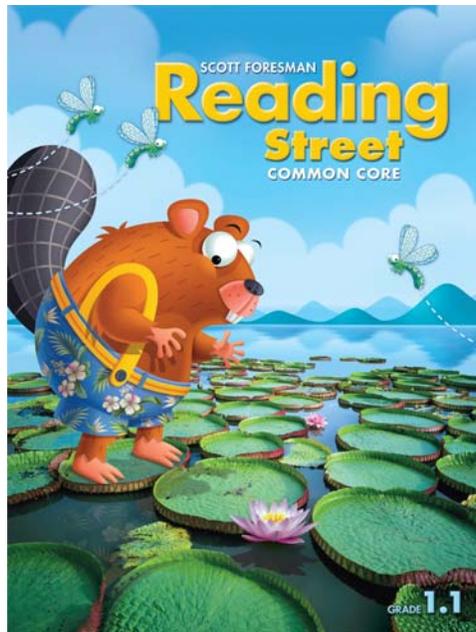


A Correlation of
**Scott Foresman
Reading Street
Common Core
Grade 1**
©2013



To the
**Indiana Academic Standards
for English Language Arts**
Grade 1

A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1 to the Indiana Academic Standards for English Language Arts – Grade 1

Introduction

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013*, meets the *Indiana Academic Standards for English Language Arts*. Correlation references are to the Teacher's Edition and are cited by grade, unit and page. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Reading Street Common Core is a comprehensive reading program that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally renowned authors who are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

Reading Street Common Core is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

At the heart of **Reading Street**—and the Common Core State Standards—is the goal that all students are able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instruction that aids in this goal is the *Read for Understanding Routine*, which includes guiding students through the main selection using structured *Access Text* instruction, as well as *Close Reading* instruction to develop students' higher-order thinking skills. *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

The **Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy** guided the organization of **Reading Street Common Core**. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within **Reading Street Common Core** emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and knowledge for various purposes.

Reading Street Common Core instruction for all learners is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. **Reading Street Common Core** follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student progress throughout the year so teachers can identify struggling readers early and support on-level and advanced students. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

Reading Street Common Core standards-based assessment program integrates the standards. The *Assessment Handbook*, *Weekly Tests*, *Fresh Reads*, and *Unit/End of Year Benchmark Tests* assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

Technology within **Reading Street Common Core** echoes the same easy and manageable organization as the print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Table of Contents

READING: Word Recognition, Fluency, and Vocabulary Development	4
READING: Comprehension and Analysis of Nonfiction and Informational Text.....	11
READING: Comprehension and Analysis of Literary Text	12
WRITING: Processes and Features.....	14
WRITING: Applications (Different Types of Writing and Their Characteristics)	15
WRITING: English Language Conventions.....	17
LISTENING AND SPEAKING: Skills, Strategies, and Applications.....	19

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
Standard 1	
READING: Word Recognition, Fluency, and Vocabulary Development	
<i>Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</i>	
<i>Concepts About Print</i>	
1.1.1 Match oral words to printed words.	<p>1.R: 17a-17b, 32g-32h, 43b-43c, 58g-58h, 69a-69b, 84g-84h, 95a-95b, 110g-110h, 121a-121b, 136g-136h, 147a-147b, 162g-162h</p> <p>1.1: 16b-16c, 19b-19c, 34e-34f, 42b-42c, 45b-45c, 62e-62f, 70b-70c, 73b-73c, 88e-88f, 98b-98c, 101b-101c, 116e-116f, 124b-124c, 127b-127c, 142e-142f, 150b-150c, 153b-153c, 168e-168f</p> <p>1.2: 16b-16c, 19b-19c, 38e-38f, 48b-48c, 51b-51c, 70e-70f, 82b-82c, 85b-85c, 100e-100f, 108b-108c, 111b-111c, 132e-132f, 142b-142c, 145b-145c, 164e-164f, 174b-174c, 177b-177c, 198e-198f</p> <p>1.3: 16b-16c, 19b-19c, 38e-38f, 48b-48c, 51b-51c, 78e-78f, 88b-88c, 91b-91c, 110e-110f, 122b-122c, 125b-125c, 146e-146f, 154b-154c, 157b-157c, 178e-178f, 186b-186c, 189b-189c, 212e-212f</p> <p>1.4: 16b-16c, 19b-19c, 48e-48f, 56b-56c, 59b-59c, 82e-82f, 92b-92c, 95b-95c, 114e-114f, 124b-124c, 127b-127c, 148e-148f, 158b-158c, 161b-161c, 186e-186f, 194b-194c, 197b-197c, 222e-222f</p> <p>1.5: 16b-16c, 19b-19c, 44e-44f, 56b-56c, 59b-59c, 82e-82f, 94b-94c, 97b-97c, 124e-124f, 134b-134c, 137b-137c, 160e-160f, 170b-170c, 173b-173c, 198e-198f, 206b-206c, 209b-209c, 236e-236f</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
<p>1.1.2 Identify letters, words, and sentences.</p>	<p>1.1: 17c, 20a, 29c, 30g, 32a, 32-33, 33a, 35c, 37b, 37g, 46a, 58g, 74a, 80–81, 84g, 99c, 102a, 106–107, 111c, 112g, 114a, 114-115, 115a, 117c, 119g, 125c, 128a, 136–137, 137c, 138g, 140a, 140-141, 143c, 145g, 151c, 154a, 163c, 164g, 166a, 166-167, 169c, 171g 1.2: 20a, 22–23, 34g, 52a, 66g, 86a, 92–93, 96g, 112a, 116–117, 118–119, 128g, 146a, 160g, 178a, 186–187, 188–189, 194g 1.3: 20a, 24–25, 34g, 52a, 58–59, 66–67, 74g, 92a, 96–97, 100–101, 106g, 126a, 128–129, 132–133, 142g, 158a, 160–161, 172–173, 174g, 190a, 208g 1.4: 20a, 24–25, 26–27, 36–37, 38–39, 44g, 51b, 60a, 64–65, 70–71, 78g, 87b, 96a, 98–99, 102–103, 110g, 119b, 128a, 140–141, 144g, 153b, 162a, 170–171, 182g, 189b, 198a, 218g, 227b 1.5: 17c, 20a, 39b, 40g, 42a, 42-43, 49c, 51b, 51g, 60a, 70–71, 78g, 89b, 98a, 120g, 129b, 138a, 150–151, 156g, 165b, 174a, 178–179, 194g, 201b, 204–205, 210a, 222–223, 228–229, 232g, 241b</p>
<p>1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.</p>	<p>1.1: 17c, 29c, 32a, 32-33, 33a, 35c, 37g, 99c, 111c, 114a, 114-115, 115a, 117c, 119g, 125c, 137c, 140a, 140-141, 143c, 145g, 151c, 163c, 166a, 166-167, 169c, 171g 1.5: 17c, 39b, 42a, 42-43, 49c, 51g</p>
<i>Phonemic Awareness</i>	
<p>1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). Example: Tell the sound that comes at the beginning of the word <i>sun</i>. Tell the sound that comes at the end of the word <i>cloud</i>. Tell the sound that comes in the middle of the word <i>boat</i>.</p>	<p>1.R: 14-15, 15m, 16d, 38-39, 40d, 64-65, 66d, 90-91, 92d, 116-117, 142-143, 144d 1.3: 120-121, 152-153, 156c 1.4: 14-15, 54-55, 94c 1.5: 92-93</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
<p>1.1.5 Recognize different vowel sounds in orally stated single-syllable words. Example: Say the sound that is in the middle of the word <i>bit</i>. Say the sound that is in the middle of the word <i>bite</i>. Tell whether this is the same sound or a different sound.</p>	<p>1.2: 46-47, 76c, 80-81, 102c, 106-107, 136c, 140-141, 168c, 172-173, 200c</p>
<p>1.1.6 Recognize that vowels' sounds can be represented by different letters.</p>	<p>1.2: 18c, 42c, 173a, 200c 1.3: 14-15, 38c 1.4: 14-15, 50c, 54-55, 82c, 90-91, 110c, 114c, 118c, 122-123, 152c, 160c, 196c, 218c 1.5: 14-15, 40c, 44c, 50c, 54-55, 58c, 82c, 88c, 92-93, 124c, 130-131, 164c, 168-169, 172c, 194c, 198c, 200c, 208c, 232c, 240c</p>
<p>1.1.7 Create and state a series of rhyming words.</p>	<p>1.R: 42d, 94d, 120d 1.1: 30c, 58c, 84c, 138c, 164c 1.2: 66c 1.3: 34c, 148c, 180c, 216c 1.4: 44c 1.5: 232c</p>
<p>1.1.8 Add, delete, or change sounds to change words. Example: Tell what letter you would have to change to make the word <i>cow</i> into the word <i>how</i>. Tell what letter you would have to change to make the word <i>pan</i> into <i>an</i>.</p>	<p>1.3: 38c, 42c, 74c, 82c, 106c, 116c, 142c, 174c, 208c, 212c 1.4: 48c, 50c, 78c, 82c, 86c, 110c, 114c, 118c, 144c, 182c, 218c 1.5: 40c, 44c, 50c, 78c, 82c, 88c, 120c, 124c, 128c, 160c, 164c, 198c, 200c, 236c, 240c</p>
<p>1.1.9 Blend two to four phonemes (sounds) into recognizable words. Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /l/ /a/ /t/.</p>	<p>1.R: 16p, 32d, 42p, 68p, 94p, 110d, 120p, 146p 1.1: 18c, 44c, 72c, 96-97, 100c, 116c, 118c, 126c, 144c, 152c, 170c 1.2: 14-15, 18c, 38c, 42c, 50c, 70c, 84c, 110c, 144c, 176c 1.3: 14-15, 18c, 46-47, 50c, 78c, 86-87, 90c, 110c, 124c, 146c, 178c, 184-185, 188c 1.4: 18c, 58c, 90-91, 126c, 156-157, 160c, 196c 1.5: 14-15, 18c, 54-55, 58c, 96c, 132-133, 136c, 168-169, 204-205, 208c</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
<i>Decoding and Word Recognition</i>	
1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (<i>a, e, i, o, u</i>), and blend those sounds into recognizable words.	<p>1.R: 15a-15c, 15n-15p, 16e-16g, 16q-16s, 32e, 39a-39c, 40e-40g, 42e-42g, 42-43a, 58e, 65a-65c, 66e-66g, 68e-68g, 68q-68s, 84e, 91a-91c, 92e-92g, 94e-94g, 94q-94s, 110e, 117a-117c, 118e-118g, 120e-120g, 120q-120s, 136e, 143a-143c, 144e-144g, 146e-146g, 146q-146s, 162e</p> <p>1.1: 15a-15c, 19d-19a, 30d-30e, 34d, 36c, 41a-42a, 44d-45a, 58d-58e, 62d, 64c, 69a-70a, 72d-73a, 84d-84e, 88d, 92c, 116d, 123a-124a, 126d-127a, 138d-138e, 144c, 149a-150a, 152d-153a, 164d-164e, 168d, 170c</p> <p>1.2: 38d, 47a-48a, 50d-51a, 66d-66e, 76c, 81a-82a, 96d-96e, 100d, 102c, 107a-108a, 128d-128e, 132d, 136c, 141a-142a, 144d-145a, 160d-160e, 164d, 168c, 173a-174a, 194d-194e, 198d, 200</p> <p>1.3: 15a-16a, 18d-19a, 34d-34e, 38d, 42c, 78d, 115, 208d-209a, 232d-232e, 240c</p>
1.1.19 Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.	<p>1.R: 83b, 110i, 110-111</p> <p>1.4: 148i, 148-151</p>
1.1.11 Read common sight words (words that are often seen and heard).	<p>1.R: 16h, 17, 19, 32e-32f, 41, 42h, 43, 58e-58f, 67, 68h, 69, 84e-84f, 93, 94h, 95, 110e-110f, 119, 120h, 121, 136e-136f, 136g, 145, 146h, 162e-162f</p> <p>1.1: 16b, 17, 19b, 19, 29g, 30g, 34e, 37b, 43, 45b, 45, 58g, 62e, 65b, 70b, 71, 73b, 73, 84g, 88e, 93b, 98b, 99, 101b, 101, 104-105, 112g, 116e, 119, 119b, 120h, 121, 124b, 125, 127b, 127, 130-131, 138g, 142e, 145, 145b, 150b, 151, 153b, 153, 162f, 164g, 168e, 171b</p> <p>1.2: 16b, 17, 19b, 19, 24-25, 28-29, 34g, 38e, 43b, 48b, 49, 51b, 51, 66g, 70e, 77b, 82b, 83, 85b, 85, 96g, 100e, 103b, 108b, 109, 111b, 111, 120-121, 128g, 132e, 137b, 142b, 143, 145b, 145, 154-155, 160g, 164e, 169b, 174b, 175, 177b, 177, 194g, 198e, 201b</p> <p>1.3: 16b, 17, 19b, 19, 28-29, 34g, 38e,</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
Continued	<p>Continued 43b, 48b, 49, 51b, 51, 74g, 78e, 83b, 88b, 89, 91b, 91, 94-95, 106g, 110e, 117b, 122b, 123, 125b, 125, 142g, 146e, 149b, 154b, 157b, 157, 174g, 178e, 181b, 186b, 187, 189b, 189, 208g, 212e, 217b 1.4: 16b, 17, 19b, 19, 44g, 48e, 51b, 56b, 57, 59b, 59, 78g, 82e, 87b, 92b, 93, 95b, 95, 110g, 114e, 119b, 124b, 125, 127b, 127, 144g, 148e, 153b, 159, 161b, 161, 166-167, 182g, 186e, 189b, 194b, 195, 197b, 197, 218g, 222e, 227b 1.5: 16b, 17, 19b, 19, 40g, 44e, 51b, 56b, 57, 59b, 59, 78g, 82e, 89b, 94b, 97b, 97, 120g, 124e, 129b, 134b, 135, 137b, 137, 142-143, 156g, 160e, 165b, 170b, 171, 173b, 173, 194g, 198e, 201b, 206b, 207, 209b, 209, 232g, 236e, 241b</p>
1.1.12 Use phonic and context clues as self-correction strategies when reading.	<p>1.R: 17a–17b, 32g–32h, 43b–43c, 58g–58h, 69a–69b, 84g–84h, 95a–95b, 110g–110h, 121a–121b, 136g–136h, 147a–147b, 162g–162h 1.1: 16b–16c, 19b–19c, 34e–34f, 42b–42c, 45b–45c, 62e–62f, 70b–70c, 73b–73c, 88e–88f, 98b–98c, 101b–101c, 116e–116f, 124b–124c, 127b–127c, 142e–142f, 150b–150c, 153b–153c, 168e–168f 1.2: 16b–16c, 19b–19c, 38e–38f, 48b–48c, 51b–51c, 70e–70f, 82b–82c, 85b–85c, 100e–100f, 108b–108c, 111b–111c, 132e–132f, 142b–142c, 145b–145c, 146a, 150-151, 164e–164f, 169a, 174b–174c, 177b–177c, 198e–198f 1.3: 16b–16c, 19b–19c, 38e–38f, 48b–48c, 51b–51c, 78e–78f, 88b–88c, 91b–91c, 110e–110f, 122b–122c, 125b–125c, 146e–146f, 154b–154c, 157b–157c, 178e–178f, 186b–186c, 189b–189c, 190a, 194-195, 198-199, 206-207, 212e–212f, 217a 1.4: 16b–16c, 19b–19c, 48e–48f, 56b–56c, 59b–59c, 82e–82f, 92b–92c, 95b–95c, 114e–114f, 124b–124c, 127b–127c, 128a, 136-137, 148e–148f, 153a, 158b–158c, 161b–161c, 186e–186f, 194b–194c, 197b–197c, 222e–222f</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
Continued	Continued 1.5: 16b–16c, 19b–19c, 44e–44f, 56b–56c, 59b–59c, 82e–82f, 94b–94c, 97b–97c, 124e–124f, 134b–134c, 137b–137c, 138a, 146–147, 160e–160f, 165a, 170b–170c, 173b–173c, 198e–198f, 206b–206c, 209b–209c, 236e–236f
1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i>) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i>). Example: Correctly read aloud the vowel sounds made in words, such as <i>ear, eat, near, their, or wear</i> .	1.2: 173a-174a, 194d-194e, 200c 1.3: 38d, 90d-91a, 106d-106e, 116c, 124d-125a, 142d-142e, 146d, 148c, 153a-154a, 174d-174e, 178d, 180c, 212d 1.4: 15a-16a, 44d-44e, 50c, 55a-56a, 78d-78e, 82d, 86c, 91a-92a, 110e, 114d, 118c, 123a-124a, 144d-144e, 148d, 152c, 160d-161a, 182c-182d, 186d, 188c, 196c-197a, 218d-218e, 222d, 226c 1.5: 44d, 93a-94a, 120d-120e, 128c, 160d, 169a-170a, 194c-194d, 200c
1.1.14 Read common word patterns (<i>-ite, -ate</i>). Example: Read words, such as <i>gate, late, and kite</i> .	1.R: 16r, 16, 32e, 40f, 40, 42f, 42, 66, 68j, 68r, 68, 84e, 94f, 94r, 94, 110e, 120r, 120, 146f, 162e 1.1: 15a, 16, 18d, 18, 30d, 41a, 42, 44d, 44, 58d, 72, 84d, 88d, 123a, 124, 138c-138d, 149a, 164d 1.2: 47a, 48, 50d, 50, 66d, 81a, 96d, 107a-108a, 128d-128e, 136c, 141a-142a, 144d-145a, 160d-160e, 164d, 168c, 173a-174a, 194d-194e 1.3: 18d-19a 1.4: 15a-16a, 44d-44e, 50c
1.1.15 Read aloud smoothly and easily in familiar text.	1.R: 17b, 32h, 43c, 58h, 69b, 84h, 95b, 110h, 121c, 136h, 147b, 162h 1.1: 16c, 19c, 31b, 34f, 35b, 42c, 45c, 59b, 62f, 63b, 70c, 73c, 85b, 88f, 91a, 98c, 101c, 113b, 116f, 117b, 124c, 127c, 139b, 142f, 143b, 150c, 153c, 165b, 168f, 169b 1.2: 16c, 19c, 35b, 38f, 41a, 48c, 51c, 67b, 70f, 75b, 82c, 85c, 97b, 100f, 101b, 108c, 111c, 124c, 129b, 132f, 135a, 142c, 145c, 150c, 161b, 164f, 167a, 174c, 177c, 195b, 198f, 199b, 199f

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
Continued	<p>Continued</p> <p>1.3: 16c, 19c, 35b, 38f, 41a, 48c, 51c, 75b, 78f, 81a, 88c, 91c, 107b, 110f, 115b, 122c, 125c, 142c, 143b, 146f, 147b, 154c, 157c, 174c, 175b, 178f, 179b, 186c, 189c, 209b, 212f, 215a</p> <p>1.4: 16c, 19c, 45b, 48f, 49b, 56c, 59c, 79b, 82f, 85a, 92c, 95c, 109a, 111b, 114f, 117a, 122c, 124c, 127c, 145b, 148f, 151a, 158c, 161c, 183b, 186f, 187b, 194c, 197c, 219b, 222f, 225b</p> <p>1.5: 16c, 19c, 41b, 44f, 49b, 56c, 59c, 79b, 82f, 87b, 94c, 97c, 121b, 124f, 127a, 134c, 137c, 157b, 160f, 163a, 170c, 173c, 195b, 198f, 199b, 206c, 209c, 233b, 236f, 237a</p>
<i>Vocabulary and Concept Development</i>	
<p>1.1.16 Read and understand simple compound words (<i>birthday, anything</i>) and contractions (<i>isn't, aren't, can't, won't</i>).</p>	<p>1.2: 110d, 110, 111a, 111b-111c, 128d-128e, 132e-132f, 136c, 137d-137f, 164d</p> <p>1.3: 50d, 50, 51a, 51b-51c, 73g, 74d-74e, 78e-78f, 82c, 83d-83f, 110d, 156d, 156, 157a, 157b-157c, 174d-174e, 178e-178f, 180c, 181d-181f, 212d</p> <p>1.4: 157a, 158, 158a, 158b-158c, 161d, 182d-182e, 186e-186f, 188c, 189d-189f, 222d</p> <p>1.5: 188-189</p>
<p>1.1.17 Read and understand root words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).</p> <p>Example: Recognize that the <i>s</i> added to the end of <i>chair</i> makes it mean more than one chair. Recognize that adding <i>ed</i> to the end of <i>jump</i> makes it mean jumping that happened in the past.</p>	<p>1.1: 97a, 97, 98a, 98b-98c, 100d, 100, 101a, 101b-101c, 101d, 112d-112e, 116e-116f, 118c, 119d-119f, 142d, 160d</p> <p>1.2: 144d, 144, 145a, 145b-145c, 160d-160e, 164e-164f, 168c, 169d-169f, 198d</p> <p>1.3: 87a-87b, 88, 88a, 88b-88c, 91d, 106d-106e, 110e-110f, 116c, 117d-117f, 121a, 122, 122a, 122b-122c, 125d, 142d-142e, 146d, 146e-146f, 148c, 149d-149f, 178d, 189d</p> <p>1.4: 19d, 58d, 58, 59a, 59b-59c, 78d-78e, 82e-82f, 86c, 87d-87f, 114d</p> <p>1.5: 96d, 96, 97a, 97b-97c, 120d-120e, 128c, 129d-129f, 160d</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
1.1.18 Classify categories of words. Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.	1.2: 134-135 1.3: 105g, 109c
Standard 2	
READING: Comprehension and Analysis of Nonfiction and Informational Text	
<i>Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries).</i>	
<i>Structural Features of Informational Materials</i>	
1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.	1.R: 31b, 57b, 58c 1.1: 29g, 102b, 112-113, 154b, 164-165 1.2: 33g, 70i, 86b, 96-97, 146b, 160-161, 178b, 194-195 1.3: 92b, 106-107, 158b, 174-175 1.4: 96b, 110-111, 128b, 144-145 1.5: 138b, 174b
1.2.2 Identify text that uses sequence or other logical order. Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like <i>The Bird Table</i> by Pauline Cartwright.	1.2: 188-189 1.3: 40-41, 105a, 147a, 158b, 162-163, 164-165, 170-171, 186-187 1.5: 174b-174c, 176-177, 180-181, 182-183, 184-185, 188-189, 190-191, 192-193
<i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i>	
1.2.3 Respond to <i>who, what, when, where, why,</i> and <i>how</i> questions and recognize the main idea of what is read. Example: After reading or listening to the science book <i>Gator or Croc</i> by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.	1.R: 58-59, 84-85, 110-111, 136-137 1.1: 90-91, 111a, 112-113, 163a 1.2: 40-41, 74-75, 75a, 95a, 96-97, 100-101, 101a, 134-135, 159a, 160-161, 166-167 1.3: 105a, 106-107, 173a, 179a, 193a, 110-111, 116-117, 143a, 150-151, 187a 1.4: 48-49, 110-111, 117, 143a, 150-151, 187a 1.5: 126-127, 155a, 162-163, 193a

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
1.2.4 Follow one-step written instructions.	1.R: 110i, 110-111 1.1: 142i, 142-143, 143a 1.2: 100i, 100-101, 101a 1.3: 146i, 146-147, 147a 1.4: 48i, 48-49, 49a, 148i, 148-151 1.5: 124i, 124-127
1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.	1.2: 150-151 1.4: 136-137
1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i>). Example: Read <i>Bats: Creatures of the Night</i> by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.	1.R: 58i, 58-59, 84i, 110i, 136i 1.1: 88i, 102b, 142i, 154b 1.2: 38i, 38-39, 70i, 75a, 86b, 100i, 132i, 146b, 159a, 164i, 178b, 193a 1.3: 38i, 92b, 105a, 146i, 158b, 178i, 179a 1.4: 48i, 49a, 96b, 106-107, 109a, 114i, 128b, 143a, 148i, 186i, 187a 1.5: 138b, 155a, 160i, 160-161, 174b, 199a
1.2.7 Relate prior knowledge to what is read. Example: Before reading <i>How Much Is a Million</i> by David Schwartz, discuss students' estimates of large quantities.	1.R: 58i, 84i, 110i, 136i, 198i 1.1: 88i, 95b, 142i 1.2: 38i, 70i, 100i, 132i 1.3: 92b, 146i, 178i 1.4: 48i, 114i, 148i, 186i 1.5: 124i, 160i, 198i
Standard 3	
READING: Comprehension and Analysis of Literary Text	
<i>Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.</i>	
<i>Analysis of Grade-Level-Appropriate Literary Text</i>	
1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending. Example: Read a story, such as <i>Arthur's Prize Reader</i> by Lillian Hoban. Retell the story, including descriptions of the	1.R: 15d-15e, 15q, 17c, 20-21, 22-23, 29a, 39d, 41a, 46-47, 48-49, 53a, 65d, 67a, 70a, 70-71, 72-73, 76-77, 78-79, 81a, 98-99, 105a, 107a, 117d, 119a, 126-127, 131a, 132-133, 152-153, 159a 1.1: 17a, 29b, 22-23, 24-25, 29a, 29b,

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
<p>characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.</p>	<p>30b, 30-31, 31a, 35a, 43a, 48-49, 52-53, 56-57, 58h, 58-59, 59a, 63a, 71a, 76-77, 78-79, 83a, 84h, 84-85, 85a, 117a, 137a, 138h, 139a, 219a 1.2: 33a, 33b, 35a, 55a, 65b, 66h, 67a, 127a-127b, 129a 1.3: 35a, 72-73, 73a, 73b, 115a, 136-137, 142h, 143a, 209a 1.4: 22-23, 45a, 68-69, 79a, 162b, 164-165, 170-171, 174-175, 178-179, 180-181, 181a-181b, 218h</p>
<p>1.3.2 Describe the roles of authors and illustrators. Example: Read a book, such as <i>The Very Hungry Caterpillar</i> by Eric Carle or <i>Where the Wild Things Are</i> by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.</p>	<p>1.R: 17c, 18a, 44a, 70a, 96a, 106-107, 122a, 148a 1.1: 20b, 30-31, 58-59, 74b, 84-85, 128b, 138-139 1.2: 20b, 34-35, 52b, 66-67, 112b, 128-129 1.3: 20b, 34-35, 52b, 74-75, 126b, 142-143, 190b, 208-209 1.4: 20b, 44-45, 60b, 78-79, 162b, 198b, 218-219</p>
<p>1.3.3 Confirm predictions about what will happen next in a story. Example: Read part of a story, such as <i>The Musicians of Bremen: A Tale from Germany</i> by Jane Yolen or <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes, and tell what might happen next and how the story might end.</p>	<p>1.R: 18a, 32a, 44a, 44-45, 52-53, 53a, 70a, 96a, 105a, 122a, 131a, 148a, 157a 1.1: 20b, 29a, 34i, 46b, 57a, 62i, 62-63, 74b, 83a, 116i, 128b, 137a, 168i, 169a 1.2: 20b, 22-23, 24-25, 33a, 52b, 65a, 112b, 198i, 199a 1.3: 20b, 33a, 52b, 73a, 78i, 110i, 114-115, 126b, 141a, 190b, 207a, 212i 1.4: 20b, 43a, 60b, 77a, 82i, 162b, 181a, 198b, 206-207, 210-211, 212-213, 214-215, 217a, 218-219, 222i</p>
<p>1.3.4 Distinguish fantasy from reality.</p>	<p>1.R: 91d, 93a, 100-101, 105a, 106-107, 124-125, 143d, 145a, 150-151</p>
<p>1.3.5 Understand what is read by responding to questions (<i>who, what, when, where, why, how</i>).</p>	<p>1.R: 27a, 28-29, 32-33, 53a, 54-55, 79a, 80-81, 105a, 106-107, 131a, 132-133, 157a, 158-159 1.1: 29a, 30-31, 35a, 57a, 58-59, 63a, 83a, 84-85, 117a, 137a 1.2: 33a, 34-35, 65a, 66-67, 127a, 199a 1.3: 33a, 80-81, 141a, 142-143, 207a, 208-209, 214-215 1.4: 43a, 44-45, 64-65, 77a, 78-79, 181a, 217a, 218-219, 224-225</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
Standard 4	
WRITING: Processes and Features	
<i>Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</i>	
<i>Organization and Focus</i>	
1.4.1 Discuss ideas and select a focus for group stories or other writing.	1.1: 17f, 43f, 71f, 99f, 125f, 151f, 163d-163e, 169d 1.2: 17f, 49f, 83f, 109f, 143f, 175f 1.3: 17f, 49f, 89f, 123f, 155f, 173d, 187f 1.4: 17f, 57f, 93f, 109e, 125f, 159f, 195f 1.5: 17f, 57f, 95f, 135f, 171f, 207f
1.4.2 Use various organizational strategies to plan writing.	1.1: 29d, 35f, 57d, 63f, 83e, 91e, 111e, 117f, 137d, 143f, 169f 1.2: 33e, 41e, 75f, 101f, 135e, 141d, 167e, 199f, 207e 1.3: 41e, 81e, 115f, 147f, 179f, 215e 1.4: 43d, 49f, 77e, 85e, 117e, 143d, 151e, 187f, 217d, 225e 1.5: 39d, 49f, 87f, 119e, 127e, 155e, 163e, 199f, 231e, 239e
<i>Evaluation and Revision</i>	
1.4.3 Revise writing for others to read.	1.1: 35d-35e, 63d-63e, 91c-91d, 117d-117e, 143d-143e, 169d-169e, WP7-WP8 1.2: 41c-41d, 75c-75d, 101c-101d, 135c-135d, 167c-167d, 199d-199e, WP7-WP8 1.3: 41c-41d, 81c-81d, 115d-115e, 147d-147e, 179d-179e, 215c-215d, WP7-WP8 1.4: 49d-49e, 85c-85d, 117c-117d, 151c-151d, 187d-187e, 225c-225d, WP7-WP8 1.5: 49d-49e, 87d-87e, 127c-127d, 163c-163d, 199d-199e, 239c-239d, WP7-WP8
<i>Research Process and Technology</i>	
1.4.4 Begin asking questions to guide topic selection and ask <i>how</i> and <i>why</i> questions about a topic of interest.	1.1: 17f, 43f, 71f, 99f, 125f, 151f, 163d-163e, 169d 1.2: 17f, 49f, 83f, 109f, 143f, 175f 1.3: 17f, 49f, 89f, 123f, 155f, 173d, 187f 1.4: 17f, 57f, 93f, 109e, 125f, 159f, 195f 1.5: 17f, 57f, 95f, 135f, 171f, 207f

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).	1.1: 29g, 33c, 57f, 61c, 87c, 83g, 115c, 141c, 163g, 167c 1.2: 33g, 37c, 69c, 99c, 131c, 163c, 197c 1.3: 37c, 77c, 109c, 145c, 177c, 211c 1.4: 43f, 47c, 81c, 113c, 147c, 185c, 221c 1.5: 39f, 43c, 81c, 123c, 159c, 197c, 235c
1.4.6 Organize and classify information by constructing categories on the basis of observation.	1.1: 35f, 63f, 91e, 117f, 143f, 169f 1.2: 41e, 75f, 101f, 135e, 167e, 199f 1.3: 41e, 81e, 105g, 115f, 147f, 179f, 215e 1.4: 49f, 85e, 117e, 151e, 187f, 225e 1.5: 49f, 87f, 127e, 163e, 199f, 239e
Standard 5	
WRITING: Applications (Different Types of Writing and Their Characteristics)	
<p><i>At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>	
<p><i>Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Processes and Features, students:</i></p>	
1.5.1 Write brief narratives (stories) describing an experience. Example: Write a short story titled <i>My Friend</i> describing an experience that is real or imagined.	1.1: 17d-17e, 29d-29e, 32-33, 33a, 35d-35e, 37h-37i, 43d-43e, 57c-57d, 60-61, 61a, 63d-63e, 65h-65i, 99d-99e, 111d-111e, 114-115, 115a, 117d-117e, 119h-119i, 125d-125e, 137d-137e, 140-141, 141a, 147d-147e, 145h-145i 1.2: 17d-17e, 33d-33e, 36-37, 37a, 41c-41d, 43h-43i 1.3: 187d-187e, 207d-207e, 210-211, 211a, 215c-215d, 217h-217i 1.4: 125d-125e, 143c-143d, 146-147, 147a, 151c-151d, 153h-153i, 159d-159e, 181c-181d, 184-185, 185a, 187d-187e, 187h-187i, 1.5: 17d-17e, 39c-39d, 42-43, 43a, 49d-49e, 51h-51i, 171d-171e, 193c-193d, 196-197, 197a, 199d-199e, 201h-201i

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
<p>1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. Example: Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.</p>	<p>1.1: 151c-151d, 163d-163e, 166-167, 167a, 169d-169e, 171h-171i 1.2: 49d-49e, 73d-73e, 76-77, 77a, 81c-81d, 83h-83i, 89d-89e, 105d-105e, 108-109, 109a, 115d-115e, 117h-117i, 123d-123e, 141c-141d, 144-145, 145a, 147d-147e, 149h-149i, 155d-155e, 173c-173d, 176-177, 177a, 179d-179e, 181h-181i 1.4: 17d-17e, 43c-43d, 46-47, 47a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81, 81a, 85c-85d, 87h-87i, 195d-195e, 217c-217d, 220-221, 221a, 225c-225d, 227h-227i 1.5: 57d-57e, 77d-77e, 80-81, 81a, 87d-87e, 89h-89i, 95d-95e, 119d-119e, 122-123, 123a, 127c-127d, 129h-129i</p>
<p>1.5.3 Write simple rhymes.</p>	<p>1.1: 71c-71d, 83d-83e, 86-87, 87a, 91c-91d, 93h-93i 1.4: 93d-93e, 109d-109e, 112-113, 113a, 117c-117d, 119h-119i 1.5: 207d-207e, 231d-231e, 234-235, 235a, 239c-239d, 241h-241i</p>
<p>1.5.4 Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a <i>sunny day</i> or <i>cloudy day</i>.</p>	<p>1.R: 117f, 117h, 119b, 119d, 120i, 120k, 134-135, 135a, 139d, 143h, 145d, 146k, 160-161, 165d 1.1: 83e, 91c 1.2: 73e 1.3: 17c, 43b, 46a, 46-47, 47a, 49c, 51g</p>
<p>1.5.5 Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store manager after a field trip to the local supermarket.</p>	<p>1.1: 17d-17e, 29d-29e, 32-33, 33a, 35d-35e, 37h-37i, 43d-43e, 57c-57d, 60-61, 61a, 63d-63e, 65h-65i, 71c-71d, 83d-83e, 86-87, 87a, 91c-91d, 93h-93i, 99d-99e, 111d-111e, 114-115, 115a, 117d-117e, 119h-119i, 125d-125e, 137d-137e, 140-141, 141a, 145h-145i, 147d-147e, 151c-151d, 163d-163e, 166-167, 167a, 169d-169e, 171h-171i 1.2: 17d-17e, 33d-33e, 36-37, 37a, 41c-41d, 43h-43i, 49d-49e, 73d-73e, 76-77, 77a, 81c-81d, 83h-83i, 89d-89e, 105d-105e, 108-109, 109a, 115d-115e, 117h-117i, 123d-123e, 141c-141d, 144-145, 145a, 147d-147e, 149h-149i, 155d-155e, 173c-173d, 176-177, 177a, 179d-179e, 181h-181i</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
Continued	Continued 1.3: 187d-187e, 207d-207e, 210-211, 211a, 215c-215d, 217h-217i 1.4: 17d-17e, 43c-43d, 46-47, 47a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81, 81a, 85c-85d, 87h-87i, 93d-93e, 109d-109e, 112-113, 113a, 117c-117d, 119h-119i, 125d-125e, 143c-143d, 146-147, 147a, 151c-151d, 153h-153i, 159d-159e, 181c-181d, 184-185, 185a, 187d-187e, 187h-187i, 195d-195e, 217c-217d, 220-221, 221a, 225c-225d, 227h-227i 1.5: 17d-17e, 39c-39d, 42-43, 43a, 49d-49e, 51h-51i, 57d-57e, 77d-77e, 80-81, 81a, 87d-87e, 89h-89i, 95d-95e, 119d-119e, 122-123, 123a, 127c-127d, 129h-129i, 171d-171e, 193c-193d, 196-197, 197a, 199d-199e, 201h-201i, 207d-207e, 231d-231e, 234-235, 235a, 239c-239d, 241h-241i
Standard 6	
WRITING: English Language Conventions	
<i>Students write using Standard English conventions appropriate to this grade level.</i>	
<i>Handwriting</i>	
1.6.1 Print legibly and space letters, words, and sentences appropriately.	1.R: 15g, 15s, 16j, 31c, 35a, 39g, 41c, 42j, 57c, 61a, 65g, 67c, 68j, 83c, 87a, 91g, 93c, 94j, 109c, 113a, 117g, 119c, 120j, 135c, 139a, 143g, 145c, 146j, 161c, 165a 1.1: 29f, 57e, 83f, 137g, 163f 1.2: 33f, 73f, 105f, 141e, 173e, 207f 1.3: 33f, 73f, 105f, 141e, 173e, 207f 1.4: 43e, 77f, 109f, 143e, 181e, 217e 1.5: 39e, 57f, 119f, 155f, 193e, 231f
<i>Sentence Structure</i>	
1.6.2 Write in complete sentences.	1.R: 91f, 91h, 93b, 93d, 94i, 94k, 108-109, 109a, 113d, 143f, 143h, 145b, 145d, 146i, 146k, 160-161, 161a, 165d 1.1: 17c, 17d, 29c, 32a, 32-33, 35c, 37g, 37h, 43c, 57b, 60a, 61a, 63c, 65g, 65h, 71c, 83a, 86a, 91b, 93g, 93h, 99c, 111a, 114a, 114-115, 117c, 119g, 119h, 125c, 137c, 140a, 143c, 145g, 145h, 151c, 163c,

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
Continued	Continued 166a, 166-167, 169c, 171g, 171h 1.2: 43h, 83h, 141d, 149h, 171h 1.3: 43h, 83h, 117h, 141d, 149h, 207e, 217h 1.4: 51h, 153h, 189h, 227h 1.5: 51h, 129h, 165h, 201h, 241h
<i>Grammar</i>	
1.6.3 Identify and correctly use singular and plural nouns (<i>dog/dogs</i>).	1.2: 143c, 159c, 162a, 162-163, 167b, 169g
1.6.4 Identify and correctly write contractions (<i>isn't, aren't, can't</i>).	1.2: 110d, 110, 111a, 111b-111c, 128d-128e, 132e-132f, 136c, 137d-137f, 164d 1.3: 156d, 156, 157a, 157b-157c, 174d-174e, 178e-178f, 180c, 181d-181f, 212d
1.6.5 Identify and correctly write possessive nouns (<i>cat's meow, girls' dresses</i>) and possessive pronouns (<i>my/mine, his/hers</i>).	1.4: 18d, 18, 19a, 19b-19c, 43f, 44d-44e, 48e-48f, 50c, 51d-51f, 82d
<i>Punctuation</i>	
1.6.6 Correctly use periods (<i>I am five.</i>), exclamation points (<i>Help!</i>), and question marks (<i>How old are you?</i>) at the end of sentences.	1.R: 91f, 93b, 94i, 108-109, 109a, 113d 1.1: 17c, 29c, 32a, 32-33, 33a, 35c, 37g, 99c, 111c, 114a, 114-115, 115a, 117c, 119g, 125c, 137c, 140a, 140-141, 141a, 143c, 145g, 151c, 163c, 166a, 166-167, 167a, 169c, 171g
<i>Capitalization</i>	
1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	1.1: 17c, 29c, 32a, 32-33, 33a, 35c, 37g, 99c, 111c, 114a, 114-115, 115a, 117c, 119g 1.2: 49c, 65c, 68a, 68-69, 75c, 77g, 109c, 127b, 130a, 130-131, 135b, 137g

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
<i>Spelling</i>	
1.6.8 Spell correctly three- and four-letter words (<i>can, will</i>) and grade-level-appropriate sight words (<i>red, fish</i>).	1.R: 43a 1.1: 16d, 19e, 34f, 36d, 38h, 42d, 45e, 58f, 62h, 64d, 70d, 73e, 84f, 92d, 124d, 127e, 138f, 142h, 144d, 150d, 153e, 164f, 168h, 170d 1.2: 16d, 19e, 34f, 38h, 42d, 48d, 51e, 66f, 70h, 76d, 82d, 85e, 96f, 100h, 102d, 108d, 111e, 128f, 132h, 136d, 142d, 145e, 160f, 164h, 168d, 174d, 177e, 194f, 198h, 200d 1.3: 16d, 19e, 34f, 38h, 42d, 48d, 51e, 74f, 78h, 82d, 154d, 157e, 174f, 178h, 180d 1.4: 16d, 17f, 19e, 44f, 48h, 50d, 56d, 59e, 78f, 82h, 86d, 92d, 93f, 95e, 110f, 114h, 118d, 124d, 127e, 144f, 148h, 152d 1.5: 16d, 17f, 19e, 40f, 44h, 50d, 56d, 59e, 78f, 82h, 88d, 94d, 97e, 120f, 124h, 128d, 134d, 137e, 156f, 160h, 164d, 170d, 173d, 194f, 198h, 200d
Standard 7	
LISTENING AND SPEAKING: Skills, Strategies, and Applications	
<i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</i>	
<i>Comprehension</i>	
1.7.1 Listen attentively.	1.R: 15i, 41e, 42l, 67e, 68l, 119e 1.1: 61b, 115b 1.2: 131b, 136-137, 163b 1.3: 77b, 109b, 116-117, 211b 1.4: 44a
1.7.2 Ask questions for clarification and understanding.	1.R: 42l, 117i, 138-139, 143i 1.1: 33b, 36-37 1.2: 69c, 75f, 76-77, 77j, 102-103, 168-169 1.3: 17f, 37c, 41e, 42-43, 43j, 82-83, 177b, 180-181, 211b 1.4: 17f, 43f, 47c, 49f, 51j

**A Correlation of Scott Foresman Reading Street Common Core, ©2013, Grade 1
to the
Indiana Academic Standards for English Language Arts – Grade 1**

Indiana Academic Standards for English Language Arts – Grade 1	Scott Foresman Reading Street ©2013, Grade 1
1.7.3 Give, restate, and follow simple two-step directions.	1.R: 41e, 42l, 67e, 68l, 93e, 94l, 119e, 120i, 120l 1.1: 167b, 170-171 1.2: 197b, 200-201
<i>Organization and Delivery of Oral Communication</i>	
1.7.4 Stay on the topic when speaking.	1.R: 16l
1.7.5 Use descriptive words when speaking about people, places, things, and events.	1.1: 141b, 144-145 1.3: 109b, 116-117 1.4: 47b, 50-51
<i>Speaking Applications</i>	
1.7.6 Recite poems, rhymes, songs, and stories.	1.3: 145b 1.4: 113b
1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions.	1.R: 145e 1.1: 31a, 35a, 63a, 85a, 113a, 139a, 165a 1.2: 35a, 67a, 97a, 129a, 161a, 195a 1.3: 35a, 75a, 107a, 143a, 175a, 209a
1.7.8 Relate an important life event or personal experience in a simple sequence.	1.R: 146l, 164-165 1.2: 37b, 42-43 1.3: 37b, 42-43
1.7.9 Provide descriptions with careful attention to sensory detail.	1.1: 141b, 144-145 1.3: 109b, 116-117 1.4: 47b, 50-51
1.7.10 Use visual aids, such as pictures and objects, to present oral information.	1.2: 99b 1.3: 77b, 116-117