

A Correlation of



© 2011

to the

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

## 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 My Skills Buddy pages. My Skills Buddy 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.

## TABLE OF CONTENTS

Reading Standards for Literature .....	1
Reading Standards for Informational Texts .....	7
Reading Standards for Foundational Skills .....	12
Writing Standards .....	22
Speaking and Listening Standards .....	25
Language Standards .....	29

**Scott Foresman Reading Street ©2011 to the  
Indiana Common Core State Standards for English Language Arts  
Kindergarten**

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<p><b>Literature 1.</b> With prompting and support, ask and answer questions about key details in a text.</p>	<p>Asking and answering questions is an integral part of the Guide Comprehension section for each selection. See the following representative pages for Unit 1:  <b>TE 1.1:</b> 26–27, 42–43, 58–59, 60–75, 88–89, 161–171, 258–277; <b>1.2:</b> 364–383, 469–485, 572–583</p> <p>The Monitor and Fix Up section in the Guide Comprehension questions prompts children to ask about things they do not understand. See the following representative pages for Unit 1: <b>TE 1.1:</b> 64, 258; <b>1.2:</b> 483, 573</p> <p>The program also contains these lessons that focus on the topic:  <b>MSB U3:</b> 129; <b>U5:</b> 29</p> <p><b>TE 3.1:</b> 226–227, 242, 258–259, 284; <b>3.2:</b> 324–325, 340–341, 356, 384, 398, 522–523, 538, 554–555, 570–571, 580; <b>4.1:</b> 122–123, 138–139, 154, 184, 224–225, 240–241, 256–257, 284–285, 299; <b>5.1:</b> 26–27, 42, 44, 58, 74–75, 84; <b>6.2:</b> 426–427, 442, 458, 482</p> <p><b>Unit 1 Week 4 Tab Side 2:</b> Use with Comprehension, TE p. 348</p>

Reference Key



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Literature 2.</b> With prompting and support, retell familiar stories, including key details.</p>	<p>For every lesson in the program, children are asked to retell the selection. The Retelling page is provided in <i>My Skills Buddy</i> to help children develop this skill. Instruction is included in the accompanying Teacher's Edition lesson. See the following representative pages for Unit 1. The structure can be found in Units 2 through 6.</p> <p><b>MSB U1:</b> 26, 46, 66, 86, 106, 126</p> <p><b>TE 1.1:</b> 43, 145, 224–225, 240–242, 256, 290, 305; <b>1.2:</b> 347, 453, 555;  <b>4.1:</b> 26–27, 42–43, 58, 82, 224–225, 240–241, 256–257, 284–285, 299;  <b>5.2:</b> 330–331, 346, 362, 394</p> <p><b>Unit 4 Week 1 Tab Side 2:</b> Use with Comprehension, TE p. 58; My Skills Buddy, p. 26</p>
<p><b>Literature 3.</b> With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>MSB U1:</b> 14–15, 27, 34–35, 47, 94–95, 107; <b>U2:</b> 34–35; <b>U3:</b> 34–35, 74–75; <b>U4:</b> 74–75, 114–115; <b>U5:</b> 74–75; <b>U6:</b> 34–35, 74–75</p> <p><b>TE 1.1:</b> 26–27, 42–43, 44, 58–59, 88–89, 128–129, 144, 146, 160, 170, 184–185; <b>1.2:</b> 436–437, 452, 454, 468–469, 498–499; <b>2.1:</b> 124–125, 140, 184; <b>2.2:</b> 324–325, 340, 342, 356–357, 386, 401; <b>3.1:</b> 126–127, 142, 158, 186; <b>3.2:</b> 324–325, 340–341, 356, 384, 398, 522–523, 538, 554–555, 580; <b>4.1:</b> 26–27, 42–43, 58, 82; <b>4.2:</b> 324–325, 340, 356–357, 386, 522–523, 538, 554, 586; <b>5.2:</b> 330–331, 346, 362, 394; <b>6.1:</b> 126–127, 142, 158, 184; <b>6.2:</b> 324–325, 340, 356, 386, 426–427, 442, 458, 482</p> <p><b>Unit 1 Week 2 Tab Side 2:</b> Use with Comprehension, TE p. 160</p> <p><b>Unit 3 Week 6 Tab Side 2:</b> Use with Guide Comprehension, TE p. 556; Trade Book, pp. 4–5</p>

**Reference Key**



MSB = My Skills Buddy; TE = Teacher's Edition;  
 RWN = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	Throughout the program for each fiction selection, children are asked to locate and interpret information about characters, events, and settings. Questions in the Read and Comprehend section also focus on these skills.
<b>Craft and Structure</b>	
<b>Literature 4.</b> Ask and answer questions about unknown words in a text.	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. Additional vocabulary words are introduced with picture cards and selection-specific illustrated words from <i>My Skills Buddy</i> . See the following representative pages for the five-day lesson plan for two fiction selections: <b>MSB U1:</b> 28, 88  <b>TE 1.1:</b> 17, 33, 47, 51, 60, 65, 66, 83, 92, 95; <b>1.2:</b> 337, 351, 355, 365, 367, 371, 391, 403
<b>Literature 5.</b> Recognize common types of texts (e.g., storybooks, poems).	<b>MSB U1:</b> 70–71, 130–131; <b>U2:</b> 30–31, 50–51, 70–71, 110–111; <b>U3:</b> 50–51, 90–91, 110–111; <b>U4:</b> 90–91, 110–111; <b>U5:</b> 50–51, 90–91; <b>U6:</b> 50–51, 70–71, 110–111, 130–131  <b>TE 1.1:</b> 42, 60–75; <b>1.2:</b> 240, 258–277; <b>2.1:</b> 98–99, 142, 159–188, 242, 260–271; <b>2.2:</b> 324–325, 340, 342, 356–357, 375, 386, 401, 526–527, 542–544, 558–559, 584–585; <b>3.2:</b> 340, 357–371, 538, 556–567; <b>4.1:</b> 138, 156–171; <b>4.2:</b> 340, 358–373, 398–399, 494–495; <b>5.1:</b> 26–27, 42, 44, 58, 60–71, 84, 96–97, 202–203;

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	<p><b>5.2:</b> 346, 363–381, 406–407, 548, 566–583, 608–609; <b>6.1:</b> 173, 196–197, 296–297; <b>6.2:</b> 340, 358–373, 442, 459–484, 494–495, 592–593</p> <p><b>Unit 2 Week 4 Tab Side 2:</b> Use with Guide Comprehension, TE p. 362; Big Book, pp. 5–7, 12–13</p> <p><b>Unit 5 Week 2 Tab Side 2:</b> Use with Let’s Practice It!, TE pp. 202–203; My Skills Buddy, pp. 50–51</p> <p>The Teacher’s Edition introduces many different text types of genre (e.g., animal fantasies, fairy tales, fables, poems). The Student Edition stories, found in Big Books and Trade Books, 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> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>TE 1.1:</b> 56, 142, 158, 238; <b>1.2:</b> 344, 360, 450, 466; <b>2.2:</b> 354, 540, 542; <b>3.1:</b> 140, 142, 156, 256; <b>3.2:</b> 354, 536, 538; <b>4.1:</b> 40, 152, 240; <b>4.2:</b> 328, 376–377; <b>5.1:</b> 40, 42, 56, 138, 244; <b>6.1:</b> 42</p> <p>As each selection (Decodable Reader, Kindergarten Reader, Trade Book, Big Book) is introduced, children are asked to name the title of the book and to tell about the picture on the cover. With teacher assistance, the author and/or the illustrator are identified and the role each plays is discussed. Children learn that the author writes the book and the illustrator draws or paints the pictures.</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<b>Integration of Knowledge and Ideas</b>	
<p><b>Literature 7.</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). continued</p>	<p><b>TE 1.1:</b> 42, 60, 63, 64, 67, 68, 69, 72, 74; <b>1.2:</b> 330–331, 346, 347, 348, 360, 362–363, 366, 367, 368, 371, 372, 375, 376, 379, 380, 396–397; <b>2.2:</b> 340, 358, 360, 362, 366, 560, 570; <b>3.1:</b> 159, 165; <b>3.2:</b> 340, 341, 358, 360, 363, 364, 367, 369; <b>4.1:</b> 42, 65, 122–123, 138–139, 154, 156, 158, 184; <b>4.2:</b> 340, 359, 361, 363, 365, 367, 368, 371, 372; <b>5.1:</b> 246, 265, 266, 268, 273, 274; <b>5.2:</b> 346, 363, 364, 365, 370, 375; <b>6.1:</b> 142, 160, 162, 164, 165, 168; <b>6.2:</b> 324–325, 340, 341, 356, 359, 360, 362, 365, 368, 370, 372, 386</p> <p>Throughout the program, children are encouraged to look for key ideas in the visuals of a selection. Questions in the Read and Comprehend section help children focus on the key events and details of the illustrations to better understand the story.</p>
<b>8. (Not applicable to literature)</b>	<b>N/A</b>
<p><b>Literature 9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Lessons for the comprehension skill of compare and contrast are included in the Teacher’s Edition. The skill is presented with characters from these nonfiction selections: <b>MSB U2:</b> 14–15; <b>U3:</b> 27; <b>U5:</b> 54–55, 67; <b>U6:</b> 27</p> <p><b>TE 3.1:</b> 44, 58, 65, 73, 100–101, 285; <b>4.1:</b> 82; <b>5.1:</b> 248, 262, 265, 266, 275, 304–305; <b>6.1:</b> 44, 58, 61, 62, 64, 68, 72, 100–101</p> <p>After mastering the skill in the lessons listed, children will be able to apply it to fiction selections. The following pages include work with this skill. <b>MSB U3:</b> 67; <b>U5:</b> 87; <b>U6:</b> 87</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergrarten	Scott Foresman Reading Street ©2011
Continued	<p><b>TE 3.1:</b> 244; <b>5.2:</b> 348; <b>6.2:</b> 342</p> <p>To add this skill to any fiction selection, use the following questions and prompt children to respond by identifying likenesses and differences in the selection characters or between selections:</p> <ul style="list-style-type: none"> <li>• How are the characters in this story like the characters in the story we read yesterday?</li> <li>• How are the characters in this story different from the characters in the story we read yesterday?</li> </ul>
<b>Range and Level of Text Complexity</b>	
<p><b>Literature 10.</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>As each selection (Decodable Reader, Kindergarten Reader, Trade Book, Big Book) is introduced, instruction and routines are provided to help children set a purpose for reading and make predictions about the selection. The purpose is then reviewed after completing the selection, and the predictions are reviewed and adjusted to fit the selection content.</p> <p><b>TE 1.1:</b> 40, 42, 56, 87, 89, 142, 144, 158, 160, 183, 185, 238, 240, 254, 257, 289, 291; <b>1.2:</b> 344, 346, 360, 363, 395, 397, 450, 466, 468, 497, 499; <b>2.2:</b> 340, 354, 357, 385, 387, 542, 559, 585; <b>3.1:</b> 142, 156, 158, 185, 187, 242, 259, 285; <b>3.2:</b> 338, 340, 354, 356, 385, 522–523, 538, 554–555, 580; <b>4.1:</b> 42, 56, 58, 83, 138, 152, 155, 183, 185; <b>4.2:</b> 338, 340, 354, 357, 385, 387, 538; <b>5.1:</b> 26–27, 42, 44, 56, 58, 59, 83, 84, 85; <b>5.2:</b> 346, 360, 362, 393, 395; <b>6.1:</b> 142, 156, 159, 183, 185; <b>6.2:</b> 340, 357, 385, 387, 442, 456, 458, 481, 483</p> <p><b>Unit 4 Week 4 Tab Side 2:</b> Use with First Read – Trade Book, TE pp. 340–341; My Skills Buddy, p. 86</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Reading Standards for Informational Texts

Key Ideas and Details

**Informational Text 1.** With prompting and support, ask and answer questions about key details in a text.

**TE 1.2:** 572–583, 597; **2.1:** 148, 158–171, 185, 248, 258–271, 285; **2.2:** 426–427, 442–444, 450, 458–473, 486–487; **3.1:** 50, 58–73, 87; **3.2:** 424–425, 440, 448, 456–457, 458–469, 482, 483; **4.2:** 426–427, 442, 450, 458–469, 482, 483; **5.1:** 124–125, 140, 148, 156–177, 190, 191, 230–231, 246, 262–263, 290–291; **5.2:** 434–435, 450, 466, 492, 532–533, 548, 564–565, 596–597; **6.1:** 26–27, 42, 58, 86, 224–225, 240, 256, 284, 299; **6.2:** 522–523, 538, 546, 554, 556–567, 580, 581

**Unit 2 Week 5 Tab Side 2:** Use with Guide Comprehension, TE p. 459; Big Book, pp. 4–5

**Unit 6 Week 6 Tab Side 2:** Use with Guide Comprehension, TE p. 558; Trade Book, pp. 6–7

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.

**Informational Text 2.** With prompting and support, identify the main topic and retell key details of a text.

**MSB U2:** 54–55; **U5:** 94–95  
**TE 2.1:** 124–125, 140–142, 156–157, 184–185, 224–225, 240, 242, 256, 284, 298–299; **3.1:** 86; **3.2:** 522–523, 545, 554, 580, 598; **4.2:** 482; **5.2:** 434–435, 450, 452, 466, 492; **6.1:** 224–225, 240, 242, 256, 284, 299  
Identifying the main topic or idea and the supporting details is a key comprehension skill presented

Reference Key



MSB = My Skills Buddy; TE = Teacher's Edition;  
RWN = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	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 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> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>MSB U2:</b> 14–15; <b>U5:</b> 54–55</p> <p><b>TE 2.1:</b> 26–27, 42, 44, 49, 58–59, 61, 67, 68, 84–85; <b>3.1:</b> 26–27, 42, 58–59, 65, 73, 86–87, 100–101; <b>5.1:</b> 230–231, 246, 262–263, 265, 266, 275, 283, 290–291; <b>5.2:</b> 434–435, 450, 466, 492, 532–533, 548, 564–565, 596–597; <b>6.1:</b> 26–27, 42, 58, 61, 62, 64, 68, 72, 86</p> <p><b>Unit 5 Week 5 Tab Side 2:</b> Use with Guide Comprehension, TE p. 472; Big Book, pp. 10–11</p> <p>The Read and Comprehend 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> With prompting and support, ask and answer questions about unknown words 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 three nonfiction selections:</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	<b>TE 2.1:</b> 33, 61, 63, 64, 65, 67, 79, 131, 149, 160, 163, 179; <b>5.2:</b> 441, 459, 468, 470, 473, 475
<b>Informational Text 5.</b> Identify the front cover, back cover, and title page of a book.	<b>TE 1.1:</b> 24, 40, 144, 183, 240, 254; <b>1.2:</b> 344, 452, 466  Beginning in Unit 1, children locate the front and back cover of the book. They are directed to the title on the title page as well as the name of the author and illustrator. Special attention is given to the illustration or photographs on the cover to help children predict what the book is about based on the title and the pictures.
<b>Informational Text 6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>TE 1.2:</b> 554, 571, 595, 597; <b>2.1:</b> 56, 140, 154, 254; <b>2.2:</b> 456; <b>3.1:</b> 56; <b>3.2:</b> 438, 440, 454; <b>4.2:</b> 328, 338, 340, 376–377; <b>5.1:</b> 246; <b>5.2:</b> 450; <b>6.1:</b> 240; <b>6.2:</b> 538  As each selection (Decodable Reader, Kindergarten Reader, Trade Book, Big Book) is introduced, children are asked to name the title of the book and to tell about the picture on the cover. With teacher assistance, the author and/or the illustrator is identified and the role each plays is discussed. Children learn that the author writes the book and the illustrator draws or paints the pictures.
<b>Integration of Knowledge and Ideas</b>	
<b>Informational Text 7.</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>TE 1.2:</b> 554, 573, 576, 578, 582; <b>2.1:</b> 61, 62, 63, 65, 66, 68, 69, 70, 73, 124–125, 140–142, 156–157, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 184–185, 259, 260, 262, 266, 270; <b>2.2:</b> 465, 469; <b>3.1:</b> 62, 63, 65, 66, 68, 69, 70, 71; <b>3.2:</b> 458, 459, 460, 461, 463, 464, 465, 466, 467, 468; <b>4.2:</b> 459, 460,

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	<p>463, 464, 465, 466, 467; <b>5.1:</b> 140, 158, 159, 160, 162, 172, 174; <b>5.2:</b> 468, 469, 470, 471, 473, 474, 475, 476, 477, 478; <b>6.1:</b> 240, 257, 261, 270; <b>6.2:</b> 538, 559, 560, 563, 565</p> <p><b>Unit 3 Week 5 Tab Side 2:</b> Use with Guide Comprehension, TE p. 462; Big Book, pp. 10–19</p> <p><b>Unit 4 Week 5 Tab Side 2:</b> Use with Guide Comprehension, TE p. 459; Big Book, pp. 2–3</p> <p>Throughout the program, children are encouraged to look for key ideas in the visuals of a selection. Questions in the Read and Comprehend section help children focus on the key events and details of the illustrations to better understand the story.</p>
<p><b>Informational Text 8.</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>As each nonfiction selection is read, the guided reading questions ask children to identify what information is given and to locate the details that help support the point. To further apply the skills, use the following routine with any of the selections.</p> <ul style="list-style-type: none"> <li>• What is the main idea of the selection?</li> <li>• What details does the author give to tell about the main idea?</li> <li>• Why did the author give us this information?</li> <li>• What did we learn from the information?</li> <li>• What else should we know?</li> </ul>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Informational Text 9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>MSB U2:</b> 127; <b>U6:</b> 27, 127</p> <p><b>TE 2.1:</b> 26–27, 42, 44, 58–59, 84–85; <b>2.2:</b> 544; <b>4.1:</b> 287; <b>5.2:</b> 348; <b>6.1:</b> 44; <b>6.2:</b> 540</p> <p>The <i>My Skills Buddy</i> book includes Text to Text, Text to Self, and Text to World questions, which offer children opportunities to compare and contrast two texts that have similarities and differences.</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>Informational Text 10.</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>As each selection (Decodable Reader, Kindergarten Reader, Trade Book, Big Book) is introduced, instruction and routines are provided to help children set a purpose for reading and make predictions about the selection. The purpose is then reviewed after completing the selection, and the predictions are reviewed and adjusted to fit the selection content.</p> <p><b>TE 1.2:</b> 554, 571, 595, 597; <b>2.1:</b> 42, 56, 59, 83, 85, 140, 154, 157, 185, 240, 254, 257, 285; <b>2.2:</b> 440, 442, 458, 487; <b>3.1:</b> 42, 56, 59, 87; <b>3.2:</b> 440, 454, 457, 483; <b>4.2:</b> 442, 458, 483; <b>5.1:</b> 140, 154, 157, 189, 191, 246, 263, 291; <b>5.2:</b> 450, 467, 493; <b>6.1:</b> 240, 256, 285; <b>6.2:</b> 524, 538, 541, 552, 555, 581, 582, 596</p>

Reference Key



MSB = My Skills Buddy; TE = Teacher's Edition;  
 RWN = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<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 1.1:</b> 20–21, 24, 36–37, 42, 54–55, 86, 96, 138, 144, 158, 234, 237, 240; <b>1.2:</b> 340, 346, 446; <b>2.2:</b> 587; <b>3.1:</b> 242; <b>4.2:</b> 603; <b>6.1:</b> 270, 271; <b>6.2:</b> 556, 566, 567</p> <p>Concepts of print are included in all beginning lessons as children learn to point to and follow from left to right and top to bottom. Children are taught how letters form words and words form sentences.</p>
<p><b>Foundational Skills 1.a.</b> Follow words from left to right, top to bottom, and page-by-page.</p>	<p><b>TE 1.1:</b> 42, 122–123, 138, 144, 146, 158, 160, 184–185, 218–219, 234–235, 240, 252–253, 254, 288, 299; <b>1.2:</b> 340, 346, 446, 466, 554</p> <p>Children are asked to track print as they read. Routines help them understand reading from left to right and top to bottom as well as how to hold the book and turn the pages.</p>
<p><b>Foundational Skills 1.b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><b>TE 1.1:</b> 21, 37, 87, 96, 278; <b>1.2:</b> 325, 341; <b>2.1:</b> 21, 23, 37, 82, 116–117, 119, 132–133, 150–151, 180, 182, 192, 219, 282; <b>2.2:</b> 319, 384, 421, 518–519, 534–535, 552–553, 580, 582, 592; <b>3.1:</b> 84, 184; <b>3.2:</b> 318–319, 334–335, 352–353, 382, 393, 480, 578; <b>4.1:</b> 80, 114–115, 130–131, 148–149, 180, 182, 192, 282; <b>4.2:</b> 384, 480, 514–515, 530–531, 548–549, 582, 584, 594; <b>5.1:</b> 82, 188, 288; <b>5.2:</b> 392, 490, 594; <b>6.1:</b> 84, 182, 282; <b>6.2:</b> 384, 480, 578</p> <p><b>Unit 4 Week 2 Tab Side 2:</b> Use with Phonemic Awareness, TE pp. 114–115</p> <p>After children work with several consonants and a vowel, the letters are</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	arranged into words. As they say a word, they associate the arrangement of letters with the specific word. They quickly learn that a word is composed of letters and that different sets of letters make different words. As children progress into the writing activities, this letter arrangement/word association is expanded upon.
<b>Foundational Skills 1.c.</b> Understand that words are separated by spaces in print.	<p><b>TE 1.1:</b> 234, 237; <b>1.2:</b> 340, 446; <b>2.2:</b> 587; <b>4.2:</b> 603; <b>5.2:</b> 613</p> <p>The pages listed identify the Teacher Edition lessons that focus on the pages in the <i>My Skills Buddy</i>, where children are given instruction and practice opportunities to understand how words are separated with spaces and put together to form sentences.</p>
<b>Foundational Skills 1.d.</b> Recognize and name all upper- and lowercase letters of the alphabet.	<p><b>MSB U1:</b> 16, 36, 56, 76, 96, 116  <b>TE 1.1:</b> 20–21, 36–37, 54–55, 86, 96, 122–123, 138, 156–157, 182, 192, 218–219, 234–235, 252–253, 288, 298, 299; <b>1.2:</b> 324–325, 340–341, 358–359, 394, 405, 430–431, 446, 464, 495, 496, 507, 532, 548; <b>2.1:</b> 20, 118, 218; <b>2.2:</b> 318, 420, 520; <b>3.1:</b> 20, 120, 220; <b>3.2:</b> 318, 418, 516; <b>4.1:</b> 20, 116; <b>4.2:</b> 318, 420, 516; <b>5.1:</b> 20, 118, 224; <b>5.2:</b> 324, 428, 526; <b>6.1:</b> 20, 120, 218; <b>6.2:</b> 318, 516</p> <p>All of the letters of the alphabet are presented in the program. The uppercase and lowercase forms are shown. These letter introduction pages lead to sound–symbol association study.</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<b>Phonological Awareness</b>	
<p><b>Foundational Skills 2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><b>MSB U1:</b> 32–33, 52–53, 72–73, 92–93, 112–113; <b>U2:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113; <b>U3:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113; <b>U4:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113; <b>U5:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113; <b>U6:</b> 12–13, 32–33, 52–53, 72–73, 92–93, 112–113</p> <p><b>TE 1.1:</b> 120–121, 136–137, 154–155, 180–181, 192, 216–217, 250–251, 286–287; <b>1.2:</b> 322–323, 338–339, 404, 428–429, 462–463, 530–531, 564–565; <b>2.1:</b> 18–19, 34–35, 116–117, 132–133, 150–151, 216–217, 232–233; <b>2.2:</b> 316–317, 332–333, 350–351, 418–419, 434–435, 518–519, 534–535; <b>3.1:</b> 18–19, 34–35, 52–53, 82, 94, 118–119, 218–219, 234–235, 252–253; <b>3.2:</b> 316–317, 350–351, 416–417, 432–433, 514–515, 530–531; <b>4.1:</b> 18–19, 114–115, 130–131, 216–217, 250–251; <b>4.2:</b> 316–317, 332–333, 418–419, 434–435, 514–515; <b>5.1:</b> 18–19, 34–35, 116–117, 150–151, 222–223; <b>5.2:</b> 322–323, 426–427, 460–461, 524–525; <b>6.1:</b> 18–19, 34–35, 118–119, 134–135, 216–217, 232–233; <b>6.2:</b> 316–317, 332–333, 418–419, 434–435, 478, 514–515, 530–531</p> <p>Beginning with phonemic awareness activities, children regularly listen to and say words to understand how the sounds blend together to form words. From that carefully developed background, they then learn the letters that stand for these sounds to master the decoding process.</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Foundational Skills 2.a.</b> Recognize and produce rhyming words.</p>	<p><b>MSB U1:</b> 12–13</p> <p><b>TE 1.1:</b> 18–19, 34–35, 52–53, 84–85, 96, 279, 280–281; <b>1.2:</b> 357, 547; <b>2.1:</b> 35, 49, 233; <b>2.2:</b> 419, 449; <b>3.2:</b> 416–417, 432–433, 450–451, 478, 490, 525, 542, 569, 583, 597; <b>4.1:</b> 173; <b>4.2:</b> 418–419, 434–435, 452–453, 478, 490, 527; <b>5.1:</b> 179, 279; <b>5.2:</b> 426–427, 442–443, 460–461, 488, 500; <b>6.1:</b> 31, 273</p> <p>Specific lessons teach children how to change beginning sounds to make rhyming words. The skill is an integral part of the decoding process to help children become independent readers.</p>
<p><b>Foundational Skills 2.b.</b> Count, pronounce, blend, and segment syllables in spoken words.</p>	<p><b>MSB U1:</b> 32–33</p> <p><b>TE 1.1:</b> 120–121, 136–137, 154–155, 180–181, 192, 251, 286–287; <b>1.2:</b> 339, 429; <b>2.1:</b> 151; <b>2.2:</b> 351, 553; <b>3.1:</b> 253; <b>5.1:</b> 257; <b>6.2:</b> 351</p> <p>The phonics skills related to pronouncing, blending, and segmenting sounds and syllables is an integral part of the program. The lessons help children move from individual phonemes to blend sounds into words or from phonemes to syllables to words.</p>
<p><b>Foundational Skills 2.c.</b> Blend and segment onsets and rimes of single syllable spoken words.</p>	<p>The lessons 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> <p>Representative pages are listed:  <b>TE 1.2:</b> 325, 335, 341, 357, 392, 431, 533, 549; <b>4.1:</b> 21, 35, 117, 218–219, 234–235, 252–253, 282, 293; <b>4.2:</b></p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	435, 453, 516–517, 531, 532–533, 550–551, 583, 595; <b>5.1:</b> 116–117, 132–133, 150–151, 186, 198, 222–223, 238–239, 256–257, 286, 298; <b>5.2:</b> 524–525, 540–541, 558–559, 592, 604; <b>6.1:</b> 118–119, 134–135, 152–153, 180, 192; <b>6.2:</b> 316–317, 332–333, 350–351, 382, 394, 514–515, 530–531, 548–549, 576, 588
<p><b>Foundational Skills 2.d.</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/.)</p>	<p><b>TE 1.1:</b> 154–155, 216–217, 232–233, 250–252, 286, 298; <b>1.2:</b> 322–323, 325, 338–339, 356–357, 392–393, 404, 428–429, 444–445, 462–463, 494, 506, 564–565; <b>2.1:</b> 34, 52–53, 117, 151, 217, 218–219, 234–235, 252–253, 282, 293; <b>2.2:</b> 316–317, 332–333, 418–419, 420–421, 434–435, 436–437, 452–453, 455–455, 482, 484, 494, 495, 520–521, 536–537, 554–555, 582, 593; <b>3.1:</b> 18–19, 34–35, 52–53, 82, 94, 118–119, 134–135, 152–153, 219, 252–253; <b>3.2:</b> 316–317, 332–333, 350–351, 380, 392, 416–417, 432, 447, 450, 514–515, 530–531, 548–549, 576, 588; <b>4.1:</b> 18–19, 34, 52, 115, 116–117, 131, 132–133, 150–151, 182, 193, 216–217, 232–233, 250–251, 280, 292; <b>4.2:</b> 316–317, 318–319, 332–333, 334–335, 350–351, 352, 382, 384, 394, 395, 420–421, 434, 436–437, 452–453, 454–455, 480, 491, 514–515, 530–531, 548–549, 582, 594; <b>5.1:</b> 18–19, 34–35, 52–53, 80, 92, 116–117, 151, 222–223, 238–239, 256–257, 286, 298; <b>5.2:</b> 322–323, 338–339, 356–357, 390, 402, 428–429, 443, 444–445, 462–463, 490, 501, 541; <b>6.1:</b> 35, 53, 120–121, 136–137, 154–155, 182, 193, 217; <b>6.2:</b> 418–419, 434–435, 452–453, 478, 514–515, 516–517, 532–533, 548–549, 550–551, 576, 577, 578, 589</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	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 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. The lessons do expose children to all the ending sounds. (Familiar words such as <i>six</i> , <i>car</i> , and <i>pool</i> are used for <i>x</i> , <i>r</i> , and <i>l</i> .)
<b>Foundational Skills 2.e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>TE 1.1:</b> 216–217, 232–233, 250–251, 286, 298; <b>1.2:</b> 322–323, 325, 338–339, 356–367, 392, 404, 428–429, 444–445, 462–463, 494, 506, 530–531, 546–547, 564–565, 592, 604; <b>2.1:</b> 18–19, 34–35, 52–53, 80, 92, 116–117, 132–133, 150–151, 180, 192, 216–217, 232–233, 250–251, 280, 292; <b>2.2:</b> 316–317, 332–333, 350–351, 382, 394, 418–419, 434–435, 452–453, 482, 494, 518–519, 534–535, 552–553, 580, 592; <b>3.1:</b> 53, 135; <b>3.2:</b> 333, 351, 416–417, 432–433, 450–451, 478, 490, 514–515, 530–531, 548–549, 576, 588; <b>4.1:</b> 18–19, 34–35, 52–53, 78, 90, 114–115, 130–131, 148–149, 180, 192, 216–217, 232–233, 250–251, 280, 292; <b>4.2:</b> 333, 351, 418–419, 434–435, 452–453, 478, 490, 549; <b>5.1:</b> 18–19, 34–35, 53, 54–55, 82, 93, 116–117, 132–133, 150–151, 186, 198, 223, 239; <b>5.2:</b> 323, 339, 357, 426–427, 442–443, 460–461, 488, 500; <b>6.1:</b> 18–19, 34–35, 52–53, 82, 94, 120–121, 136–137, 153, 154–155, 182, 193, 216–217, 232–233, 250–251, 280, 292; <b>6.2:</b> 549

**Reference Key**



MSB = My Skills Buddy; TE = Teacher's Edition;  
 RWN = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	Beginning in Unit 1, 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 consonant sounds. A consistent and systematic presentation is used to help children master this important skill.
<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 includes pages for skill practice with decoding words. Children are introduced to sounds and the letters that spell those sounds. Then these skills are applied when reading Decodable Readers and Kindergarten Student Readers. This carefully structured Teacher’s Edition instruction helps children learn to decode the words independently and then apply those skills as they read. This organization is found in all units. See the following representative pages for Unit 2:</p> <p><b>MSB 2:</b> 16, 36, 56, 76, 96, 116</p> <p><b>TE 2.1:</b> 20–21, 36–37, 54–55, 81, 93, 118–119, 134–135, 152–153, 181, 193, 218, 234–235, 252–253, 281, 293; <b>2.2:</b> 318–319, 334–335, 352–353, 383, 395, 420–421, 436–437, 454–455, 483, 484, 495, 520–521, 536–537, 554–555, 581, 582, 593; <b>3.1:</b> 20–21, 36–37, 54–55, 84, 95; <b>3.2:</b> 418–419, 434–435, 452–453, 480, 491, 516–517, 532–533, 550–551, 578, 589; <b>4.2:</b> 420–421, 436–437, 454–455, 480, 491, 516–517, 532–533, 550–551, 583, 595; <b>5.1:</b> 224–225, 240, 258–259, 287, 299; <b>5.2:</b> 526–527, 542, 560–561, 593, 605; <b>6.2:</b> 418–419, 420–421, 434–435, 436–437, 452–453, 454–455, 478, 479, 480, 490, 491</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Foundational Skills 3.a.</b> Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<p><b>TE 1.2:</b> 430, 446, 464–465, 532–533, 548–549, 566–567, 594, 605; <b>2.1:</b> 20–21, 36–37, 54–55, 82, 93, 118–119, 134–135, 152–153, 182, 193, 216–217, 218, 232–233, 234, 250–251, 252–253, 280, 281, 292; <b>2.2:</b> 318–319, 334–335, 352–353, 383, 384, 395, 483, 581; <b>3.1:</b> 20, 36, 54–55, 95, 118–119, 120–121, 134–135, 136–137, 152–153, 154–155, 182, 183, 184, 194, 195, 218–219, 220–221, 234–235, 236, 252–253, 254–255, 281, 292, 293; <b>3.2:</b> 318–319, 334–335, 352–353, 381, 382, 393, 479; <b>4.1:</b> 20–21, 36–37, 54–55, 80, 91, 116–117, 132–133, 150–151, 181, 182, 193, 218–219, 234–235, 252–253, 282, 293; <b>4.2:</b> 318–319, 334–335, 352–353, 384, 395, 479, 583; <b>5.1:</b> 20–21, 36–37, 52–53, 54–55, 82, 93, 118–119, 134–135, 152–153, 187, 188, 199, 287; <b>5.2:</b> 428, 444, 462–463, 501, 526, 542, 560–561, 593, 605; <b>6.1:</b> 83, 281; <b>6.2:</b> 318–319, 334–335, 352–353, 384, 395, 420, 436, 454–455, 479</p> <p>This skill is introduced, practiced, and reviewed throughout all the lessons on consonants in the program. Pages are also devoted to this skill in <i>My Skills Buddy</i>. These phonics pages begin in Unit 1 of <i>My Skills Buddy</i>, p. 116, and continue throughout the other units.</p>
<p><b>Foundational Skills 3.b.</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p><b>TE 2.1:</b> 20–21, 36–37, 54, 93; <b>2.2:</b> 420–421, 436–437, 454, 495, 520–521, 536–537, 554, 593; <b>3.2:</b> 418–419, 434–435, 452, 491, 516–517, 532–533, 550, 577; <b>4.2:</b> 420–421, 436–437, 454, 491, 516–517, 532–533, 550, 595; <b>5.1:</b> 224–225, 240–241, 258, 299; <b>5.2:</b> 324–325, 340–341, 358–359, 391, 392, 403; <b>6.1:</b> 20–21, 36–37, 54–55, 84, 95, 218–219, 234, 252–253, 281, 293, 295;</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	<p><b>6.2:</b> 420–421, 436–437, 454–455, 479, 480, 491</p> <p>At this level, the lessons focus on the short vowel sounds. To extend this concept to long vowel sounds, use the following instruction:</p> <ul style="list-style-type: none"> <li>• Using U2—p. 16, write the word <i>at</i> on the board. Have children read the word with you. Then add the letter <i>e</i> to the word and say the word <i>ate</i> with children. Have them notice how the /a/ sound at the beginning of the word becomes the long <i>a</i> sound. Point out that the letter <i>e</i> added to the word changes the vowel sound from the short <i>a</i> sound to the long <i>a</i> sound.</li> </ul> <p>Continue the procedure using the following pages:</p> <ul style="list-style-type: none"> <li>• U2—pp. 96 and 116 for short and long <i>i</i> with the words <i>kit</i> and <i>kite</i></li> <li>• U3—pp. 96 and 116 for short and long <i>o</i> with the words <i>not</i> and <i>note</i></li> <li>• U4—pp. 96 and 116 for short and long <i>e</i> with the words <i>pet</i> and <i>Pete</i></li> <li>• U5—pp. 56 and 76 for short and long <i>u</i> with the words <i>cut</i> and <i>cute</i></li> </ul>
<p><b>Foundational Skills 3.c.</b> Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>Every selection in the student book <i>My Skills Buddy</i> has a High Frequency Words page. The page focuses on recognizing and reading high-frequency words and using the words in sentences. This carefully structured <i>My Skills Buddy</i> practice and coordinated 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 5 and Unit 6:</p>

**Reference Key**



MSB = My Skills Buddy; TE = Teacher's Edition;  
RWN = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	<p><b>MSB U5:</b> 17, 37, 57, 77, 97, 117; <b>U6:</b> 17, 37, 57, 77, 97, 117</p> <p><b>TE 5.1:</b> 56, 154, 260; <b>5.2:</b> 360, 464, 562; <b>6.1:</b> 56, 156, 254; <b>6.2:</b> 354, 456, 552</p> <p><b>Unit 4 Week 3 Tab Side 2:</b> Use with High-Frequency Words, TE p. 237; My Skills Buddy, p. 57</p>
<p><b>Foundational Skills 3.d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>TE 2.1:</b> 134; <b>2.2:</b> 316–317, 332–333, 350–351, 382, 394, 536; <b>3.2:</b> 334, 434, 532; <b>4.1:</b> 36; <b>5.1:</b> 134; <b>5.2:</b> 444, 542; <b>6.1:</b> 36, 234; <b>6.2:</b> 334, 436</p> <p>Throughout the phonics lessons, children are presented with many opportunities to apply their decoding skills. This helps them recognize the differences in letters and letter sounds that are found in the written word. As they blend and use the sounds, they are constantly distinguishing the sounds of words and how the words differ as the sounds change.</p>
<b>Fluency</b>	
<p><b>Foundational Skills 4.</b> Read emergent reader texts with purpose and understanding.</p>	<p>As each selection (Decodable Reader, Kindergarten Reader, Trade Book, Big Book) is introduced, instruction and routines are provided to help children set a purpose for reading and make predictions about the selection. The purpose is then reviewed after completing the selection and the predictions are reviewed and adjusted to fit the selection content.</p> <p><b>TE 1.1:</b> 42, 56–57, 144, 158–159, 254–255; <b>1.2:</b> 346, 360–361, 452, 466–467, 554, 568–569; <b>2.1:</b> 42, 56–57, 140, 154–155, 240, 254–255; <b>2.2:</b> 340, 354–355, 442, 456–457; <b>3.1:</b> 42, 56–57, 242, 256–257; <b>3.2:</b> 340, 354–</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	355, 440, 454–455; <b>4.1:</b> 138, 152–153, 240, 254, 255; <b>4.2:</b> 442, 456–457, 538, 552–553; <b>5.1:</b> 42, 56–57, 140, 154–155; <b>5.2:</b> 346, 360–361, 548, 562–563; <b>6.1:</b> 240, 256–257; <b>6.2:</b> 442, 456–457, 538, 552–553
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<p><b>Writing 1.</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i>).</p>	<p><b>TE 1.1:</b> 29, 105, 131, 227; <b>1.2:</b> 413, 439; <b>2.1:</b> 29, 127, 244; <b>2.2:</b> 489; <b>3.1:</b> 29, 129, 203, 273, 301; <b>3.2:</b> 401, 499; <b>4.1:</b> 29, 99, 125, 201, 227, 287, 301; <b>4.2:</b> 327, 403, 485, 499; <b>5.1:</b> 29, 101, 127, 207; <b>5.2:</b> 333, 411, 437; <b>6.1:</b> 29, 129; <b>6.2:</b> 446, 485</p> <p>The lessons focus on stating opinions related to specific books or selections. In addition, many of the writing activities ask children to express opinions as they tell about things they see, do, or use.</p>
<p><b>Writing 2.</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><b>TE 1.1:</b> 77, 91, 148, 173, 187, 244, 293, 307; <b>1.2:</b> 350, 385, 399, 487, 501; <b>2.1:</b> 46, 87, 144, 173, 187, 273, 287, 301; <b>2.2:</b> 327, 389, 403, 429, 446, 475; <b>3.1:</b> 46, 75, 89, 103, 146, 175, 189, 229, 246, 287; <b>3.2:</b> 344, 373, 387, 427, 444, 471, 485; <b>4.1:</b> 46, 71, 85, 142, 187, 244, 273; <b>4.2:</b> 344, 375, 389, 429, 446, 471; <b>5.1:</b> 46, 73, 87, 144, 179, 193, 233, 250, 293; <b>5.2:</b> 350, 397, 454, 481, 495, 535, 552, 585, 599, 613; <b>6.1:</b> 46, 75, 89, 146, 187, 227, 244, 273, 287, 301; <b>6.2:</b> 344, 429, 471</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.</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher’s Edition;  
**RWN** = Reader’s & Writer’s Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	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.
<p><b>Writing 3.</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Children are encouraged to write about themselves, their families, and their responses to literature. Each week brings more information about the writing process, including use of description, sequence, and the understanding of story elements. See the following representative pages:  <b>TE 1.1:</b> 29, 46, 91, 105, 131, 148, 187, 201, 227, 244, 279, 293, 306;  <b>1.2:</b> 333, 350, 399, 413, 439, 456, 487, 501, 515, 541, 558, 585, 599, 613; <b>2.2:</b> 529, 546, 573, 587, 601;  <b>3.2:</b> 525, 542, 569, 583, 597; <b>5.1:</b> 279; <b>5.2:</b> 383; <b>6.1:</b> 173; <b>6.2:</b> 375</p>
<b>Production and Distribution of Writing</b>	
<b>Writing 4.</b> (Begins in Grade 3)	<b>N/A</b>
<p><b>Writing 5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Each unit’s writing activity includes a revising activity tailored to the type of writing children are completing for that unit. On these pages, children are guided to consider ways, including adding details, that might improve their writing by revising and editing their writing project.</p> <p><b>TE 1.2:</b> 541, 558, 585, 599, 613;  <b>2.2:</b> 529, 546, 573, 587, 601; <b>3.2:</b> 569, 583; <b>4.2:</b> 589, 603; <b>5.2:</b> 535, 552, 585, 599, 613; <b>6.2:</b> 525, 542, 569, 583, 597</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Writing 6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Digital tools are used in every lesson as children work with the Songs and Rhymes Charts and other lesson animations. For the writing activities, children concentrate on sentences and short selections that are done on paper. Any of the lessons could also be done on computers if such resources and teaching time are available. In every week, Days 1 through 5 have children creating some form of writing. In Week 6 of each Unit, children are exposed to the writing process, where they create a written document. Each of these activities from draft, revising, editing, and publishing could be completed on computers. See the following page references:  <b>TE 1.2:</b> 541, 558, 585, 599, 613;  <b>2.2:</b> 529, 546, 573, 587, 601; <b>3.2:</b> 525, 542, 569, 583, 597; <b>4.2:</b> 525, 542, 575, 589, 603; <b>5.2:</b> 535, 552, 585, 599, 613; <b>6.2:</b> 525, 542, 569, 583, 597</p>
<p><b>Writing 7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p><b>TE 1.1:</b> 105, 201, 307; <b>1.2:</b> 515;  <b>2.1:</b> 101, 201, 203, 301; <b>2.2:</b> 403, 503; <b>3.1:</b> 103, 203, 301; <b>3.2:</b> 401;  <b>4.1:</b> 99, 201, 301; <b>4.2:</b> 403, 499, 525, 542, 575, 589, 603; <b>5.1:</b> 101, 207, 307; <b>5.2:</b> 411, 509; <b>6.1:</b> 103, 201, 301; <b>6.2:</b> 403, 499, 525, 542, 569, 583, 597</p> <p>For each week in the Teacher’s Edition, the Writing activity for Day 5 is called <i>This Week We...</i> In this section, the instructional activities ask children to further explore the Concept Talk question for that week. They compare and contrast information about the books and charts they used in the lesson. Children are asked to pick a favorite and tell why or add other information about the Concept Talk topic.</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<b>Research to Build Knowledge</b>	
<b>Writing 8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	This skill is an integral part of the instruction contained in unit writing activity. Children are asked to gather information from various classroom resources, including the selection, to complete the writing activity.  <b>TE 1.2:</b> 541, 558, 613; <b>2.1:</b> 273, 287, 301; <b>2.2:</b> 529, 546, 601; <b>3.2:</b> 525, 542, 597; <b>4.1:</b> 273; <b>4.2:</b> 525, 542, 575, 589, 603; <b>5.2:</b> 535, 552, 585; <b>6.2:</b> 525, 542, 569, 583, 597
<b>Writing 9.</b> (Begins in Grade 4)	<b>N/A</b>
<b>Range of Writing</b>	
<b>Writing 10.</b> (Begins in Grade 4)	<b>N/A</b>
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<b>Speaking/Listening 1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	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 K topics and concepts. Classroom activities and school learning 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. Representative pages are listed: <b>MSB U1:</b> 47, 49, 67, 87, 107; <b>U2:</b> 27, 47, 69  <b>TE 1.1:</b> 16, 32, 43, 44, 50, 58, 60–75, 82, 88, 91, 94; <b>2.1:</b> 16, 32, 43, 44, 50, 58, 60–71, 78, 84, 90

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Speaking/Listening 1.a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><b>MSB U1:</b> 29, 69; <b>U2:</b> 29, 49, 69  <b>TE 1.1:</b> 28, 30, 45, 76, 78–79, 90, 104, 132, 174–175, 228, 280–281;  <b>1.2:</b> 334, 386–387; <b>2.1:</b> 74–75, 174–175, 228, 274–275; <b>2.2:</b> 430, 530, 574–575; <b>3.1:</b> 30, 76–77; <b>3.2:</b> 526, 570–571; <b>4.1:</b> 126, 228; <b>4.2:</b> 328, 472–473; <b>5.1:</b> 180–181, 234, 280–281; <b>5.2:</b> 438, 482–483; <b>6.1:</b> 174–175, 228, 274–275; <b>6.2:</b> 328, 376–377; <b>RWN:</b> 1–2</p> <p>Each Listening and Speaking activity in the Teacher’s Edition as well as in the Reader’s and Writer’s Notebook contains reminders of the appropriate behaviors that constitute good speaking and listening.</p>
<p><b>Speaking/Listening 1.b.</b> Continue a conversation through multiple exchanges.</p>	<p><b>MSB U2:</b> 69; <b>U6:</b> 89  <b>TE 2.1:</b> 274–275; <b>6.1:</b> 174–175; <b>6.2:</b> 376–377</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 Listening and Speaking activities in which children work with a group, the exchange of ideas and information is extensive.</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher’s Edition;  
**RWN** = Reader’s & Writer’s Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Speaking/Listening 2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>TE 1.1:</b> 60–75, 161–171, 258–277; <b>1.2:</b> 364–383, 469–485, 572–583; <b>3.2:</b> 526, 570–571; <b>5.1:</b> 30, 74–75</p> <p>In the Teacher’s Edition lessons that accompany the Listening and Speaking activities and the selections, children are often asked to use restating and asking/answering questions to confirm their understanding of a selection or concept.</p>
<p><b>Speaking/Listening 3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>TE 1.1:</b> 30, 79; <b>2.1:</b> 228; <b>2.2:</b> 328, 530, 574–575; <b>3.2:</b> 526, 570–571; <b>4.1:</b> 175; <b>4.2:</b> 473; <b>5.1:</b> 30, 74–75, 281; <b>6.1:</b> 175, 275; <b>6.2:</b> 376–377</p> <p><b>Unit 1 Week 1 Tab Side 2:</b> Use with Conventions, p. 28</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.</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p><b>Speaking/Listening 4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>MSB U2:</b> 109; <b>U3:</b> 49, 88, 128; <b>U4:</b> 69, 109; <b>U5:</b> 48, 109</p> <p><b>TE 1.1:</b> 16, 132, 174–175, 178, 226, 243; <b>1.2:</b> 332, 334, 348, 349, 386–387, 398, 399, 412, 438, 455, 500, 514; <b>2.1:</b> 226, 228, 243, 248, 274–275; <b>2.2:</b> 326, 343, 428, 430, 476–477, 528; <b>3.1:</b> 74, 130, 176–177, 247; <b>3.2:</b> 328, 348, 427, 543; <b>4.1:</b> 126, 174–175, 274–275; <b>4.2:</b> 324–325, 472–473; <b>5.1:</b> 145, 234, 280–281; <b>5.2:</b> 334, 438, 482–483; <b>6.2:</b> 328, 376–377, 430, 472–473, 526</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</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	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.
<b>Speaking/Listening 5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<p><b>TE 1.1:</b> 31, 43, 49, 107, 133, 145, 173, 177, 241, 283, 306, 309; <b>1.2:</b> 335, 384, 401, 441, 543, 615; <b>2.1:</b> 49, 89, 147; <b>2.2:</b> 344, 391, 406; <b>3.1:</b> 79, 176, 179, 277; <b>3.2:</b> 329; <b>4.1:</b> 31, 127, 228; <b>4.2:</b> 329, 431, 527, 545; <b>5.1:</b> 31, 129, 147, 235; <b>5.2:</b> 335, 537; <b>6.1:</b> 131; <b>6.2:</b> 431, 573</p> <p>Throughout every day in each week’s instruction, children are asked to create drawings or use other visuals to tell about the content. They are reminded to include as many details as possible to show the concept under study. Activities include everything from drawing pictures to retelling a story to working with social studies concepts to make posters showing cooperation.</p>
<b>Speaking/Listening 6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<p><b>TE 1.1:</b> 119; <b>1.2:</b> 440, 489; <b>2.1:</b> 128, 228, 274–275; <b>2.2:</b> 377, 430, 575; <b>3.1:</b> 77, 130, 176, 230, 275; <b>3.2:</b> 328, 375, 428, 473, 526, 571; <b>4.1:</b> 30, 73, 126, 175, 228, 275; <b>4.2:</b> 328, 377, 430, 473, 526, 577; <b>5.1:</b> 30, 75, 128, 181, 234, 281; <b>5.2:</b> 334, 385, 438, 483, 536, 587; <b>6.1:</b> 30, 77, 130, 175, 228, 275; <b>6.2:</b> 328, 377, 430, 473, 526, 571</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>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<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>TE 1.1:</b> 147; <b>1.2:</b> 438, 455, 500, 514, 540, 557, 584, 598, 612; <b>2.1:</b> 28, 126, 226, 300; <b>2.2:</b> 326, 343, 374, 428, 528; <b>3.1:</b> 28, 45, 74, 88, 102, 128, 228; <b>3.2:</b> 326, 426, 524; <b>4.1:</b> 28, 124, 226; <b>4.2:</b> 326, 428, 524, 574; <b>5.1:</b> 28, 72, 126, 178, 232, 278; <b>5.2:</b> 332, 436, 534, 584; <b>6.1:</b> 28, 128, 226, 272; <b>6.2:</b> 374, 428, 524</p> <p><b>Unit 6 Week 1 Tab Side 2:</b> Use with Conventions, TE p. 28 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. Teacher’s Edition lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, and more.</p>
<p><b>Language 1.a.</b> Print many upper- and lowercase letters.</p>	<p><b>TE 1.1:</b> 22, 29, 38, 46, 124, 130, 131, 140, 147, 148, 186, 200; <b>1.2:</b> 326, 333, 342, 350, 432, 439, 534; <b>2.1:</b> 22, 29, 120, 127, 220, 227; <b>2.2:</b> 320, 327, 336, 422, 429, 522; <b>3.1:</b> 29, 38, 46, 129, 138, 229, 246; <b>3.2:</b> 327, 427, 518, 534; <b>4.1:</b> 22, 29, 38, 46, 125, 134; <b>4.2:</b> 320, 327, 336, 422, 429; <b>5.1:</b> 22, 46, 120, 136, 226, 233; <b>5.2:</b> 333, 430, 528; <b>6.1:</b> 22, 38, 220, 236; <b>6.2:</b> 320, 327, 438</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 handwriting lessons in the</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	Teacher's Edition offers handwriting tips for letter formation, left-to-right progression, proper paper position, and proper body position.
<p><b>Language 1.b.</b> Use frequently occurring nouns and verbs.</p>	<p><b>TE 1.2:</b> 438, 455, 500, 514, 540, 557, 584, 598, 612; <b>2.1:</b> 28, 45, 72, 86, 100, 126, 143, 172, 186, 200, 272; <b>3.1:</b> 28, 45, 88, 102, 128, 145, 174, 188, 202, 228, 245, 272, 286, 300; <b>3.2:</b> 326, 343, 372, 386, 400, 470; <b>5.2:</b> 332, 349, 396, 410, 436, 453, 480, 494, 508, 534, 551, 584, 598, 612; <b>6.1:</b> 74</p> <p><b>Unit 1 Week 5 Tab Side 2:</b> Use with Conventions, TE p. 438  <b>Unit 2 Week 2 Tab Side 2:</b> Use with Conventions, TE p. 172; My Skills Buddy, p. 48  <b>Unit 3 Week 1 Tab Side 2:</b> Use with Conventions, TE p. 28  <b>Unit 3 Week 4 Tab Side 2:</b> Use with Conventions, TE p. 326  <b>Unit 5 Week 6 Tab Side 2:</b> Use with Decodable Reader 30, TE p. 546; My Skills Buddy, pp. 119–120</p> <p>The program scaffolds instruction by first defining and providing examples of nouns followed by instruction with 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>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Language 1.c.</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p><b>TE 2.1:</b> 28, 45, 86, 100, 172; <b>5.2:</b> 332, 349, 382, 396, 410, 436, 453, 494, 508</p> <p><b>Unit 5 Week 4 Tab Side 2:</b> Use with Develop Vocabulary, TE p. 364; Trade Book, pp. 4–5</p> <p>The program scaffolds instruction by first defining and providing examples of singular and plural nouns. The program then helps children recognize nouns 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.d.</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p><b>TE 3.2:</b> 526, 570–571; <b>5.1:</b> 30, 74–75; <b>6.2:</b> 326, 343, 388, 402</p> <p><b>Unit 5 Week 1 Tab Side 2:</b> Use with Conventions, TE p. 28</p> <p><b>Unit 6 Week 4 Tab Side 2:</b> Use with Conventions, TE p. 326</p> <p>The program provides explicit lessons in declarative, interrogatory, exclamatory, and imperative sentences. It includes Teacher’s Edition 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>Language 1.e.</b> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p><b>TE 4.1:</b> 124, 141, 186, 200; <b>5.1:</b> 232, 249, 278, 292, 306; <b>5.2:</b> 382; <b>6.1:</b> 128, 145, 172, 186, 200, 272</p> <p><b>Unit 5 Week 3 Tab Side 2:</b> Use with Conventions, TE p. 232</p> <p><b>Unit 6 Week 2 Tab Side 2:</b> Use with Conventions, TE p. 128</p> <p>Throughout the program, children understand and use common</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	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> .
<b>Language 1.f.</b> Produce and expand complete sentences in shared language activities.	<p><b>TE 3.1:</b> 272, 287; <b>3.2:</b> 330, 344, 426, 443, 484, 498, 524, 541, 568, 582, 596; <b>4.1:</b> 28, 45, 70, 84, 98, 124, 141, 186, 187, 226, 243, 286, 287, 301; <b>4.2:</b> 326, 328, 343, 374, 388, 389, 470, 524, 541, 588, 602; <b>5.1:</b> 45, 74–75, 144; <b>5.2:</b> 436, 453, 494, 508, 534, 551, 584, 598, 612; <b>6.1:</b> 89, 146, 187, 226, 243, 286, 300; <b>6.2:</b> 374, 389, 428, 445, 484, 485, 498, 524, 541, 582, 596</p> <p><b>Unit 6 Week 3 Tab Side 2:</b> Use with Conventions, TE p. 226</p> <p>Subjects and predicates are the focus of Conventions lessons throughout the program. 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.</p>
<b>Language 2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>TE 1.1:</b> 130; <b>1.2:</b> 496, 594; <b>2.1:</b> 82, 126, 143, 182, 272; <b>2.2:</b> 384, 484, 582; <b>3.1:</b> 84, 184, 282; <b>3.2:</b> 382, 480, 524, 541, 582; <b>4.1:</b> 80, 182, 226, 243, 282, 286, 300; <b>4.2:</b> 326, 343, 384, 388, 402, 428, 445, 480; <b>5.1:</b> 28, 45, 82, 126, 143, 188, 288; <b>5.2:</b> 392, 490, 594; <b>6.1:</b> 84, 182, 226, 243, 282, 286, 300; <b>6.2:</b> 384, 480, 578</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	At this level, initial instruction in the Teacher’s Edition helps children master the basic conventions.
<b>Language 2.a.</b> Capitalize the first word in a sentence and the pronoun <i>I</i> .	<p><b>TE 3.2:</b> 524, 541, 582, 596; <b>4.1:</b> 70, 226, 243, 286, 300; <b>4.2:</b> 326, 343, 374, 388, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602; <b>5.1:</b> 28, 45, 72, 126, 143, 192, 206; <b>5.2:</b> 613; <b>6.1:</b> 28, 45, 88, 102, 172; <b>6.2:</b> 326, 343, 388, 402, 428, 445</p> <p>A number of Teacher’s Edition Conventions lessons introduce, reinforce, and review the capitalization of the first word in a sentence and the pronoun <i>I</i>.</p>
<b>Language 2.b.</b> Recognize and name end punctuation.	<p><b>TE 3.2:</b> 524, 541, 582, 596; <b>4.1:</b> 70, 226, 243, 286, 300; <b>4.2:</b> 326, 343, 374, 428, 445, 470, 484, 498, 574; <b>5.1:</b> 28, 45, 86, 100, 126, 143, 192, 206; <b>5.2:</b> 613; <b>6.1:</b> 226, 243, 286, 300; <b>6.2:</b> 326, 343, 388, 402, 428, 445, 484, 498</p> <p><b>Unit 6 Week 5 Tab Side 2:</b> Use with Conventions, TE p. 428</p> <p>The program provides explicit lessons in use of end punctuation in declarative, interrogatory, exclamatory, and imperative sentences. It includes Teacher’s Edition Conventions 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>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher’s Edition;  
**RWN** = Reader’s & Writer’s Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Language 2.c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p><b>TE 2.1:</b> 82, 182, 282; <b>2.2:</b> 384, 484, 582; <b>3.1:</b> 84, 184, 282; <b>3.2:</b> 382, 480, 578; <b>4.1:</b> 80, 182, 282; <b>4.2:</b> 384, 480, 584; <b>5.1:</b> 82, 188, 288; <b>5.2:</b> 392, 490, 594; <b>6.1:</b> 84, 182, 282; <b>6.2:</b> 384, 480, 578</p> <p>In all phonological awareness activities, children associate the spoken sounds in words with the letters that represent the sounds. There are many practice techniques used in the program to help children master this skill.</p>
<p><b>Language 2.d.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><b>TE 2.1:</b> 82, 182, 282; <b>2.2:</b> 384, 484, 582; <b>3.1:</b> 84, 184, 282; <b>3.2:</b> 382, 480, 578; <b>4.1:</b> 80, 182, 282; <b>4.2:</b> 384, 480, 584; <b>5.1:</b> 82, 188, 288; <b>5.2:</b> 392, 490, 594; <b>6.1:</b> 84, 182, 282; <b>6.2:</b> 384, 480, 578</p> <p>Phonetic patterns and spelling patterns are presented in each lesson. These patterns provide the basis for decoding unfamiliar words.</p>
<p><b>Language 3.</b> (Begins in Grade 2)</p>	<p><b>N/A</b></p>
<p><b>Vocabulary Acquisition and Use</b></p>	
<p><b>Language 4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>kindergarten reading and content</i>.</p>	<p>Word meanings are introduced in the Oral Vocabulary of <i>Amazing Words</i>, High-Frequency words used in the Decodable Readers, Vocabulary words with pictures in <i>My Skills Buddy</i>, and the ELL Posters that provide images that children can identify. Representative pages are provided for two lessons in Unit 1:</p> <p><b>MSB U1:</b> 17, 18–25, 28, 57, 58–65, 68</p> <p><b>TE 1.1:</b> 33, 39, 47, 51, 56–57, 63, 65, 66, 83, 92, 231, 237, 238–239, 245, 249, 254–255, 260, 262, 268, 270, 285</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Language 4.a.</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p><b>Unit 2 Week 1 Tab Side 2:</b> Use with Anchored Talk, TE p. 17</p> <p>The program contains many multi-meaning words that are used in the selections. These words can be used as a springboard for instruction. Use and adapt the following activities to foster the development of this skill:</p> <ul style="list-style-type: none"> <li>• Display <i>My Skills Buddy</i> for Unit 1, pp. 12–13. Say: <i>I can see the paint store. I used the word can. It means “able to do something.” Look in the store window. I see a can. What does the word can mean now?</i> Help children conclude that it is a container for paint. Continue with these items: <i>lock</i> on a door/<i>lock</i> of hair, <i>left</i> side of the page/<i>left</i> the mall, <i>bark</i> of a tree/<i>bark</i> of a dog, <i>coat</i> as a jacket/<i>coat</i> as a layer of paint.</li> <li>• Display <i>My Skills Buddy</i> for Unit 1, pp. 32–33. Repeat the activity using these words and having children suggest an alternate meaning for the word: <i>pen</i> to write with (<i>pen</i> for animals), <i>duck</i> as an animal (<i>duck</i> to bend down), <i>hands</i> on the clock (<i>hands</i> on people), <i>mouse</i> as an animal (<i>mouse</i> as a computer tool), <i>bowl</i> as a container (<i>bowl</i> as a game), <i>glass</i> for drinking (<i>glass</i> for windows).</li> </ul>
<p><b>Language 4.b.</b> Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p><b>TE 2.1:</b> 28, 45, 86, 172; <b>3.1:</b> 228, 245, 286, 300</p> <p><b>Unit 3 Week 2 Tab Side 2:</b> Use with Conventions, TE p. 128</p> <p><b>Unit 3 Week 3 Tab Side 2:</b> Use with Conventions, TE p. 228</p> <p>Teacher’s Edition vocabulary prompts offer Word Reading questions with the reading selections to help children decode and derive the meanings of</p>

**Reference Key**



MSB = My Skills Buddy; TE = Teacher's Edition;  
RWN = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
Continued	<p>words by looking at their word parts. Use the following instruction to help children focus on common affixes.</p> <ul style="list-style-type: none"> <li>• Display the Big Book <i>The Little School Bus</i>. Point to the word <i>comes</i> in the first sentence on p. 3. Write the word <i>come</i> on the board and have children read the word. Then ask them to tell what was added to the word to form the word <i>comes</i>. Continue with <i>wearing</i> and <i>riding</i> on p. 4, <i>fuzzy</i> on p. 10, <i>hairy</i> on p. 14, and <i>wiggly</i> and <i>squirmy</i> on p. 18.</li> <li>• Repeat this procedure as other selections in the program are read.</li> </ul>
<p><b>Language 5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p><b>MSB U1:</b> 28, 48, 68, 88, 108, 128, 132–143; <b>U2:</b> 28, 48, 68, 88, 108, 128, 132–143; <b>U3:</b> 28, 48, 68, 88, 108, 128, 132–143; <b>U4:</b> 28, 48, 68, 88, 108, 128, 132–143; <b>U5:</b> 28, 48, 68, 88, 108, 128, 132–143; <b>U6:</b> 28, 48, 68, 88, 108, 128, 132–143</p> <p><b>TE 1.1:</b> 47, 149, 245; <b>1.2:</b> 351, 457, 559; <b>2.1:</b> 47, 145, 245; <b>2.2:</b> 326, 343, 345, 388, 402, 447, 528, 545, 547, 572, 586, 600; <b>3.1:</b> 47, 147, 247; <b>3.2:</b> 345, 445, 543; <b>4.1:</b> 47, 143, 245; <b>4.2:</b> 345, 447, 543; <b>5.1:</b> 47, 145, 251; <b>5.2:</b> 351, 455, 553; <b>6.1:</b> 28, 45, 47, 88, 102, 147, 245; <b>6.2:</b> 345, 447, 543</p> <p>Words are sorted into categories throughout the program. Words are grouped by concept, ideas, function, and structure.</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergarten	Scott Foresman Reading Street ©2011
<p><b>Language 5.a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p><b>TE 1.1:</b> 47, 149, 245; <b>1.2:</b> 330–331, 346, 348, 351, 362–363, 296–297, 457, 538–539, 554, 556, 559, 570–571, 596–597, 611; <b>2.1:</b> 47, 145, 245; <b>2.2:</b> 345, 447, 547; <b>3.1:</b> 47, 147, 247; <b>3.2:</b> 345, 445, 543; <b>4.1:</b> 47, 143, 245; <b>4.2:</b> 447, 543; <b>5.1:</b> 47, 145, 251; <b>5.2:</b> 351, 553; <b>6.1:</b> 147, 245; <b>6.2:</b> 345, 447, 543</p> <p><b>Unit 1 Week 3 Tab Side 2:</b> Use with Vocabulary, TE p. 245; My Skills Buddy, p. 68</p> <p><b>Unit 1 Week 6 Tab Side 2:</b> Use with Vocabulary, TE p. 559; My Skills Buddy p. 128</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> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>Beginning with the selection <i>Plaidypus Lost</i> in Unit 1, children work with the concepts of opposites. The words <i>lost</i> and <i>found</i> are the key elements of the story. The questions remind children that Plaidypus is lost and then is found. The lesson for that selection deals with using other opposites: <i>fast/slow</i>, <i>stop/go</i>. For specific lessons, see the following pages:</p> <p><b>MSB U3:</b> 108</p> <p><b>TE 2.2:</b> 428, 445, 488, 502, 572; <b>3.1:</b> 28, 45, 88, 102, 128, 145, 188, 202; <b>3.2:</b> 445</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kindergrarten	Scott Foresman Reading Street ©2011
<p><b>Language 5.c.</b> Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</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 daily activities to help them connect the meanings of the words with their own lives. Representative pages for two units are listed:</p> <p><b>TE 1.1:</b> 33, 51, 83, 95, 135, 153, 179, 191, 226, 231, 243, 249, 285, 292, 297, 306; <b>1.2:</b> 337, 355, 391, 403, 443, 461, 493, 505, 545, 563, 591, 603; <b>2.1:</b> 226, 283, 286, 300; <b>2.2:</b> 528, 545, 572, 586, 600; <b>2.2:</b> 326, 343, 388, 402; <b>4.1:</b> 28, 33, 45, 51, 77, 84, 89, 98, 129, 147, 179, 191, 231, 249, 279, 291; <b>4.2:</b> 331, 349, 381, 393, 433, 451, 477, 489, 529, 547, 581, 593; <b>5.1:</b> 126, 143, 192, 206</p> <p><b>Unit 2 Week 1 Tab Side 2:</b> Use with Anchored Talk, TE p. 17</p> <p><b>Unit 2 Week 3 Tab Side 2:</b> Use with Develop Vocabulary, TE p. 259; Big Book, pp. 6–7</p>
<p><b>Language 5.d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>Discussions of verbs are found in the following lessons. Children are encouraged to act out each action verb to distinguish the shades of meaning emphasized among the verbs.</p> <p><b>TE 3.1:</b> 28, 45, 102, 128, 147, 174, 190, 228; <b>5.2:</b> 553, 600; <b>6.1:</b> 245, 288</p>

**Reference Key**



**MSB** = My Skills Buddy; **TE** = Teacher's Edition;  
**RWN** = Reader's & Writer's Notebook

Indiana Common Core State Standards for English Language Arts-Kinderergarten	Scott Foresman Reading Street ©2011
<p><b>Language 6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</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 daily activities to help them master the use and meanings of the words. Children are encouraged to use the <i>Amazing Words</i> in sentences, and the story vocabulary is discussed in the Teacher’s Edition as selections are read. Representative pages for two lessons are given:</p> <p><b>TE 2.1:</b> 33, 51, 61–70, 91, 101;  <b>4.2:</b> 331, 349, 358–373, 381, 389, 393, 403; <b>6.1:</b> 28, 45, 88, 102</p> <p><b>Unit 2 Week 6 Tab Side 2:</b> Use with Develop Vocabulary, TE p. 560; Big Book, pp. 2–3</p> <p><b>Unit 4 Week 6 Tab Side 2:</b> Use with Anchored Talk, TE p. 513</p>

**Reference Key**



MSB = My Skills Buddy; TE = Teacher's Edition;  
 RWN = Reader's & Writer's Notebook