 432
<b>Language Standards</b>	
<b>Conventions in Writing and Speaking</b>	
<b>Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>TG:</b> 11, 23, 34, 35, 46, 47, 58, 59, 70, 71, 82, 94, 95, 96, 106, 118, 130, 154, 166, 178, 190, 214, 250, 262, 274, 286, 287, 298, 310, 322, 334, 335, 346, 358, 370, 382, 394, 406, 418, 430
<b>Language 1.a.</b> Print all upper- and lowercase letters.	<b>TG:</b> 3, 4, 5, 29, 52

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<b>Common Core State Standards for English Language Arts Grade 1</b>	<b>Reading Street Common Core Balanced Literacy, ©2015 Grade 1</b>
<b>Language 1.b.</b> Use common, proper, and possessive nouns.	<b>TG:</b> 6, 10, 11, 12, 22, 23, 154, 166, 190, 202, 214
<b>Language 1.c.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).	<b>TG:</b> 10, 11, 22, 23, 34, 35, 46, 47, 70, 71, 202, 214, 226, 238, 250
<b>Language 1.d.</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i> ).	<b>TG:</b> 81, 382, 394, 406
<b>Language 1.e.</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).	<b>TG:</b> 226, 238, 250, 262, 274
<b>Language 1.f.</b> Use frequently occurring adjectives.	<b>TG:</b> 18, 24, 54, 58, 59, 60, 70, 246, 252, 298, 310, 322, 334, 346, 358
<b>Language 1.g.</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	<b>TG:</b> 164, 310, 382
<b>Language 1.h.</b> Use determiners (e.g., articles, demonstratives).	<b>TG:</b> 346, 431
<b>Language 1.i.</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	<b>TG:</b> 430, 431
<b>Language 1.j.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>TG:</b> 7, 46, 47, 59, 70, 71, 94, 106, 118, 130, 142, 335, 370, 394
<b>Language 2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>TG:</b> 10, 35, 47, 59, 70, 71, 82, 83, 94, 95, 155, 262, 347
<b>Language 2.a.</b> Capitalize dates and names of people.	<b>TG:</b> 155, 166, 178, 190
<b>Language 2.b.</b> Use end punctuation for sentences.	<b>TG:</b> 47, 70, 71, 82, 83, 118, 130, 142, 347

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<b>Language 2.c.</b> Use commas in dates and to separate single words in a series.	<b>TG:</b> 155, 179, 347
<b>Language 2.d.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<b>TG:</b> 7, 41, 76, 77, 87, 88, 89, 90, 91, 100, 101, 102, 112, 113, 114, 124, 125, 126, 136, 137, 138, 148, 149, 150, 160, 161, 162, 172, 173, 174, 184, 185, 186, 196, 197, 198, 208, 209, 210, 220, 221, 232, 233, 234, 244, 245, 246, 256, 257, 258, 268, 269, 270, 280, 281, 282, 292, 293, 294, 304, 305, 306, 316, 317, 318, 328, 329, 330, 340, 341, 342, 352, 353, 354, 364, 365, 366, 376, 377, 378, 388, 389, 390, 400, 401, 402, 412, 413, 414, 424, 425, 426
<b>Language 2.e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<b>TG:</b> 5, 16, 17, 28, 29, 40, 41, 52, 53, 55, 64, 65, 67, 76, 88, 90, 100, 112, 124, 136, 208, 220, 232, 244, 256, 268, 280, 292, 304, 305, 306, 316, 328, 329, 330, 340, 342, 352, 353, 354, 364, 366, 376, 378, 388, 390, 400, 401, 402, 412, 414, 424, 426
<b>Knowledge of Language</b>	
<b>Language</b> (Begins in Grade 2)	Not applicable according to the Common Core State Standards
<b>Vocabulary Acquisition and Use</b>	
<b>Language 4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	<b>TG:</b> 102, 114, 162, 164, 198, 204, 258, 264, 270, 276, 288, 312, 342, 348, 379, 384, 414, 420
<b>Language 4.a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>TG:</b> 80, 141, 165, 198, 204, 282, 288, 296, 330, 336, 368, 392, 402, 408
<b>Language 4.b.</b> Use frequently occurring affixes as a clue to the meaning of a word.	<b>TG:</b> 352, 358, 365, 400, 413, 424
<b>Language 4.c.</b> Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks looked, looking</i> ).	<b>TG:</b> 111, 112, 113, 197, 243, 244, 245, 256, 269, 279, 280, 317, 401

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<b>Language 5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<b>TG:</b> 138, 144, 210, 216, 222, 224, 228, 234, 240, 372
<b>Language 5.a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<b>TG:</b> 6, 10, 12, 30, 36, 42, 48, 66, 72, 78, 126, 132, 150, 156, 186, 192, 214, 251, 318, 324, 390, 396
<b>Language 5.b.</b> Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes)	<b>TG:</b> 24, 126, 132, 150, 186, 192, 251, 324
<b>Language 5.c.</b> Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	<b>TG:</b> 6, 7, 18, 30, 31, 35, 42, 54, 66, 78, 90, 114, 126, 150, 162, 174, 186, 198, 222, 234, 246, 282, 294, 306, 318, 330, 342, 354, 366, 378, 390, 402, 414, 426
<b>Language 5.d.</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i> ) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i> ) by defining or choosing them or by acting out the meanings.	<b>TG:</b> 102, 108, 200, 246, 252, 298, 322, 334, 366, 372
<b>Language 6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	<b>TG:</b> 7, 33, 45, 57, 66, 67, 92, 114, 126, 138, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294, 306, 312, 318, 330, 342, 354, 366, 378, 390, 402, 414, 426