

A Correlation of



© 2011

to the

**Indiana  
Common Core State Standards  
for English Language Arts  
Grade One**

## INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street @2011* meets the objectives of the Indiana Common Core State Standards for English Language Arts. Correlation page references to the Teacher's Edition are cited by unit and volume. Lessons in the Teacher's Edition contain facsimile Student Edition pages. Student Edition pages are cited by volume.

*Scott Foresman Reading Street* is a comprehensive reading program for Kindergarten through Grade Six 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 Comprehension.

### Assessment

*Reading Street* begins the year with the Baseline Group Test to make initial grouping decisions. Daily and Weekly assessment allow teachers to monitor students' progress at different critical points of instruction. The Unit Benchmark Test measures students' mastery of target skills taught throughout the unit. The End-of-Year Benchmark Test measures students' mastery of target skills taught throughout the six units of the program.

### Writing on Reading Street

Writing instruction on *Reading Street* emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

### Differentiated Instruction for Group Time

*Reading Street* instruction 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* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

### ELL Instruction

Daily support for English language learners can be found in the Differentiated Instruction feature in the *Reading Street* Teacher's Edition, as well as daily lessons for the ELL group. They offer pacing suggestions for the week and scaffolded instruction for the week's target skills and strategies. An ELL Reader reinforces the weekly concept and vocabulary while building language and fluency.

### Literacy

*Reading Street* provides what teachers need to organize and carry out a customized literacy program. Planning guides and instructional lessons help teachers plan and implement lessons. Teachers can select from a rich array of readers to match texts to students.

### 21<sup>st</sup> Century Skills

Technology on *Scott Foresman Reading Street* can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

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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.	<p><b>SE R:</b> EI•13; <b>1:</b> 112; <b>5:</b> 120  <b>TE R.1:</b> 18b, 18–19, 24–25; <b>R.2:</b> 96b, 96–97, 104–105a, 110–111; <b>1.2:</b> 125a–125b, 128c, 132–133, 134–135, 139a, 142–143, 145b; <b>2.1:</b> 22–23, 24–25, 26–27, 28c, 28–29, 30–31, 32–33, 38–39, 40–41, 52c, 54–55, 60–61, 70–75; <b>2.2:</b> 112c, 118–119, 122–123, 129a, 132–135; <b>3.1:</b> 20c, 22–23, 30–31, 33a, 35a, 38–41, 49a–49b, 52c, 54–55, 56–57, 58–59, 60–61, 64–65, 66–67, 68–69, 70–71, 72–73, 77c, 78–81, 83b; <b>3.2:</b> 109c, 192–193, 198–199, 209a, 211c; <b>4.1:</b> 20c, 26–29, 32–33, 42–43; <b>4.2:</b> 198c, 200–201, 206–207, 210–217, 217a, 219a; <b>5.1:</b> 20c, 24–25, 28–29, 34–35, 60c, 64–65, 68–69, 72–73, 74–75; <b>5.2:</b> 210c, 212–215, 220–221, 233a</p> <p>Instruction and practice in this skill are included as children read each selection. Children answer questions about the key details and events in the selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p>
<b>Literature 2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p><b>SE R:</b> 132; <b>1:</b> 58; <b>2:</b> 34; <b>3:</b> 74; <b>4:</b> 182; <b>5:</b> 78  <b>TE R.2:</b> 122–123, 128–129, 132–133, 136–137; <b>1.1:</b> 24–25, 46c, 48–49, 52–53, 54–55, 58–59; <b>2.1:</b> 34–35, 49a–49b, 52c, 58–59, 64–65, 66–67, 77b; <b>3.1:</b> 74–75; <b>4.2:</b> 149a–159b, 162c, 166–169, 172–173, 176–179,</p>

Reference Key



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Continued	<p>182–183, 183a, 185c, 189b; <b>5.1</b>: 38–39, 40–41, 78–79</p> <p><b>Unit R Week 6 Tab Side 2</b>: Use with Guide Comprehension, TE pp. 162-163</p> <p>The Retelling Cards are shown on the Think Critically page at the end of every selection in the Student Edition. These cards can be used to help children retell the selection, including the central message or main ideas, presenting this information in the sequence found in the selection. Children can add to and interpret the events as they retell the story in their own words, verifying their understanding of the content. The Teacher’s Edition instruction for the Think Critically pages provides suggestions to apply and extend retelling skills.</p>
<p><b>Literature 3.</b> Describe characters, settings, and major events in a story, using key details.</p>	<p><b>SE R</b>: 28; <b>1</b>: 30, 58; <b>5</b>: 40  <b>TE R.1</b>: 15d–15e, 15q, 20–21, 32–33, 39d–39e, 41a, 46–47, 48–49, 53a, 65d–65e, 67a, 70b, 76–77, 79a, 81a;  <b>R.2</b>: 117d–117e, 119a, 126–127; <b>1.1</b>: 17a–17b, 20c, 22–23, 24–25, 29a, 31a, 37b, 43a–43b, 46c, 56–57, 65b, 71a–71b, 74c, 76–77, 78–79, 93b;  <b>1.2</b>: 128c, 130–131, 134–135, 136–137; <b>2.1</b>: 20c, 26–27, 28–29, 33b, 34h, 43b, 66h; <b>2.2</b>: 109a–109b, 112c, 114–115, 120–121, 129a, 131c, 137b, 137f; <b>3.1</b>: 17a–17b, 20c, 24–25, 28–29, 32–33, 43b, 43c; <b>3.2</b>: 123a–123b, 126c, 128–129, 138–139, 141a, 149b, 187a–187b, 190c, 192–195, 209a, 211c, 217b, 217f; <b>4.1</b>: 17a–17b, 20c, 22–23, 34–35, 40–41, 43a, 45a, 51b, 51d, 51f, 57a–57b, 60c, 66–67, 70–71, 76–77, 87b; <b>4.2</b>: 162c, 164–165, 170–171, 174–175, 195a–195b, 198c, 217a, 227b; <b>5.1</b>: 17a–17b, 20c, 22–23, 26–27, 30–31, 36–37, 38–39, 39a,</p>

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Continued	<p>51b, 57a–57b, 60c, 62–63, 66–67, 70–71, 72–73, 74–75, 76–77, 89b; <b>5.2:</b> 207a–207b, 210c, 226–227, 231a, 241b</p> <p>The questions in the Read and Comprehend section of each lesson focus on a variety of comprehension skills related to the selection content. Each question is identified by skill, and many questions focus on the story elements of characters, settings, and plots (events). As children respond to the questions, they extend their understanding of these elements as well as interpret the action and events of the selection.</p>
<b>Craft and Structure</b>	
<p><b>Literature 4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p><b>SE 5:</b> 239  <b>TE R:1:</b> 15d; <b>1.1:</b> 17a; <b>1.2:</b> 137b; <b>3.1:</b> 49d–49e, 73d–73e, 76–77a, 81c–81d; <b>4.1:</b> 43a; <b>4.2:</b> 217a; <b>5.1:</b> 39c–39d, 42–43a, 49d–49e, 77d–77e, 80–81a, 87d–87e  <b>Unit 1 Week 5 Tab Side 2:</b> Use with Guide Comprehension, TE pp. 142–143</p> <p>As each Student Edition selection is read, children explore the feelings of the characters through the questions included as side notes or in the accompanying Teacher’s Edition lesson plan. They also learn to recognize sensory words and phrases and the important role these details play in stories and poems.</p>
<p><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.</p>	<p><b>SE R:</b> 32–33, 162–163; <b>1:</b> 34–35, 62–63, 116–117, 168–169; <b>2:</b> 198–199; <b>3:</b> 78–79, 110–111, 212–213; <b>4:</b> 82–83, 222–223; <b>5:</b> 44–45, 46–47, 48–49, 82–83, 84–85, 86–87, 236–237  <b>TE R.1:</b> 32i, 69c; <b>R.2:</b> 91d–91e, 93a, 96, 100–101, 143d–143e, 145a, 148,</p>

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Continued	<p>148b, 150–151, 157a, 161c, 162i; <b>1.1:</b> 34i, 62i; <b>1.2:</b> 116i, 168i; <b>2.2:</b> 109d–109e, 127c, 130–131a, 135c–135d, 137h–137i, 198i; <b>3.1:</b> 78i, 110i; <b>3.2:</b> 173a, 207b, 212i; <b>4.1:</b> 82i; <b>4.2:</b> 222i; <b>5.1:</b> 44i, 82i; <b>5.2:</b> 201c, 231b, 236i</p> <p><b>Unit R Week 5 Tab Side 2:</b> Use with Guide Comprehension, TE pp. 136–137; SE pp. 128–129</p> <p><b>Unit 4 Week 2 Tab Side 2:</b> Use with Guide Comprehension, TE pp. 82–83</p> <p>The Student Edition includes genre lesson pages that introduce many different text types (e.g., stories, poems). These lessons are supported by Teacher’s Edition pages that add instructional activities to help children identify the characteristics that distinguish the various categories of texts.</p>
<p><b>Literature 6.</b> Identify who is telling the story at various points in a text.</p>	<p><b>TE 3.2:</b> 143b, 209b; <b>4.1:</b> 45b; <b>4.2:</b> 219b; <b>5.1:</b> 121b, 127a</p> <p><b>Unit 3 Week 6 Tab Side 2:</b> Use with SE/TE pp. 192–193</p> <p>To further reinforce and support the standard, extend the genre study included for each selection by asking children to identify the speaker(s) in the selection. Begin the lesson by helping children identify speakers through speech tags.</p> <ul style="list-style-type: none"> <li>• Use the selection <i>Frog and Toad Together</i> on <b>SE 3:</b> 126–141 to identify the speakers in a story. Select two children to be Frog and Toad. Have another student read the narration while Frog and Toad read the dialogue. Discuss with children how the characters relate to one another.</li> </ul>

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Continued	<ul style="list-style-type: none"> <li>• The instruction on <b>TE 3.1:</b> 110i and the selection on <b>SE 3:</b> 110–115 can be used to identify the speaker in a fable. Extend the discussion of speakers to poems. The narrator of a poem is the speaker. The speaker may be the poet, or person who wrote the poem. The speaker may be a character who takes part in the action of the poem or a character who stands outside the poem. The speaker may be a person, an animal, an object, or an idea.</li> <li>• Use the instruction on <b>TE 3.2:</b> 212i and the poems on <b>SE 3:</b> 212–215. Ask children to identify the speaker in the first poem. Help them conclude that it is the girl shown in the picture. Then have them identify the speakers in the other poems—“Tommy” and “Where Do Fish Go in Winter?”</li> </ul>
<b>Integration of Knowledge and Ideas</b>	
<p><b>Literature 7.</b> Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p><b>SE 1:</b> 34–35, 62–63; <b>3:</b> 78–79, 80–81; <b>5:</b> 82–83</p> <p><b>TE R.1:</b> 44–45, 52–53, 58–59, 70–71, 78–79; <b>1.1:</b> 34i, 34–35, 62i, 62–63, 74c, 76–77, 80–81, 82–83, 116i; <b>2.1:</b> 60–61; <b>3.1:</b> 78i; <b>3.2:</b> 126c, 130–131, 136–139, 140–141, 143a; <b>4.1:</b> 60c, 62–63, 66–67, 72–73, 75–77, 82i, 82–83; <b>5.1:</b> 44i, 82i, 82–83, 84–85, 86–87</p> <p>Throughout the program children consult both the visuals and the text in each selection to locate and interpret information about characters, events, and settings.</p>
<b>8.</b> (Not applicable to literature)	<b>N/A</b>

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<p><b>Literature 9.</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p><b>SE 1:</b> 35, 91, 117, 143, 169; <b>2:</b> 41; <b>3:</b> 74, 81, 115; <b>4:</b> 85; <b>5:</b> 49, 87  <b>TE 1.1:</b> 35a, 90–91; <b>1.2:</b> 117a, 143a, 169a; <b>2.1:</b> 40–41; <b>3.1:</b> 52c, 60–61, 64–65, 66–67, 68–69, 75a, 78–79, 80–81, 115a; <b>4.1:</b> 84–85, 87c; <b>5.1:</b> 49a, 87a</p> <p>The program contains opportunities in the guided reading questions for the children to tell how the adventures and experiences of the characters are alike and different.</p>
<b>Range and Level of Text Complexity</b>	
<p><b>Literature 10.</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Each selection contains three opportunities for children to read independently, proficiently, and fluently beginning at Unit 1. Routines and practice techniques appear on the Student Edition pages with application activities included on the accompanying Teacher’s Edition pages. See the following representative pages for the first three selections in Unit 1:</p> <p><b>SE 1:</b> 37, 65, 93  <b>TE 1.1:</b> 24–25, 28–29, 31b, 37a, 59b, 63b, 65a, 85b, 91a, 93a  <b>Unit 1 Week 1 Tab Side 2:</b> Use with Guide Comprehension, pp. 34–35</p> <p>Lessons focus on accuracy, rate, phrasing, automaticity, and expression/intonation. Each subskill is applied to appropriate selections in a variety of independent reading activities. Additionally, the Differentiated Instruction pages in the Teacher’s Edition continue skill development as children read the Decodable Practice Readers; Concept Literacy Readers; and the Below–Level, On–Level, and Advanced Leveled Readers. Guided instruction and practice are included on the DI pages</p>

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Continued	that follow each selection. See <b>1:1</b> DI•1–DI•5, DI•7, DI•10 for examples for the Readers for the first selection in Unit 1.
<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.	<p><b>SE 1:</b> 112, 164; <b>2:</b> EI•13, 96, 194; <b>4:</b> 110, 144  <b>TE 2.1:</b> 90–91, 92–93; <b>2.2:</b> 182–183, 190–191, 192–193; <b>4.1:</b> 100–101, 102–103, 106–107; <b>4.2:</b> 125a–125b, 128c, 130–131, 132–133, 134–135, 138–139, 140–141, 147c, 153b;  <b>5.1:</b> 98c, 102–103, 110–111, 114–115, 120–121, 121a, 126–127</p> <p>Instruction and practice in this skill are included as children read each selection. Children answer questions about the key information and events in the selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p>
<b>Informational Text 2.</b> Identify the main topic and retell key details of a text.	<p><b>SE 1:</b> 112; <b>5:</b> 156  <b>TE 1.2:</b> 99a–99b, 102c, 104–105, 106–107, 108–109, 110–111, 111a, 113, 113a, 116–117a, 119b, 142–143, 162–163, 164h; <b>2.1:</b> 86c, 90–91, 92–93; <b>4.1:</b> 93a–93b, 96c, 100–101, 102–103, 106–107, 116–117, 119b; <b>5.2:</b> 135a–135b, 138c, 142–147, 150–153, 155a, 157a, 165b</p> <p>Identifying the main topic or idea and the supporting details is a key comprehension skill presented throughout the lessons. The questions in the lessons focus on helping children organize the information so that they can recognize the main idea and also</p>

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Continued	identify the details that support the main idea. Additional practice can be found in the listening comprehension activities for each selection.
<p><b>Informational Text 3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>SE 1:</b> EI•6, 194  <b>TE 2.2:</b> 175a–175b, 178c, 180–181, 184–185, 186–187, 194h, 195a, 197c, 201b; <b>3.1:</b> 89a–89b, 92c, 94–95, 100–101, 105a, 117b; <b>3.2:</b> 155a–155b, 158c, 160–161, 164–167, 170–173, 173a, 175a, 178–179, 181b; <b>5.1:</b> 95a–95b, 98c, 100–101, 114–115, 119a, 121a, 129b; <b>5.2:</b> 152–153, 156h, 171a–171b, 174c, 184–185, 190–193, 193a, 201b  <b>Unit 2 Week 6 Tab Side 2:</b> Use with Guide Comprehension, TE pp. 180–181</p> <p>The Guide Comprehension section includes compare and contrast questions that ask children to make connections between two key events or ideas in the text. Compare and Contrast lessons also provide instruction, practice, and application of these key skills.</p>
<b>Craft and Structure</b>	
<p><b>Informational Text 4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Each selection lesson plan contains <i>Amazing Words</i>, which are content-related words dealing with the unit theme and the specific selection. The words are presented in a variety of contexts and then used by children in the daily activities to help them master the use and meanings of the words. See the following representative pages for the five-day lesson plan for one nonfiction selection:</p> <p><b>TE 1.1:</b> 94–95, 95a–95b, 100a–100b, 112a–112b, 116a–116b, 118a–118b;  <b>2.2:</b> 178c, 182–183, 190–193, 195a,</p>

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Continued	197c; <b>3.1:</b> 92c, 96–99, 102–103, 107a; <b>4.2:</b> 128c, 130–131, 134–135, 138–139, 147c <b>Unit 1 Week 4 Tab Side 2:</b> Use with High-Frequency Words, TE p. 101
<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>SE 2:</b> 164–165 <b>TE 1.1:</b> 33c, 83g, 87c; <b>1.2:</b> 111g, 115c; <b>2.1:</b> 17f, 33g, 37c, 77c, 95g; <b>2.2:</b> 159g, 164–165, 166–167, 175f, 193f, 197c; <b>3.1:</b> 73g, 109c; <b>3.2:</b> 141f, 145c, 173f, 207g; <b>4.2:</b> 143f, 147c, 181f; <b>5.1:</b> 39f, 43c, 77g, 81c, 119g, 123c; <b>5.2:</b> 155b, 155g, 159c, 193f, 197c, 231g, 235  The print awareness, parts of a book, and text feature activities help children learn how to read headings, captions, labels, and illustrations in order to interpret and navigate a selection. The dictionary/glossary lessons explain alphabetical order, entry words, and definitions so that children understand how to use these tools to locate important information. The Customize Writing section has 21st Century Writing Projects that focus on a variety of electronic tools, including writing e-mails and e-newsletters. The technology activities also focus on electronic learning tools.
<b>Informational Text 6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>SE 1:</b> 89, 90, 91; <b>2:</b> 72, 73; <b>5:</b> 162 <b>TE 1.1:</b> 88i; <b>2.1:</b> 70i, 72–73; <b>5.2:</b> 155b, 160i, 174c, 176–177, 180–183, 195a <b>Unit R Week 4 Tab Side 2:</b> Use with Guide Comprehension, TE pp. 110–111 Throughout the program children are encouraged to look for information in the visuals and in the text and to combine the information they find to better understand and interpret each selection.

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<b>Integration of Knowledge and Ideas</b>	
<p><b>Informational Text 7.</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p><b>SE R:</b> 58–59, 84–85, 110–111, 136–137; <b>1:</b> 88–89; <b>2:</b> 100–101, 164–165; <b>3:</b> 146–147; <b>4:</b> 48–49, 148–149, 150–151; <b>5:</b> 124–125, 126–127, 198–199  <b>TE R.1:</b> 58i, 58–59, 84i, 84–85; <b>R.2:</b> 110i, 110–111, 136i, 136–137; <b>1.1:</b> 87c, 88i, 88–89; <b>1.2:</b> 154c, 156–157, 158–159, 162–163; <b>2.1:</b> 70i, 70–71, 100i, 100–101; <b>2.2:</b> 146c, 150–151, 156–159, 159b, 161a, 164i, 164–165; <b>3.2:</b> 146i, 146–147; <b>4.1:</b> 48i, 48–49, 96c, 98–99, 104–105, 114–115, 116–117; <b>4.2:</b> 148i, 148–149, 217a; <b>5.1:</b> 124i, 124–125, 126–127; <b>5.2:</b> 138c, 140–141, 144–145, 155a, 156–157a, 198i, 198–199  <b>Unit 1 Week 6 Tab Side 2:</b> Use with Guide Comprehension, TE pp. 156–157  <b>Unit 4 Week 3 Tab Side 2:</b> Use with SE/TE pp. 96–97</p> <p>Throughout the program children are encouraged to look for key ideas in both the text and visuals of a selection.</p>
<p><b>Informational Text 8.</b> Identify the reasons an author gives to support points in a text.</p>	<p><b>SE 1:</b> 164; <b>2:</b> 96, 160  <b>TE 1.2:</b> 151a–151b, 154c, 158–159, 160–161, 165a, 167c, 171b; <b>2.1:</b> 83a–83b, 86c, 88–89, 94–95, 97a, 103b, DI•59; <b>2.2:</b> 143a–143b, 146c, 148–149, 152–153, 154–155, 161a, 164–167, 169b, DI•101; <b>3.2:</b> 123a, 181c</p> <p>Questions in both the Student Edition and the Teacher’s Edition prompt children to recognize the author’s purpose in selections. The skill is also developed as children discuss the author on the “Meet the Author” page at the end of each selection.</p>

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<p><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).</p>	<p><b>SE 1:</b> 91, 117, 143, 169; <b>2:</b> 41, 135, 167, 199; <b>3:</b> 115, 215  <b>TE 1.1:</b> 90–91; <b>1.2:</b> 117a, 143a, 169a; <b>2.1:</b> 40–41, 134–135, 166–167; <b>2.2:</b> 199a; <b>3.1:</b> 115a; <b>3.2:</b> 214–215; <b>4.2:</b> 143a  <b>Unit 2 Week 5 Tab Side 2:</b> Use with Guide Comprehension, TE pp. 164–165</p> <p>The Student Edition includes Reading Across Texts questions, which offer children opportunities to compare and contrast two texts that have similarities and differences.</p>
<b>Range and Level of Text Complexity</b>	
<p><b>Informational Text 10.</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Each nonfiction selection contains several opportunities for children to read independently, proficiently, and fluently beginning at Unit 1. Routines and practice techniques appear on the Student Edition pages with application activities included on the accompanying Teacher’s Edition pages. See the following representative pages for the first three selections in Unit 1:</p> <p><b>SE 1:</b> 119, 171  <b>TE 1.2:</b> 101, 111e, 113b, 119a, 153, 165b, 169b, 171a</p> <p>Lessons focus on accuracy, rate, phrasing, automaticity, and expression/intonation. Each subskill is applied to appropriate selections in a variety of independent reading activities.</p>

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<b>Reading Standards for Foundational Skills</b>	
<b>Print Concepts</b>	
<p><b>Foundational Skills 1.</b> Demonstrate understanding of the organization and basic features of print.</p>	<p><b>TE R.1:</b> 15l, 16c, 16o, 32c, 40c, 42c, 42o, 58c, 66c, 68c, 68o, 83b, 84c; <b>R.2:</b> 92c, 94c, 94o, 110c, 120c, 120o, 136c, 144c, 146c</p> <p>Throughout every lesson in the program, children are encouraged to look for information in the text and in the visuals and to combine the information they find to better understand and interpret each selection.</p>
<p><b>Foundational Skills 1.a.</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>TE R.2:</b> 91f, 93b, 94i, 143f, 144c, 145b, 146c, 146i, 146o, 162c; <b>1.1:</b> 37g; <b>1.2:</b> 111c, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c; <b>5.1:</b> 17c, 39b, 49c, 51g</p> <p>The program includes Teacher’s Edition lessons that focus on the types of sentences. In the lessons, sentences are first introduced and defined, and then lessons focus on using sentence frames to extend children’s mastering of sentence structure. Children learn the purpose, structure, capitalization, and punctuation of the sentences and produce both written and oral examples of the sentence types.</p>
<b>Phonological Awareness</b>	
<p><b>Foundational Skills 2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><b>TE R.1:</b> 58d, 84d; <b>R.2:</b> 110d, 136d, 146d, 162d; <b>1.1:</b> 36c, 64c, 68–69, 72c, 84c, 88c, 92c; <b>1.2:</b> 112c; <b>2.2:</b> 176c</p> <p>Beginning with the phonemic awareness activities, children regularly listen to and say words to understand how the sounds blend together to form</p>

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continued	words. Eventually, they learn the letters that stand for these sounds to master the decoding process.
<p><b>Foundational Skills 2.a.</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><b>SE 2:</b> 46, 80, 106, 140, 172  <b>TE 2.1:</b> DI•22, DI•43, 46–47, 50c, 66c, 70c, 76c, 80–81, 84c, 100c, 102c;  <b>2.2:</b> DI•64, DI•85, DI•106, 106–107, 136c, 140–141, 164c, 168c, 172–173, 200c</p> <p>A variety of listening and speaking activities help children learn the differences between the short and long vowel sounds in one-syllable words. These activities form the basis for the eventual learning of the spelling patterns for both the short and long vowel sounds.</p>
<p><b>Foundational Skills 2.b.</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p><b>TE R.1:</b> 16p, 38–39, 40d, 42d, 42p, 68p; <b>R.2:</b> 120p, 146p, DI•109;  <b>1.1:</b> 18c, 44c, 72c; <b>1.2:</b> 96–97, 100c, 112c, 116c, 118c, 126c, 152c; <b>2.1:</b> 14–15, 18c, 34c, 38c, 42c, 50c, 84c;  <b>2.2:</b> 106–107, 110c, 128c, 132c, 136c, 172–173, 176c, 194c, 198c, 200c, 201c; <b>3.1:</b> 14–15, 18c, 34c, 38c, 42c, 46–47, 50c, 74c, 78c, 82c, 86–87, 90c, 106c, 110c, 116c; <b>4.2:</b> 122–123, 126c, 144c, 148c, 152c, 156–157, 160c, 182c, 186c, 188c, 192–193, 196c, 218c, 222c, 226c; <b>5.1:</b> 54–55, 58c, 78c, 82c, 88c; <b>5.2:</b> 132–133, 136c, 156c, 160c, 164c, 168–169, 172c, 194c, 198c, 200c, 204–205, 208c, 232c, 236c, 240c</p> <p>The lessons in Unit R and Unit 1 focus on blending phonemes to make words. Listening for sounds in orally produced words is followed by blending those individual sounds to create words.</p>

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<p><b>Foundational Skills 2.c.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p><b>SE R:</b> 14–15, 38–39, 64–65, 90–91, 116–117, 142–143  <b>TE R.1:</b> 14–15, 15a–15c, 15m, 15n–15p, 16d, 16e–16g, 16p, 16q–17b, 38–39, 40d, 64–65, 66d; <b>R.2:</b> 90–91, 92d, 94p, 96–97, 100c, 110d, 116–117, 117a–117c, 118d, 118e–118, 120d, 120e–120g, 120q–121c, 126, 142–143, 144d, 146d, 146p; <b>1.1:</b> DI•1, 14–15, 18c, 30c, 34c, 40–41, 62c, 68–69, 72c, 84c, 88c, 92c; <b>1.2:</b> 122–123, 123a–124a, 126c, 126d–127a, 127d, 138c, 142c, 144c, 148–149, 150a, 152c, 153a, 153b–153c, 163g, 164c, 164d, 168c, 170c; <b>3.2:</b> 120–121, 124c, 142c, 146c, 148c, 152–153, 156c, 174c, 180c; <b>4.1:</b> 14–15, 18c, 44c, 50c, 54–55, 58c, 78c, 82c, 86c</p> <p>Unit R and Unit 1 have a wealth of lessons that focus on blending phonemes to make words. Listening for initial sounds in words is followed by listening for medial and final sounds so that children become accustomed to listening for the locations of sounds in words. As the auditory skills are mastered, the program advances to the decoding skills of matching sounds and letters.</p>
<p><b>Foundational Skills 2.d.</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><b>TE 1.1:</b> 36c, 40–41, 41a–42b, 44c–44d, 44d–45d, 58c, 58d–58e, 62c, 62d–62f, 64c, 92c; <b>1.2:</b> 126c; <b>2.2:</b> 136c, 168c, 200c; <b>3.1:</b> 86–87, 90c, 106c, 110c, 116c; <b>3.2:</b> 184–185, 188c, 208c, 212c, 216c; <b>4.2:</b> 122–123, 126c, 144c, 148c, 152c, 156–157, 160c, 182c, 186c, 188c, 192–193, 196c, 218c, 222c, 226c; <b>5.1:</b> 14–15, 18c, 40c, 44c, 50c; <b>5.2:</b> 132–133, 136c, 156c, 160c, 164c, 168–169, 172c, 194c, 198c, 200c, 204–205, 208c, 232c, 236c, 240c</p>

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Continued	<p><b>Unit 1 Week 2 Tab Side 2:</b> Use with Phonics, TE p. 41a; SE pp. 48–49</p> <p>These lessons address the concept of segmenting words into individual sounds. Children hear a word and then divide the word into the individual sounds that make up the word. In lessons in which children blend the sounds to form a word, they are often asked to also segment the word. Both exercises are used to help children master the decoding process.</p>
<b>Phonics and Word Recognition</b>	
<p><b>Foundational Skills 3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Every selection begins with four introductory pages for skill practice with decoding words. The first and third pages focus on phonics and word analysis skills. This carefully structured Student Edition practice and Teacher’s Edition instruction helps children learn to decode the words independently and then apply those skills as they read the selection. This organization is found in all units. See the following representative pages:</p> <p><b>SE R:</b> 16, 42, 68, 92, 94, 118, 120, 144; <b>1:</b> 16, 18, 42, 44, 70, 72, 98, 100, 124, 126, 150, 152</p> <p><b>TE R.1:</b> 15a–15c, 15n–15p, 16, 16e–16g, 16q–17b, 39a–39c, 40, 40e–40g, 42, 42e–42g, 43a–43c, 58g–58h, 68;</p> <p><b>R.2:</b> 91a–91c, 92e–92, 94d, 94e–94g, 94, 94q–95c, 95, 118, 120, 143a–143c, 144e–144, 156e–146g, 146q–147c, 162g–162h; <b>1.1:</b> 15a–16c, 16, 18, 18d–19d, 30f, 34c, 34e, 34h, 36c, 36d, 42, 44, 70, 72; <b>1.2:</b> 98, 100, 123a–124a, 124, 126, 126d–127a, 127d, 144c, 150, 152; <b>2.2:</b> 107a–108a, 110d–111c, 128d–128e, 132e–132f, 135e, 136c, 141a–142a, 144d–145a, 145d, 160d–160e, 168c; <b>3.2:</b></p>

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Continued	153a–154a, 156d–157a, 157d, 174d–174e, 180c; <b>4.1:</b> 90–91, 94c, 110c, 114c, 118c; <b>4.2:</b> 157a–158a, 160d–161a, 161d, 182d, 182e, 186d, 188c, 193a–194a, 196d–197a, 197d, 218d–218e, 222d, 226c; <b>5.1:</b> 15a–16a, 18d–19a, 19d, 40d–40e, 44d, 50c, 92–93, 96c, 120c, 124c, 128c; <b>5.2:</b> 133a–134a, 136d–137a, 137d, 156d–156e, 160d, 164c, 169a–170a, 172d–173a, 194d–194e, 198d, 200c, 205a–206a, 208d–209a, 209d, 232d–232e, 236d, 240c <b>Unit 4 Week 6 Tab Side 2:</b> Use with Phonics, SE/TE p. 194
<b>Foundational Skills 3.a.</b> Know the spelling-sound correspondences for common consonant digraphs.	<b>SE R:</b> 92; <b>1:</b> 18; <b>2:</b> 16, 84; <b>4:</b> 126 <b>TE R.2:</b> 92f, 92; <b>1.1:</b> 18d, 30d, 36c; <b>2.1:</b> 15a, 16, 16a, 16b–16c, 18, 18d, 19a, 19d, 34d, 38d–38f, 42c, 81a–82a, 84d–84, 85d, 96d–96e, 100e–100f, 102c; <b>3.1:</b> 51d; <b>4.2:</b> 123a–124a, 126d–127a, 127d, 126, 127a, 144d–144e, 148d, 152c <b>Unit 2 Week 1 Tab Side 2:</b> Use with Phonics, SE/TE p. 16  These lessons focus on consonant digraphs. Children are taught that the two letters stand for a single sound. They will also be taught to distinguish these patterns from common consonant blends.
<b>Foundational Skills 3.b.</b> Decode regularly spelled one-syllable words.	<b>SE R:</b> 16, 42, 68, 92, 94, 118, 120, 144; <b>1:</b> 16, 18, 42, 44, 70, 72, 98, 124, 126, 150, 152; <b>2:</b> 16, 18, 48, 82, 108, 142 <b>TE R.1:</b> 16, 42, 65a–65c, 66e–66, 68e–68g, 68, 68q–69; <b>R.2:</b> 92, 94d, 94, 118, 120, 144; <b>1.1:</b> 16, 18, 42, 44, 69a–70c, 72, 72d–73c, 84d, 88e, 92c; <b>1.2:</b> 98, 100, 124, 126, 150, 152; <b>2.1:</b> 16, 18, 48; <b>2.2:</b> 82, 108, 142

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Continued	Beginning in Book R, children decode CVC pattern words using the sounds they have been previously taught. From that beginning, children go on to apply the skills to decode words with more complex vowel and consonant sounds. A consistent and systematic presentation is used to help children master this important skill.
<p><b>Foundational Skills 3.c.</b> Know final –e and common vowel team conventions for representing long vowel sounds.</p>	<p><b>SE 2:</b> 48, 82, 108, 142, 174; <b>4:</b> 16, 56, 92, 124</p> <p><b>TE 2.1:</b> 47a–48a, 50d–51a, 51d, 66d–66e, 76c, 81a–82a, 84d–84, 85d, 96d–96e, 100e–100f, 102c; <b>2.2:</b> 107a, 108, 111d, 128d, 132d, 136c, 141a, 142, 145d, 160d, 164c, 164d, 168c, 173a, 174, 177d, 194d, 198d, 200c; <b>4.1:</b> 15a, 16, 16a, 16b–16c, 18d–19a, 19d, 44d, 44e, 48d–48f, 50c, 51d–51e, 55a, 56, 56a, 58, 58d–59a, 59d, 78d, 82d, 86c, 91a–92a, 92, 92b–92c, 94d–95a, 95b–95c, 95d, 110d, 110e, 114e–114f, 118c, 1119d–119e; <b>4.2:</b> 118c, 123a, 124, 127d, 148d, 152c</p> <p>The program provides instruction on all of the major long vowel patterns and then proceeds to some of the less common vowel patterns. Each pattern is introduced as part of the Student Edition lesson and then is practiced on succeeding days in the lesson activities. Children learn the pattern and decode words in isolation as well as in context as the pattern is used in the selection for that lesson.</p>

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<p><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.</p>	<p><b>SE 2:</b> 176  <b>TE R.1:</b> 64–65, 66d, 68d, 68p; <b>1.2:</b> 112c; <b>2.2:</b> 173a–174a, 175e, 176d–177a, 177d, 193f, 194d–194e, 198d, 200c, 201d; <b>3.1:</b> 15a–16c, 18d–19c, 19d, 34d–34e, 38d, 42c</p> <p>The lessons that specifically call attention to this topic are listed. The skill is also included in many of the general syllabication lessons. Children learn that each word or syllable has a vowel sound. Later they are introduced to the schwa sound, which is common in the unaccented syllable of a multisyllabic word.</p>
<p><b>Foundational Skills 3.e.</b> Decode two syllable words following basic patterns by breaking the words into syllables.</p>	<p><b>SE 2:</b> 176; <b>3:</b> 18; <b>5:</b> 58  <b>TE R.2:</b> 116–117, 118d, 120d, 126; <b>2.2:</b> 176d, 176, 177a, 177b, 194e, 198e; <b>3.1:</b> 18d, 47a–48a, 50d–51a, 51d, 74d–74e, 78d, 82c; <b>5.1:</b> 55a–56a, 58d–59a, 58, 59a, 59b, 59d, 78d–78e, 82d, 88c</p> <p>The lessons present the common patterns used in two-syllable words to help children divide a word into syllables. They apply their skills as they decode each syllable, combine the syllables, and identify the word.</p>
<p><b>Foundational Skills 3.f.</b> Read words with inflectional endings.</p>	<p><b>SE 1:</b> 98, 100, 101; <b>2:</b> 144, 145; <b>3:</b> 122, 186, 189; <b>4:</b> 58; <b>5:</b> 96  <b>TE 1.2:</b> 96–97, 97a–98d, 98, 98a, 100c, 100, 100d–101c, 101d, 112c, 112f, 116c, 116d–116f, 116h, 118c, 142d; <b>2.2:</b> 144d, 144, 145a; <b>3.1:</b> 87a–88a, 90d–91a, 91d, 106d–106e, 110e–110f, 116c; <b>3.2:</b> 121a–122a, 124d–125a, 125d, 142d–142e, 146d, 148c, 185a, 186, 189d, 216c; <b>4.1:</b> 58d, 58, 86c; <b>5.1:</b> 93a–94a, 96d, 96, 97a, 97d, 120d–120e, 124d, 128c</p>

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Continued	<p><b>Unit 3 Week 2 Tab Side 2:</b> Use with Conventions, p. 49c</p> <p>These Student Edition pages, along with accompanying Teacher’s Edition pages, present structural analysis skills. Children will recognize endings and decode words with endings. Later lessons include spelling changes in base words when endings are added.</p>
<p><b>Foundational Skills 3.g.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Every selection begins with four introductory pages for skill practice with decoding words. The second and fourth pages focus on recognizing and reading high–frequency words and using word analysis skills. This carefully structured Student Edition practice and Teacher’s Edition instruction help children learn to read the words independently and then apply those skills as they read the selection. This organization is found in all units. See the following representative pages for Unit R and Unit 1:</p> <p><b>SE R:</b> 17, 43, 69, 93, 95, 119, 145; <b>1:</b> 19, 43, 45, 71, 73, 99, 101, 125, 127, 151, 153</p> <p><b>TE R.1:</b> 16h, 17, 42h, 43, 68h, 69;</p> <p><b>R.2:</b> 93, 94h, 95, 120h, 121, 145, 146h, 147; <b>1.1:</b> 17, 19, 43, 45, 71, 73; <b>1.2:</b> 99, 101, 125, 127, 151, 153</p>
<b>Fluency</b>	
<p><b>Foundational Skills 4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>The program includes a carefully structured sequence that deals with all aspects of fluency. Lessons work with accuracy and rate. The following lists the references in Unit 1 through Unit 3 as examples. Unit 4 and Unit 5 include similar instruction.</p>

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Continued	<p><b>Accuracy:</b>  <b>SE 1:</b> 37, 65; <b>2:</b> 43, 137, 201; <b>3:</b> 43; <b>4:</b> 87  <b>TE 1.1:</b> 31b, 35b, 37a, 59b, 63b, 65a, 85b, 93a; <b>2.1:</b> 35b, 36b, 41a, 43a; <b>2.2:</b> 129b, 135a, 137a, 195b, 199b, 201a; <b>3.1:</b> 35b, 41a, 43a; <b>4.1:</b> 79b, 85a, 87a; <b>4.2:</b> 183b, 187a, 189a</p> <p><b>Rate:</b>  <b>SE 1:</b> 93, 119; <b>2:</b> 43, 137, 201; <b>3:</b> 43; <b>4:</b> 87  <b>TE 1.1:</b> 85b, 91a, 93a; <b>1.2:</b> 113b, 117b, 119a; <b>2.1:</b> 35b, 41a, 43a; <b>2.2:</b> 129b, 135a, 137a, 195b, 199b, 201a; <b>3.1:</b> 35b, 41a, 43a; <b>4.1:</b> 79b, 85a, 87a</p>
<b>Foundational Skills 4.a.</b> Read on-level text with purpose and understanding.	<p>Each selection in the Student Edition and the accompanying Teacher’s Edition pages help children preview and predict and then set a purpose for reading the selection. This organization is found in all units. See the following representative pages for Unit R and Unit 1:</p> <p><b>TE R.1:</b> 18b–29a, 44b–55a, 70b–81a, DI•3, DI•24, DI•28, DI•45; <b>R.2:</b> 96b–107a, 122b–133a, 148–149, 148b–159a, 162–163, DI•66, DI•87, DI•108; <b>1.1:</b> 20c–29a, 46c–57a, 74c–83a, DI•3, DI•5; <b>2.1:</b> 102c–111a, 128c–137a, 154c–163a</p>
<b>Foundational Skills 4.b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>Accuracy and appropriate rate have been listed in previous categories. This extends instruction to include appropriate phrasing as well as expression and intonation. The following lists the references beginning in Unit 1 as examples. The remaining units include similar instruction.</p> <p><b>Appropriate Phrasing:</b>  <b>SE 1:</b> 145, 171; <b>2:</b> 77, 103, 169;</p>

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Continued	<p><b>3:</b> 83  <b>TE 1.1:</b> 59b, 63b, 65a; <b>1.2:</b> 112d, 113b, 117b, 119a, 139b, 143b, 145a, 165b, 169b, 171a; <b>2.1:</b> 67b, 75a, 75b, 77a, 97b, 101a, 101b, 103a; <b>2.2:</b> 129b, 135a, 137a, 161b, 167a, 169a; <b>3.1:</b> 35b, 41a, 43a, 43d, 75b, 81a, 83a, 83d, 107b, 115b, 117a, 117d</p> <p><b>Expression and Intonation:</b>  <b>SE 3:</b> 149, 181, 217; <b>4:</b> 51, 119  <b>TE 3.2:</b> 143b, 147b, 149a, 175b, 179a, 179b, 181a, 209b, 215a, 217a, 217d; <b>4.1:</b> 20c, 45b, 49b, 51a, 79b, 85a, 87b, 111b, 117a, 117e, 119a; <b>4.2:</b> 145b, 151a, 153a, 153d, 219b, 225a, 227a; <b>5.1:</b> 41b, 49a–49b, 51a, 51d, 79b, 87b, 89a, 89d, 121b, 127a, 129a; <b>5.2:</b> 157b, 163a, 165a, 165d, 195b, 199a–199b, 201a, 233b, 239a, 241a</p> <p><b>Unit 3 Week 5 Tab Side 2:</b> Use with Fluency, TE p. 175b; SE pp. 162–165</p>
<p><b>Foundational Skills 4.c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>SE 2:</b> 169; <b>3:</b> 217; <b>4:</b> 153  <b>TE R.2:</b> 122b, 122–123, 128–129, 136–137; <b>1.1:</b> 20c, 24–25, 28–29; <b>2.1:</b> 52c, 72–73, 74–75; <b>2.2:</b> 146a; <b>3.1:</b> 92c, 96–97, 98–99, 102–103; <b>3.2:</b> 217a; <b>4.1:</b> 20c, 24–25, 26–27, 28–29, 32–33, 42–43; <b>4.2:</b> 153a; <b>5.1:</b> 20c, 24–25, 28–29, 34–35, 98c, 102–103, 106–107, 110–111, 114–115, 118–119</p> <p>The Monitor and Clarify strategy in many of the lessons, as well as Context Clues activities, helps children use the context of a selection to check that they have correctly identified and understood words. The strategy also suggests ways, including rereading, that children can use to gain meaning and verify their understanding of the selection.</p>

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<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<p><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.</p>	<p><b>SE 3:</b> 76–77; <b>5:</b> 80–81  <b>TE 3.1:</b> 49d–49e, 73d–73e, 76–77a, 81c–81d, 83h–83i; <b>4.2:</b> 159d–159e, 181c–181d, 184–185a, 187d–187e, 189h–189i; <b>5.1:</b> 53d–53e, 77d–77e, 80–81a, 87d–87e, 89h–89i; <b>5.2:</b> 135d–135e, 155d–155e, 158–159a, 163c–163d, 165h–165i</p> <p>These lesson pages for a selection provide a complete step-by-step writing process. The lessons focus on stating opinions related to specific books or selections. In addition, many of the writing activities in Grade 1 ask children to express opinions as they tell about things they see, do, or use.</p>
<p><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.</p>	<p><b>SE 1:</b> 166–167; <b>2:</b> 68–69, 98–99, 162–163, 196–197; <b>4:</b> 220–221; <b>5:</b> 196–197  <b>TE 1.1:</b> CW•2–CW•6; <b>1.2:</b> 151d–151e, 162d–162e, 163d–163e, 166–167a, 169d–169e, 171h–171i; <b>2.1:</b> 17d–17e, 33d–33e, 37a, 41c–41d, 43h–43i, 49d–49e, 65d–65e, 68–69a, 75d–75e, 77h–77i, 83d–83e, 95d–95e, 98–99a, 101c–101d, 101d–101e, 103h–103i, CW•2–CW•6; <b>2.2:</b> 143d–143e, 159d–159e, 162–163a, 167c–167d, 169h–169i, 175d–175e, 193c–193d, 196–197a, 199d–199e, 201h–201i, CW•12–CW•16; <b>3.1:</b> 89d–89e, 105d–105e, 108–109a, 115d–115e, 117h–117i, CW•2–CW•6; <b>3.2:</b> 123d–123e, 141c–141d, 144–145a, 147d–147e, 149h, 155d–155e, 173c–173d, 176–177a, 179d–179e, 181h–181i, CW•11–CW•20; <b>4.1:</b> 17d–17e, 43c–43d, 46–47a, 49d–49e, 51h–51i, 57d–</p>

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Continued	<p>57e, 77d–77e, 80–81a, 85c–85d, 87h–87i, 93d–93e, 109d–109e, 112–113a, 117c–117d, 119h–119i; <b>4.2:</b> 195d–195e, 217c–217d, 220–221a, 225c–225d, 227h–227i; <b>5.1:</b> 57d–57e, 77d–77e, 80–81a, 87d–87e, 89h–89i, 207d–207e, 231d–231e, 234–235a, 239c–239d, 241h–241i, CW•2–CW•6; <b>5.2:</b> CW•11–CW•20</p> <p>These writing sections in the five–day lesson plans in the Teacher’s Edition focus on writing a variety of informative and explanatory texts. Children are asked to think about a topic and to supply relevant facts about the topic. This information can come from background knowledge, the selection itself, or additional research. The Customize Writing (CW) pages present a five–stage writing process approach and use mini–lessons to help children understand, develop, and apply their writing strategies and skills.</p>
<p><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.</p>	<p><b>SE 1:</b> 114–115, 140–141; <b>3:</b> 36–37; <b>4:</b> 146–147  <b>TE 1.2:</b> 99d–99e, 111d–111e, 114–115a, 117d–117e, 119h–119i, 125d–125e, 137d–137e, 140–141a, 143d–143e, 145h–145i, CW•11–CW•20; <b>3.1:</b> 17d–17e, 33d–33e, 36–37a, 41c–41d, 43h–43i; <b>3.2:</b> 187d–187e, 207d–207e, 210–211a, 215c–215d, 217h–217i; <b>4.1:</b> 43c–43d, 46–47a, 49d–49e; <b>4.1:</b> CW•2–CW•6; <b>4.2:</b> 125d–125e, 143c–143d, 146–147a, 151c–151d, 153h–153i, CW•11–CW•20; <b>5.1:</b> 17d–17e, 39c–39d, 42–43a, 49d–49e, 51h–51i; <b>5.2:</b> 171d–171e, 193c–193d, 196–197a, 199d–199e, 201h–201i</p> <p>Across these five–day lesson plans in</p>

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Continued	the Teacher’s Edition children are guided in planning and writing a variety of narratives. Other narrative writing topics they learn about are sequence of events, signal words, details, and story organization. The Customize Writing (CW) pages present a five–stage writing process approach and use mini–lessons to help children to understand, develop, and apply their writing strategies and skills.
<b>Writing 4.</b> (Begins in Grade 3)	<b>N/A</b>
<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.	<p>Each week’s writing activity includes a revising section tailored to the type of writing children are completing that week. On these pages, children are guided to consider ways, including adding details that might improve their writing. In addition, the Customize Writing pages, which follow a five–stage writing process approach, include revising as one of the stages. Representative pages are given below for Unit 1. Similar pages can be found in Unit 2 through Unit 5.</p> <p><b>TE 1.1:</b> 17d–17e, 29d–29e, 32–33a, 35d–35e, 37h–37i, 43d–43e, 55d–55e, 57c–57e, 60–61a, 63d–63e, 65h–65i, 71d–71e, 83d–83e, 86–87a, 91c–91d, 93h–93i, CW•7–CW•8; <b>1.2:</b> 117d–117e, 125d–125e, 137d–137e, 140–141a, 143d–143e, 145h–145i, CW•11–CW•20; <b>2.1:</b> CW•7–CW•8; <b>2.2:</b> 143d–143e, 163a, CW•17–CW•18; <b>3.1:</b> CW•7–CW•8; <b>3.2:</b> 155d–155e, 173c–173d, 176–177a, 179d–179e, CW•17–CW•18; <b>4.1:</b> 109d–109e, 112–113a, 117c–117d, CW•7–CW•8; <b>4.2:</b> 17–CW•18; <b>5.1:</b> 95d–95e, 119d–119e, 122–123a, 127c–127d, 129h–129, CW•7–CW•8i; <b>5.2:</b> 155d–155e, 158–159a, 163c–163d, CW•17–CW•18</p>

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<p><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.</p>	<p><b>TE 1.1:</b> CW•9–CW•10; <b>1.2:</b> CW•20; <b>2.1:</b> CW•1–CW•10; <b>2.2:</b> CW•20; <b>3.1:</b> CW•1–CW•10; <b>3.2:</b> 181j, CW•20; <b>4.1:</b> CW•1, CW•5–CW•10; <b>4.2:</b> CW•20; <b>5.1:</b> CW•1–CW•10; <b>5.2:</b> CW•20</p> <p><b>Unit 2 Week 3 Tab Side 2:</b> Use with 21<sup>st</sup> Century Writing, TE pp. CW•1–CW•10</p> <p>At the midpoint of each unit are the Customize Writing/21st Century Writing pages. Like the Customize Writing/Writing Process pages, these writing pages follow a five–step writing process; however, they emphasize the use of technology to produce and publish writing. The 21st Century Writing projects for Grade 1 are Trading Card, Pen Pal E–mail, Photo Essay, Story Exchange, and E–Newsletter.</p>
<b>Research to Build Knowledge</b>	
<p><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).</p>	<p>The five–day lesson plan in the Teacher’s Edition for each Student Edition selection includes a Research and Inquiry activity for each day. These instructional activities ask children to further explore the Concept Talk question for that week. They research information and organize the information from the Concept Talk graphic organizer. In the Customize Writing for the 21st Century Skill lessons, children use computer activities to further explore ways to gather information. Representative pages are given below for Unit 1. Similar pages can be found in Unit 2 through Unit 5.</p> <p><b>TE 1.1:</b> 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61b, 63f, 65j, 83g, 87c, 91e, 93j; <b>1.2:</b> 99f, 111f, 115b, 117f, 119j, 125f, 137g, 141c, 143f, 145j</p>

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<p><b>Writing 8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>This skill is an integral part of the Research and Inquiry instruction contained in each day of the five-day plan for every selection. Representative pages are given below for Unit 1. Similar pages can be found in Unit 2 through Unit 5.</p> <p><b>TE 1.1:</b> 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61b, 63f, 65j, 83g, 87c, 91e, 93j; <b>1.2:</b> 99f, 111f, 115b, 117f, 119j, 125f, 137g, 141c, 143f, 145j; <b>4.2:</b> 217c–217d, 220–221a, 225c–225d</p>
<p><b>Writing 9.</b> (Begins in Grade 4)</p>	<p><b>N/A</b></p>
<p><b>Range of Writing</b></p>	
<p><b>Writing 10.</b> (Begins in Grade 4)</p>	<p><b>N/A</b></p>
<p style="text-align: center;"><b>Speaking and Listening Standards</b></p>	
<p><b>Comprehension and Collaboration</b></p>	
<p><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.</p>	<p><b>SE R:</b> 34; <b>1:</b> 64; <b>2:</b> 136  <b>TE R.1:</b> 34–35; <b>1.1:</b> 61b, 64–65; <b>1.2:</b> 119j, 170–171; <b>2.2:</b> 131b, 136–137; <b>4.1:</b> 81b</p> <p>Throughout the lessons, children are actively involved in speaking to classmates in whole class, small group, and Team Talk activities. Additionally, each day begins with Concept Talk during which children participate in discussions about grade 1 topics and concepts. Classroom activities and content extend into the home environment with the Family Times take-home materials for each week. The Reader’s and Writer’s Notebook pages also include Home Activities that children and their families can use to incorporate classroom content into worthwhile and interesting reinforcement and extension activities.</p>

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<p><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).</p>	<p><b>SE 3:</b> 180; <b>SE 4:</b> 86  <b>TE R.1:</b> 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 65i, 68l; <b>1.2:</b> 115b, 171j; <b>2.1:</b> 76–77; <b>2.2:</b> 131b; <b>3.1:</b> 77b; <b>3.2:</b> 177b, 180–181; <b>4.1:</b> 81b, 86–87</p> <p>The initial lessons in Teacher’s Edition Unit R introduce good speaking and listening rules as well as ways to teach these rules in Listening and Speaking activities. Each Listening and Speaking activity in the Teacher’s Edition as well as the Student Edition contains reminders of the appropriate behaviors that constitute good speaking and listening.</p>
<p><b>Speaking/Listening 1.b.</b> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p><b>SE 2:</b> 136  <b>TE R.2:</b> 145e; <b>1.2:</b> 167b; <b>2.1:</b> 37b; <b>2.2:</b> 131b, 136–137; <b>3.1:</b> 77b</p> <p>The exchange of ideas in discussions and classroom activities allows many opportunities for children to work and talk with classmates. The rules governing these exchanges are addressed in several lessons in which children are taught the best ways to communicate with others, including taking turns, listening, asking questions, offering ideas, and responding to others’ ideas. In many of the Team Talk activities during which children work with a partner the exchange of ideas and information is extensive.</p>
<p><b>Speaking/Listening 1.c.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>SE R:</b> 138; <b>1:</b> 36  <b>TE R.2:</b> 117i, 138–139, 143i; <b>1.1:</b> 33b, 36–37</p> <p>In many of the Listening and Speaking lessons, asking questions is included as one of the steps or bulleted points in the lesson text. In every activity, children are prompted to ask questions</p>

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Continued	if they do not understand or are confused by anything they read or hear. Asking questions is also an integral part of the Questioning and the Monitor and Clarify strategies in the guided reading sections for the selections. See <b>SE R: EI•13</b> for the Questioning strategy and <b>SE 4: EI•13</b> for the Monitor and Clarify strategy.
<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.	<p><b>SE R:</b> 112, 138; <b>1:</b> 170; <b>2:</b> 200; <b>4:</b> 152  <b>TE R.1:</b> 41e, 42l, 67e, 68l; <b>R.2:</b> 91i, 112–113, 117i, 119e, 138–139; <b>1.1:</b> 33b; <b>3.2:</b> 126b, 158b, 190b; <b>5.2:</b> 138b, 174b, 210b</p> <p>In the Teacher’s Edition lessons that accompany the selections, children are often asked to use restating and asking/answering questions to confirm their understanding of a selection or concept. In addition, restating and asking/answering questions are parts of the Monitor and Clarify and Questioning strategies. See <b>SE R: EI•13</b> for the Questioning strategy and <b>SE 4: EI•13</b> for the Monitor and Clarify strategy.</p>
<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.	<p><b>SE R:</b> 138; <b>1:</b> 36, 118  <b>TE R.2:</b> 117i, 138–139, 143i; <b>1.1:</b> 33b, 36–37, 37b, 118–119; <b>2.2:</b> 163b</p> <p>Many of the Listening and Speaking lessons extend the purpose of asking questions from clarifying or confirming what has been read to getting additional information. Asking questions is also an integral part of the Questioning and Monitor and Clarify strategies in the guided reading sections for the selections. See <b>SE R: EI•13</b> for the Questioning strategy and <b>SE 4: EI•13</b> for the Monitor and Clarify strategy.</p>

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<b>Presentation of Knowledge and Ideas</b>	
<p><b>Speaking/Listening 4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>SE 1:</b> 144; <b>2:</b> 42; <b>3:</b> 42, 116; <b>4:</b> 50  <b>TE R.2:</b> 143i, 146l; <b>1.1:</b> 61b; <b>1.2:</b> 141b, 144–145; <b>2.1:</b> 37b, 42–43; <b>3.1:</b> 37b, 42–43, 109b, 116–117; <b>4.1:</b> 47b, 50–51</p> <p>In each speaking activity, children are encouraged to tell about people, places, things, and events in ways that will enable their listeners to understand and enjoy what they say. Many of the questions in the guided reading sections ask children to express their ideas and feelings about what they have read or about what they know. This skill is also developed in the Concept Talk section that begins each day of a lesson plan.</p>
<p><b>Speaking/Listening 5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>TE 1.1:</b> 37j, 65j, 93j; <b>1.2:</b> 119j; <b>2.1:</b> 103j; <b>2.2:</b> 169j, 201j; <b>3.1:</b> 43j, 117j; <b>3.2:</b> 149j; <b>4.1:</b> 51j, 119j; <b>4.2:</b> 153j, 189j; <b>5.1:</b> 51j, 129j</p> <p>The Research and Inquiry Communicate activities in the Teacher's Edition lessons suggest using visuals to support oral presentations. Suggestions for the types of visuals to use and where to find appropriate visuals are included.</p>
<p><b>Speaking/Listening 6.</b> Produce complete sentences when appropriate to task and situation.</p>	<p><b>SE R:</b> 60, 86, 164; <b>1:</b> 118, 170; <b>3:</b> 180, 216  <b>TE R.1:</b> 60–61, 65i, 86–87, 164–165; <b>1.1:</b> 17c, 61b, 64–65; <b>1.2:</b> 118–119, 170–171; <b>3.2:</b> 155c, 180–181, 216–217</p> <p>Throughout the program, many lessons remind children to use complete sentences and correct verb tenses when speaking. While the main goal of listening and speaking activities is to promote participation, demonstrating a command of correct oral expression is also important.</p>

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<b>Language Standards</b>	
<b>Conventions in Writing and Speaking</b>	
<p><b>Language 1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>SE R:</b> 135; <b>2:</b> 69, 99, 131; <b>3:</b> 211; <b>4:</b> 47, 81, 113, 147, 185, 221; <b>5:</b> 197  <b>TE R.2:</b> 117f, 117h, 119b, 119d, 120i, 120k, 134–135a, 139d, DI•92, DI•104–DI•105; <b>1.2:</b> CW•19; <b>2.1:</b> 49c, 65c, 68a, 68–69, 75b, 75c, 77g, DI•29, DI•41, 83c, 95c, 95d–95e, 98a, 98–99, 99a, 101c–101d, 103g, DI•50, DI•62; <b>2.2:</b> 109c, 127b, 130a, 130–131, 135b, 137g, 137h, DI•71, DI•83, CW•19; <b>3.1:</b> 89d–89e, 105d–105e, 108–109a, 115d–115e; <b>3.2:</b> 187c, 207c, 210a, 210–211, 215b, 217g, DI•113, DI•125, CW•19; <b>4.1:</b> 17c, 43b, 46a, 46–47, 49c, 51g, DI•8, DI•20, 57c, 77c, 80a, 80–81, 85c, 87g, DI•29, DI•41, 93c, 109c, 112a, 112–113, 117b, 119g, DI•50, DI•62, CW•8; <b>4.2:</b> 125c, 143b, 146a, 146–147, 151b, 153g, DI•71, DI•83, 159c, 181b, 184a, 184–185, 187c, 189g, DI•92, DI•104, 195c, 217b, 220a, 220–221, 225b, 227g, DI•113, DI•125, CW•19; <b>5.2:</b> 171c, 193b, 196a, 196–197, 199c, 201g, DI•92, DI•104, CW•19</p> <p><b>Unit 2 Week 4 Tab Side 2:</b> Use with SE/TE p. 110  <b>Unit 5 Week 5 Tab Side 2:</b> Use with Conventions, TE p. 171c</p> <p>Throughout the program, the conventions of grammar and usage are presented in student and teacher materials, which provide ample opportunities to use the conventions in writing and speech. Student Edition notes and Teacher’s Edition lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of</p>

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Continued	nouns, verb tenses, adjectives, simple, compound, and complex sentences, and more.
<p><b>Language 1.a.</b> Print all upper- and lowercase letters.</p>	<p><b>SE R:</b> 35, 61, 87, 113, 139, 165  <b>TE R.1:</b> 15g, 15s, 16j, 31c, 35a, 39g, 41c, 42j, 57c, 61a, 65g, 67c, 68j, 83c, 87a; <b>R.2:</b> 91g, 93c, 94j, 109c, 113a, 117g, 119c, 120j, 135c, 139a, 143g, 145c, 146j, 161c, 165a; <b>1.1:</b> 29f, 57e, 83f; <b>1.2:</b> 111f, 137f, 163f; <b>2.1:</b> 33f, 65f, 95f; <b>2.2:</b> 127e, 159f, 193e; <b>3.1:</b> 33f, 73f, 105f; <b>3.2:</b> 141e, 173e, 207f; <b>4.1:</b> 43e, 77f, 109f; <b>4.2:</b> 143e, 181e, 217e; <b>5.1:</b> 39e, 77f, 119f</p> <p>The program offers D’Nealian and Ball-and-stick models of uppercase and lowercase letters. Children trace and write the letters in rows and then in the context of words. The handwriting notes on the Student Edition Let’s Learn It pages and handwriting lessons in the Teacher’s Editions offer handwriting tips for letter formation, left-to-right progression, proper paper position, and proper body position.</p>
<p><b>Language 1.b.</b> Use common, proper, and possessive nouns.</p>	<p><b>SE R:</b> 31, 57; <b>2:</b> 37, 69, 131, 163; <b>3:</b> 77, 109, 177; <b>4:</b> 18  <b>TE R.1:</b> 15f, 15h, 15r, 15t, 16i, 16k, 30–31a, 35d, DI•8, DI•20–DI•21, 39f, 39h, 41b, 41d, 42i, 42k, 56–57a, 61d, DI•29, DI•41–DI•42; <b>2.1:</b> 17c, 33c, 36a, 36–37, 41b, 43g, 49c, 65c, 68a, 75c, DI•8, DI•20, DI•29, DI•41; <b>2.2:</b> 109c, 127b, 130a, 135b, 137g, 143c, 159c, 162a, 162–163, 167b, 169g, DI•92, DI•104, 175c, 193b, 196a, 196–197, 199c, 201g, DI•113, DI•125; <b>3.1:</b> 49c, 73c, 76a, 76–77, 81b, 83g, DI•29, DI•41, 89c, 105c, 108a, 108–109, 109a, 115c, 117g, DI•50, DI•62; <b>3.2:</b> 155c, 173b, 176a,</p>

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Continued	<p>176–177, 179c, 181g–181h, DI•92, DI•104; <b>4.1:</b> 18d, 18, 19a, 19b–19c, 43f, 44d, 44e, 48e–48f, 50c</p> <p><b>Unit 4 Week 1 Tab Side 2:</b> Use with Phonics, SE/TE p. 18</p> <p>The program scaffolds instruction by first defining and providing examples of singular, plural, possessive, and proper nouns and verbs. The program then helps children recognize nouns and verbs in context, use them to complete sentence frames, and construct their own oral and written sentences that have subject–verb agreement.</p>
<p><b>Language 1.c.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>	<p><b>SE R:</b> 30–31; <b>2:</b> 162–163</p> <p><b>TE R.1:</b> 15h, 15t, 16k, 30–31, 35d, DI•20, DI•21, 39f, 39h, 41b, 41d, 42i, 42k, 56–57, 61d, DI•41, DI•42; <b>R.2:</b> 93b, 93d, 94i, 113d, 143b, 143f, 143h, 145b, 146i, 146k, 159c, 165d, 175c; <b>2.1:</b> 17c, 33c, 36a, 41b, 43g; <b>2.2:</b> 143c, 159c, 162a, 162–163, 167b, 169g, 169h–169i, 175c, 193b, 196a, 199c, 201g, DI•113; <b>3.1:</b> 49c, 73c, 76a, 81b, 83g, 89c, 105c, 108a, 115c, 117g; <b>5.1:</b> 42a</p> <p><b>Unit R Week 1 Tab Side 2:</b> Use with Conventions, TE p. 15f; SE pp. 20–21</p> <p>In the program’s Conventions strand, sentences are defined, their features and structure described, and types of sentences presented. The program’s Writing strand offers opportunities for children to apply what they learn to their own writing. These pages provide reminders to use complete sentences and models to help begin preliminary instruction with subject–verb agreement.</p>

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<p><b>Language 1.d.</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p>	<p><b>SE 5:</b> 81, 123, 159  <b>TE 5.1:</b> 57c, 77c, 80a, 80–81, 87c, 89g, DI•29, DI•41, 95c, 119b, 122a, 122–123, 127b, 129g, DI•50, DI•62;  <b>5.2:</b> 135c, 155c, 158a, 158–159, 163b, 165g, 165h, DI•71, DI•83  <b>RWN:</b> 534, 559  <b>Unit 5 Week 3 Tab Side 2:</b> Use with Conventions, TE p. 95c  <b>Unit 5 Week 4 Tab Side 2:</b> Use with Conventions, TE p. 135c</p> <p>Conventions lessons in the Language Arts section of Unit 5 explicitly introduce, reinforce, and review personal subject, object, and possessive pronouns. Children use the pronouns in oral and written activities.</p>
<p><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>).</p>	<p><b>SE R:</b> 83; <b>3:</b> 37, 77, 109, 145, 177  <b>TE R.1:</b> 65f, 65h, 67b, 67d, 68i, 68k, 82–83a, 87d, DI•50, DI•62–DI•63;  <b>3.1:</b> 17c, 33c, 36a, 36–37, 41b, 43g, DI•8, DI•20, 49c, 73c, 76a, 76–77, 81b, 83g, DI•29, DI•41, 89c, 105c, 108a, 108–109, 109a 115c, 117g, DI•50, DI•62; <b>3.2:</b> 123c, 141b, 144a, 144–145, 147c, 149g, DI•71, DI•83, 155c, 173b, 176a, 176–177, 179c, 181g–181h, DI•92, DI•104  <b>RWN:</b> 374  <b>Unit 3 Week 1 Tab Side 2:</b> Use with Conventions, TE p. 33c  <b>Unit 5 Week 2 Tab Side 2:</b> Use with Conventions, TE p. 57c; SE pp. 62–63  <b>Unit R Week 3 Tab Side 2:</b> Use with SE/TE p. 87; SE p. 75</p> <p>The program carefully scaffolds instruction in verbs to help children understand and use verbs correctly. Unit R of the program introduces and defines verbs as words that tell</p>

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Continued	actions, and Unit 1 discusses verbs in the context of sentences. Unit 3 has Grammar convention lessons that explicitly introduce, reinforce, and review verbs, first focusing on present tense verbs and then presenting past and future tense. Clue words such as <i>yesterday</i> , <i>tomorrow</i> , and <i>last week</i> help children determine which tense of verbs to use as they complete sentence frames, choose the correct verb tense, and write their own sentences.
<b>Language 1.f.</b> Use frequently occurring adjectives.	<p><b>SE R:</b> 139; <b>4:</b> 47, 81, 113, 185, 221  <b>TE R.2:</b> 117f, 117h, 119b, 120i, 120k, 134–135, 135a, 139d, DI•92, DI•104, DI•105, 161a, DI•126; <b>4.1:</b> 17c, 43b, 46a, 46–47, 49c, 51g, 51h, 57c, 77c, 80a, 80–81, 85b, 87g, 93c, 109c, 112a, 112–113, 117b, 119g, DI•50, DI•62; <b>4.2:</b> 125c, 143b, 146a, 151b, 153g, DI•71, DI•83, 159c, 181b, 184a, 187c, 189g, DI•92, DI•104, 195c, 217b, 220a, 220–221, 225b, 227g, DI•113, DI•125</p> <p><b>Unit R Week 2 Tab Side 2:</b> Use with SE/TE pp. 60–61; SE pp. 44–45</p>
<b>Language 1.g.</b> Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i> ).	<p>Conjunctions are used in the reading selections where children note that a group of words or phrases can be connected by the word <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, and <i>because</i>. Use the selections <i>Mole and Baby Bird</i> and <i>Simple Machines</i> in Unit 5 to point out examples of compound sentences.</p> <ul style="list-style-type: none"> <li>• To further explore conjunctions, write the following sentences on the board:  Baby Bird saw Mole. He flew away.  Baby Bird saw Mole, and he flew away.</li> <li>• Read the sentences with children.</li> </ul>

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Continued	<p>Help them identify the simple sentences and then tell what was done to combine the two into a compound sentence. Continue with this sentence. Baby Bird flew over the park. He did not land. Baby Bird flew over the park, but he did not land.</p> <p><b>Unit 3 Week 3 Tab Side 2:</b> Use with SE/TE pp. 96–97</p>
<p><b>Language 1.h.</b> Use determiners (e.g., articles, demonstratives).</p>	<p><b>SE R:</b> 93 <b>TE R.2:</b> 93; <b>4.2:</b> 159c, 181b</p> <p>The selections contain both articles and demonstratives. Children read the words in context and recognize how the words function in the sentence.</p> <ul style="list-style-type: none"> <li>To further explore the use of determiners, write the following sentences on the board: The boy is on a bike. That bike is bigger than this one.</li> <li>Read the sentences with children. Help them identify the simple sentences and then tell what was done to combine the two into a compound sentence. Continue with this sentence. Baby Bird flew over the park. He did not land. Baby Bird flew over the park, but he did not land.</li> </ul> <p><b>Unit 4 Week 4 Tab Side 2:</b> Use with SE/TE pp. 135, 138–139</p>
<p><b>Language 1.i.</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	<p><b>SE 1.1:</b> 37; <b>5:</b> 235 <b>TE 1.1:</b> 37a; <b>5.2:</b> 207c, 231c, 234a, 231d–231e, 234–235a, 239b, 239c–239d, 241g, DI•113, DI•125</p> <p><b>Unit 5 Week 6 Tab Side 2:</b> Use with Conventions, TE p. 207c</p>

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Continued	Throughout the program, children understand and use common prepositions as they read them in selections and include them in their own writing. When children encounter prepositions in their reading, help them identify the kind of relationship the preposition identifies, such as time relationships with the prepositions <i>before</i> and <i>after</i> and location relationships with the prepositions <i>in</i> and <i>under</i> . The Unit 1 Vocabulary lesson introduces prepositions of location, and Unit 5 offers Conventions lessons that focus on identifying and using prepositions and prepositional phrases when reading, writing, and speaking.
<p><b>Language 1.j.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><b>SE 1:</b> 115, 141, 167; <b>5:</b> 43  <b>TE R.2:</b> 91h, 93d, 94k, 108–109, 113d, 143h, 145d, 146k, 160–161, 165d; <b>1.1:</b> 71c, 83c, 83d–83e, 86a, 86–87a, 91b, 91c–91d, 93g, 93h–93i; <b>1.1:</b> CW•6; <b>1.2:</b> 99c, 111c, 114a, 114–115, 117c, 119g, 119h, DI•71, DI•83, 120i, 125c, 137c, 140a, 140–141, 143c, 145g, DI•92, DI•104, 146i, 151c, 163c, 166a, 166–167, 169c, 171g, DI•113, DI•125; <b>2.1:</b> 12i, 65d–65e, 68–69a, 75c–75d; <b>3.1:</b> CW•7; <b>3.2:</b> 123d–123e, 141c–141d, 144–145a, 147d–147e, 207d–207e, 210–211a, 215c–215d; <b>4.2:</b> 143c–143d, 146–147a, 151c–151d; <b>5.1:</b> 17c, 39b, 42a, 42–43, 49c, 51g, DI•8, DI•20, 52i, 119d–119e, 122–123a, 127c–127d, 129h, CW•7; <b>5.2:</b> 193c–193d, 196–197a, 199d–199e  <b>RWN:</b> 198</p> <p>The program provides explicit lessons in declarative, interrogatory, exclamatory, and imperative</p>

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Continued	<p>sentences. It includes Student Edition notes and Teacher's Edition language arts lessons that focus on the types of sentences. Children learn the purpose, structure, and punctuation of the sentences and produce both written and oral examples of the sentence types.</p> <p><b>Unit 3 Week 4 Tab Side 2:</b> Use with Writing, TE pp. 141c–141d</p>
<p><b>Language 2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>SE R:</b> 108–109, 161; <b>1:</b> 115, 141; <b>2:</b> 99  <b>TE R.2:</b> 91f, 93b, 94i, 109a, DI•71, DI•83, 143f, 144c, 145b, 146c, 146i, 146o, 160–161a, 162c, 165d, DI•113, DI•125; <b>1.1:</b> 17c, 29c, 32a, 35c, 37g, 37h, 43c, 57b, 57c–57d, 60a, 60–61a, 63c, 63d–63e, 65g, DI•8, DI•20, CW•8; <b>1.2:</b> 99c, 111c, 114a, 114–115, 117c, 119g–119h, DI•71, 125c, 137c, 140a, 140–141, 143c, 145g, 145h, DI•92, 169c, DI•113, CW•19; <b>2.1:</b> 43h, 77h, 103h; <b>2.2:</b> CW•19; <b>3.1:</b> CW•8–CW•9; <b>3.2:</b> 149h, CW•19; <b>4.1:</b> 87h, CW•8; <b>4.2:</b> 181c–181d, 184–185a, 187d–187e, 189h, 227h, CW•19; <b>5.1:</b> 17c, 39b, 42a, 49c, 89h; <b>5.2:</b> 165h, CW•19</p>
<p><b>Language 2.a.</b> Capitalize dates and names of people.</p>	<p><b>SE 2:</b> 69, 99, 131  <b>TE 2.1:</b> 49c, 65c, 68a, 68–69, 75c, 77g, 77h, DI•29, DI•41, 83c, 95c, 98a, 98–99, 101c, 103g, DI•50, DI•62;  <b>2.2:</b> 109c, 127b, 130a, 130–131, 135b, 137g, 137h, DI•71, DI•83, CW•19; <b>5.2:</b> CW•19  <b>Unit 2 Week 2 Tab Side 2:</b> Use with Conventions, TE p. 49c; SE pp. 54–55A</p> <p>A number of Student Edition notes and Teacher's Edition language arts lessons introduce, reinforce, and review the</p>

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Continued	capitalization of proper nouns, including the names of people, places, months, days, and holidays.
<p><b>Language 2.b.</b> Use end punctuation for sentences.</p>	<p><b>SE R:</b> 108–109, 161; <b>1:</b> 115, 141, 167  <b>TE R.2:</b> 91f, 93b, 94i, 108–109, 109a, 113d, DI•71, DI•83, 143f, 143h, 145b, 145d, 146i, 146k, 160–161, 161a, 165d, DI•113, DI•125; <b>1.1:</b> 17c, 29c, 32a, 35c, 37g, 37h, DI•8, DI•20; <b>1.2:</b> 99c, 111c, 114a, 114–115, 115a, 117c, 119g–119h, DI•71, DI•83, 125c, 137c, 140a, 140–141, 143c, 145g, 145h, DI•92, DI•104, 146i, 151c, 163c, 166a, 166–167, 169c, 171g, 171h, DI•113, DI•125; <b>2.1:</b> 12i, 77h, 83c, 95c, 98a, 101b, 103g; <b>2.2:</b> 169h; <b>3.1:</b> 43h, CW•9; <b>3.2:</b> 149h, 181h, 217h; <b>4.1:</b> 51h, 119h, CW•8; <b>4.2:</b> 189h, CW•19; <b>5.1:</b> 17c, 39b, 42a, 49c, 51h, 89h; <b>5.2:</b> 165h, 241h</p> <p>The program provides explicit lessons in use of end punctuation in declarative, interrogatory, exclamatory, and imperative sentences. It includes Student Edition notes and Teacher’s Edition language arts lessons that focus on the use of end punctuation. In addition, proofreading tips in the writing strand often remind children to check that they have used correct end punctuation.</p>
<p><b>Language 2.c.</b> Use commas in dates and to separate single words in a series.</p>	<p><b>TE 2.1:</b> 103h; <b>2.2:</b> 137h, CW•19; <b>4.2:</b> 181d; <b>5.2:</b> CW•19</p> <p><b>Unit 4 Week 5 Tab Side 2:</b> Use with Writing, SE/TE pp. 184–185</p> <p>The Customize Writing Process lesson for Unit 2, Volume 2 uses process writing to compose a friendly letter with the date identified as one of the main parts of a letter. Display the</p>

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Continued	<p>Writing Transparency WP7. Point out the date at the top of the letter and explain that a comma is included after the date and before the year.</p> <p>Write the following dates on the board and ask volunteers to add commas where they belong: January 15 20____, February 21 20____, and March 5 20____. Then remind children to use a comma when they write the date on the draft of their own letters.</p> <p>To teach commas in a series, use the Unit 3, Volume 1, Week 2 story <i>Ruby in Her Own Time</i> to introduce commas in a series. Have children turn to page 65. Read the sentence at the top of the page. Point out how commas are used to separate the names of the ducklings, emphasizing that a comma is also placed before the word <i>and</i>. Then write a sentence that includes several children’s names in a series without commas on the board. Have volunteers come to the board and add commas where they belong. Tell children to write their own sentences with words in a series. Remind them to use commas to separate the items in the series.</p>
<p><b>Language 2.d.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p><b>TE 1.1:</b> 15a–16c, 16d, 18d–19d, 30f, 34c, 34e, 34h, 36c, 36d, 41a–42b, 42d, 44d–45d, 58d–58e, 58f, 62d–62f, 62h, 64c, 64d, 69a–70c, 70d, 72d–73c, 84d, 84f, 88e, 88h, 92c, 92d;  <b>1.2:</b> 97a–98d, 100d–101c, 101d, 112f, 116d–116f, 116h, 118c, 118d, 124d, 138f, 142h, 144d, 149a–150, 150d, 152d–153a, 153d, 164d–164e, 164f, 168h, 170c, 170d; <b>2.1:</b> 15a, 16–16a, 16d, 18, 18d, 19a, 19d, 34d, 34f, 38d–38f, 38h, 42c, 42d, 47a–48a, 48d, 50d–51a, 51d, 66d–66e, 66f, 70h,</p>

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Continued	<p>76d, 82d, 96f, 100h, 102d; <b>2.2:</b> 107a–108a, 108d, 110d–111c, 128d–128e, 128f, 132e–132f, 132h, 135e, 136c, 136d, 141a–142a, 142d, 144d–145a, 145d, 160d–160e, 160f, 164h, 168c, 168d, 173a–174a, 174d, 175e, 176d–177a, 177d, 193f, 194d–194e, 194f, 198d, 198h, 200c, 200d, 201d; <b>3.1:</b> 16d, 34f, 38h, 42d, 48d, 74f, 78h, 82d, 87a–88a, 88d, 90d–91a, 91d, 106d–106e, 106f, 110e–110f, 110h, 116c, 116d; <b>3.2:</b> 121a–122a, 122d, 124d–125a, 125d, 142d–142e, 142f, 146d, 146h, 148d, 153a–154a, 154d, 156d–157a, 157d, 174d–174e, 174f, 178h, 180c, 180d, 185a–186a, 186d, 187c, 188d–189a, 189d, 207c, 208d–208e, 208f, 210a, 212d, 212h, 215b, 216c, 216d, 217g; <b>4.1:</b> 15a–16a, 16b–16c, 16d, 18d–19a, 19d, 44d, 44e, 44f, 48d–48f, 48h, 50c, 50d, 51d–51e, 55a–56a, 56d, 58, 58d–59a, 59d, 78d, 78f, 82h, 86c, 86d, 91a–92a, 92b–92c, 92d, 94d–95a, 95b–95c, 95d, 110d, 110e, 110f, 114e–114f, 114h, 118c, 118d, 119d–119e; <b>4.2:</b> 124d, 144f, 148h, 152d, 157a–158a, 158d, 160d–161a, 161d, 182d, 182e, 182f, 186d, 186h, 188c, 188d, 193a–194a, 194d, 196d–197a, 197d, 218d–218e, 218f, 222d, 222h, 226c, 226d; <b>5.1:</b> 15a–16a, 16d, 18d–19a, 19d, 40d–40e, 40f, 44d, 44h, 50c, 50d, 55a–56a, 56d, 58d–59a, 59d, 78d–78e, 78f, 82d, 82h, 88c, 88d, 93a–94a, 94d, 96d–97a, 97d, 120d–120e, 120f, 124d, 124h, 128c, 128d; <b>5.2:</b> 134d, 156f, 160h, 164d, 169a–170a, 170d, 172d–173a, 194d–194e, 194f, 198d, 198h, 200c, 200d, 205a–206a, 206d, 208d–209a, 209d, 232d–232e, 232f, 236d, 236h, 240c, 240d</p>

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Continued	The Get Ready to Read pages provide spelling pretests, activities, and posttests that focus on words with common spelling patterns and high-frequency words. To help foster spelling success, Differentiated Instruction lessons also provide lessons that review spelling patterns and high-frequency words.
<p><b>Language 2.e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><b>TE R.1:</b> 16r, 32f, 39b, 40f, 42f, 43a, 58f, 65b, 66f, 68f, 68r, 84f; <b>R.2:</b> 91b, 92f, 94f, 94r, 110f, 117b, 118f, 120f, 120r, 136f, 143b, 144f, 146f, 146r, 162f; <b>1.1:</b> 19e, 45e, 73e; <b>1.2:</b> 101e, 127e, 153e; <b>2.1:</b> 19e, 51e, 85e; <b>2.2:</b> 111e, 145e, 177e; <b>3.1:</b> 15a–16c, 18d–19c, 19d, 19e, 34d–34e, 38d, 42c, 51e, 91e; <b>3.2:</b> 125e, 157e, 189e; <b>4.1:</b> 19e, 59e, 95e; <b>4.2:</b> 127e, 161e, 197e; <b>5.1:</b> 19e, 59e, 97e; <b>5.2:</b> 137e, 173e, 209e</p> <p><b>Unit 5 Week 1 Tab Side 2:</b> Use with High-Frequency Words, SE/TE p. 17</p> <p>Phonetic patterns and spelling patterns are presented in each lesson. These patterns provide the basis for decoding unfamiliar words.</p>
<b>Vocabulary Acquisition and Use</b>	
<p><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.</p>	<p><b>TE 1.1:</b> 26–27, 56–57, 78–79, 80–81; <b>1.2:</b> 136–137; <b>2.1:</b> 62–63, 90–91, 92–93; <b>2.2:</b> 116–117, 118–119, 122–123, 186–187, 188–189; <b>3.1:</b> 24–25, 58–59, 96–97, 100–101; <b>3.2:</b> 128–129, 160–161, 172–173, 196–197, 202–203; <b>4.1:</b> 24–25, 36–37, 38–39, 64–65, 70–71, 98–99, 102–103; <b>4.2:</b> 170–171; <b>5.1:</b> 22–23, 70–71, 104–105, 118–119; <b>5.2:</b> 150–151, 178–179, 218–219, 222–223, 228–229</p> <p><b>Unit 1 Week 3 Tab Side 2:</b> Use with Oral Vocabulary, TE pp. 67a–67b</p>

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Continued	Teacher's Edition vocabulary prompts that accompany reading selections guide children in using text and picture context to determine word meaning. Explicit vocabulary instruction focuses on defining select story words, using context clues to determine the meaning of multiple-meaning words, homonyms, and of unfamiliar words.
<b>Language 4.a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<p><b>SE 2:</b> 169; <b>3:</b> 217; <b>4:</b> 153; <b>5:</b> 165  <b>TE 1.2:</b> 160–161; <b>2.2:</b> 146a, 150–151, 169a; <b>3.2:</b> 172–173, 190a, 194–195, 198–199, 206–207, 217a; <b>4.2:</b> 128a, 136–137, 153a; <b>5.2:</b> 138a, 146–147, 165a</p> <p>Teacher's Edition vocabulary prompts that accompany reading selections guide children in using text to determine word meaning. A number of vocabulary activities in the Read and Comprehend section of daily lessons focus on the use of context clues within sentences and in surrounding sentences to determine the meaning of unfamiliar words.</p>
<b>Language 4.b.</b> Use frequently occurring affixes as a clue to the meaning of a word.	<p><b>TE 3.2:</b> 185a, DI•118; <b>4.2:</b> 193a, 195c, 217b, 220a, 225b, 227g, DI•118; <b>5.2:</b> 136d, DI•77, 205a, DI•118</p> <p>Through phonics lessons and decodable readers that introduce and use common prefixes and suffixes, children learn the meanings of affixes and have opportunities to use affixes and base words to determine the meaning of unfamiliar words. Teacher's Edition vocabulary prompts offer Word Reading questions with the reading selections to help children decode and derive the meaning of words by looking at their word parts, including affixes.</p>

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<p><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>).</p>	<p><b>SE 1:</b> 98, 100; <b>2:</b> 144; <b>3:</b> 88, 122  <b>TE 1.2:</b> 97a, 98, 98a, 98b–98c, 100d, 100, 101a, 101b–101c, 101d, 112d–112e, 116e–116f, 142d; <b>2.2:</b> 144d, 144, 145a, 145b–145c, 160d–160e, 164e–164f, 168c; <b>3.1:</b> 87a–87b, 88, 88a, 88b–88c, 91d, 106d, 106e, 110e–110f, 116c; <b>3.2:</b> 121a, 122, 122a, 122b–122c, 125d, 142d–142e, 146e–146f, 148c, 189d; <b>4.1:</b> 114d; <b>5.2:</b> 160d</p> <p>The skill sequence in the program provides instruction for each inflectional ending as a decoding skill and as an encoding skill. As children complete the lessons, they learn how to add the endings to the base words, how to write the words, and how the word functions in a sentence.</p>
<p><b>Language 5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b>SE 1:</b> 171; <b>2:</b> 201; <b>3:</b> 43, 83; <b>5:</b> 51  <b>TE 1.1:</b> 78–79; <b>1.2:</b> 154a, 160–161, 171a; <b>2.2:</b> 178a, 192–193, 201a; <b>3.1:</b> 20a, 26–27, 43a, 52a, 68–69, 83a; <b>4.2:</b> 140–141; <b>5.1:</b> 20a, 24–25, 30–31, 51a</p> <p>Lessons provide opportunities for children to identify and use words that are related by meaning. Teacher’s Edition Vocabulary lessons and Vocabulary prompts help children identify and use synonyms, which are related by meaning.</p> <p>In addition, affixation lessons and lessons on inflected endings provide opportunities for children to build words with the same base. As children read stories, you can point out words that are related. For example, see the words <i>boys</i> (page 177) and <i>boyhood</i> (page 183) and <i>inventor</i> (page 174) and <i>invented</i> (page 181) in the Unit 5, Volume 3, Week 5 story <i>Alexander</i></p>

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Continued	<i>Graham Bell: A Great Inventor</i> . Point out that the words in each pair have the same base.
<p><b>Language 5.a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p><b>SE R:</b> 35, 87, 113, 165; <b>1:</b> 145; <b>2:</b> 43, 137; <b>4:</b> 119; <b>5:</b> 129  <b>TE R.1:</b> 15f, 15h, 15q, 15r, 15t, 16i, 16k, 30–31, 31a, 35a, 35d, 67a, 87a;  <b>R.2:</b> 93a, 113a, 145a, 165a; <b>1.2:</b> 128a, 132–133, 145a; <b>2.1:</b> 20a, 30–31, 43a; <b>2.2:</b> 109d–109e, 112a, 114–115, 116–117, 1227d, 130–131a, 137a; <b>3.1:</b> 105g; <b>4.1:</b> 96a, 108–109, 119a; <b>5.1:</b> 98a, 108–109, 116–117, 129a  <b>Unit R Week 1 Tab Side 2:</b> Use with Conventions, TE p. 15f; SE pp. 20–21</p> <p>The Sorting and Classify and Categorize exercises help children group things to identify likenesses and differences between objects, places, ideas, and concepts.</p>
<p><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)</p>	<p><b>SE R:</b> 35, 61, 87, 113, 165; <b>1:</b> 145; <b>2:</b> 43, 137; <b>4:</b> 119  <b>TE R.1:</b> 35a, 61a, 87a; <b>R.2:</b> 113a, 145a, 165a; <b>1.2:</b> 128a, 145a; <b>2.1:</b> 20a, 43a; <b>2.2:</b> 112a, 137a; <b>3.1:</b> 105g; <b>4.1:</b> 119a</p> <p>The Sorting and Classify and Categorize exercises in the Student Edition and Teacher’s Edition help children group words by category and attributes. For example, a Student Edition activity has children sort nouns into categories—people, animals, places, or things.</p>

Reference Key



SE = Student Edition; TE = Teacher's Edition;  
 RWN = Reader's & Writer's Notebook

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<p><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>).</p>	<p>Each selection lesson plan contains <i>Amazing Words</i> which are content-related words dealing with the unit theme and the specific selection. The words are presented in a variety of contexts and then used by children in the daily activities to help them connect the meaning of the words with their own lives. Representative pages for the five-day lesson plan for one selection are:</p> <p><b>TE R.1:</b> 13a–13b, 15k, 16b, 16n, 30–31, 32b, 37a–37b, 40b, 41d, 42b, 42k, 42n, 58b, 63a, 65h, 66b, 67d, 68b, 68k, 68n, 84b; <b>R.2:</b> 117h, 119d, 120k; <b>4.1:</b> 77d–77e, 80–81a, 85c–85d</p>
<p><b>Language 5.d.</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>Author Jeff Anderson notes, “Using specific words gives writing voice, develops diction, and increases vocabulary.” To foster use of specific verbs and adjectives, Language Arts writing activities focus on identifying and distinguishing strong verbs and adjectives. Vocabulary lessons in the Read and Comprehend section focus on the use of precise synonyms, and some Vocabulary prompts that accompany the reading selection in the Teacher’s Edition ask children to differentiate meaning.</p> <p><b>TE 1.1:</b> 29e, 74a, 88b; <b>3.1:</b> 92a; <b>3.2:</b> 132–133; <b>4.1:</b> 17c, 43b, 46a, 46–47a, 49c, 51g; <b>5.1:</b> 20a</p>

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<p><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>).</p>	<p>Each selection lesson plan contains <i>Amazing Words</i> which are content related words dealing with the unit theme and the specific selection. The words are presented in a variety of contexts and then used by children in the daily activities to help them master the use and meaning of the words. Representative pages for the five-day lesson plan for one selection are:</p> <p><b>TE 1.1:</b> 94–95, 95a–95b, 100a–100b, 112a–112b, 116a–116b, 118a–118b</p>

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