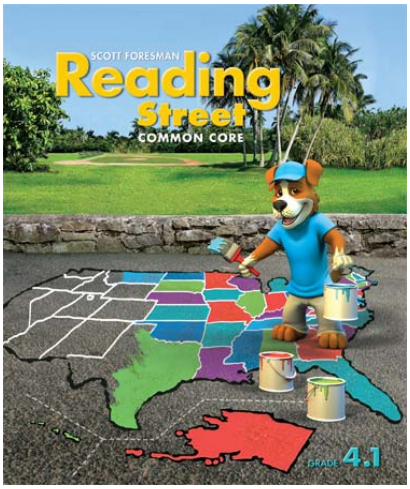
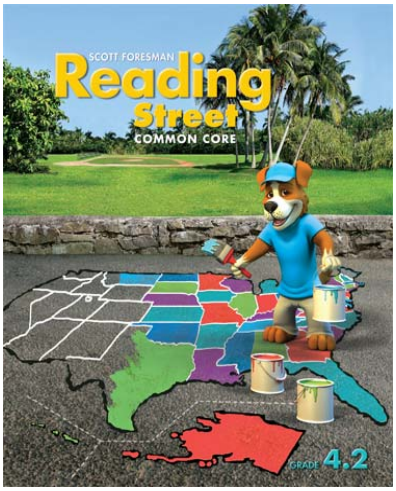
A Correlation of

Scott Foresman
Reading Street
Common Core
©2013





to the

Common Core State Standards for English Language Arts

Grade 4

ALWAYS LEARNING PEARSON

Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 4

INTRODUCTION

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

Teaching ***Scott Foresman Reading Street***, ***Common Core*** is teaching the Common Core. ***Reading Street*** 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.

Scott Foresman Reading Street, ***Common Core*** 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-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also been leaders in the creation and review of the Common Core State Standards. These authors include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of ***Reading Street***—and the Common Core State Standards--is the goal of all students to be able to comprehend on-level text independently. Among the instruction to aid in this goal is the Read for Understanding Routine, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *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.

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 Small 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 throughout the ***Reading Street*** Teacher's Edition. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

21st 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 4

Reading Standards for Informational Texts 11

Reading Standards for Foundational Skills 20

Writing Standards 27

Speaking and Listening Standards 40

Language Standards 46

Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 4

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Reading Standards for Literature	
Key Ideas and Details	
Literature 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**SE 1:** 22–23, 38, 68, 80-81, 100, 113, 130, 188, 199, 220, 248, 253, 392, 433, 450 **SE 2:** 23, 42, 143, 156, 246, 306, 385, 404, 436 **TE 1:** 21c, 22–23, 28–29a, 34–35a, 36–37a, 38–39, SG•3, SG•8, SG•9, SG•13, SG•14, 54–55a, 56–57a, 62c–62d, 62–63, 63a, 64–65a, 68–69a, SG•19, SG•20, SG•24, SG•25, SG•29, SG•30, 79c, 80–81, 86–87a, 90–91a, 94c–94d, 94–95a, 96–97a, 100–101a, 109h, 109i, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 111c, 112–113, 118–119a, 120–121a, 124c–124d, 124–125a, 126–127a, 128–129a, 130–131a, 137h, 137i, 137l–137m, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, SG•64, SG•66, SG•70, SG•71, SG•75, SG•76, SG•80, UR•8, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•41, UR•42–UR•43 **TE 2:** 173b, 180–181a, 182–183a, 184c–184d, 188–189a, 195h, 195l–195m, SG•2, SG•3, SG•8, SG•9, SG•12, SG•13, SG•14, 197c, 198–199, 204–205a, 206–207a, 208–209a, 210–211a, 212c–212d, 212–213a, 214–215a, 216–217a, 218–219a, 220–221a, 227h, 227l–227m, SG•18, SG•19, SG•20, SG•23, SG•28, SG•29, SG•30, 238–239a, 242c–242d, 242–243a, 244–245, 246–247a, 248–249a, 252c–252d, 252–253a, 255h, 255l–255m, SG•35, SG•36, SG•37, SG•40, SG•41, SG•45, SG•46, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•31, UR•32–UR•33

Key: SE=Student Edition; **TE=**Teacher's Edition; **SG**=Small Group
UR=Unit Review, **WP**=Writing Process

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Literature 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**TE 3:** 380–381, 381a, 382–383a, 386–387, 388c–388d, 388–389a, 392–393a, 396–397a, 398–399a, 401h, 401i, 401l–401m, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 431c, 432–433, 436–437a, 438–439a, 440–441a, 442–443a, 444c–444d, 444–445a, 446–447a, 448–449a, 450–451a, 459h, 459l–459m, SG•67, SG•72, SG•77, SG•78, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 **TE 4:** 21c, 22–23, 28–29a, 30–31a, 32–33a, 36c–36d, 36–37a, 40–41a, 42–43a, 51l–51m, SG•3, SG•8, SG•9, SG•13, SG•50, SG•54, SG•55, SG•60, SG•64, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, SG•66, SG•67, SG•68, SG•70, SG•71, SG•72, SG•73, SG•75, SG•76, SG•77, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•51, UR•52–UR•53 **TE 5:** SG•18, SG•23, SG•28, 229c, 230–231, 236–237a, 238–239a, 240–241a, 246–247a, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 298–299, 300–301a, 302c–302d, 302–303a, 304–305a, 306–307a, 315h, 315l–315m, SG•68, SG•72, SG•73, SG•78, UR•28–UR•29, UR•48–UR•49, UR•51, UR•52–UR•53 **TE 6:** 383c, 384–385, 388–389a, 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 404–405a, 413h, 413l–413m, SG•34, SG•35, SG•36, SG•40, SG•41, SG•44, SG•45, SG•46, 415c, 416–417, 422–423a, 424–425a, 426–427a, 428c–428d, 428–429a, 430–431a, 432–433a, 434–435a, 436–437a, 443h, SG•51, SG•52, SG•56, SG•57, SG•61, SG•62, UR•28–UR•29, UR•30–

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Literature 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43
Literature 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**SE 1:** 22–23, 38, 113, 135, 253, 399 **SE 2:** 156, 230–231, 436 **TE 1:** 21c, 22–23, 30–31a, 32c–32d, 36–37, 38–39, 62c–62d, 79c, 80–81, 92–93, 94c–94d, 96–97a, 98–99, 111c, 112–113, 122–123, 128–129, 134–135a, 137l–137m, UR•11, UR•12, UR•32–UR•33 **TE 2:** 189a, 212c–212d, 220–221a, 248–249a, 252–253a **TE 3:** 388c–388d, 392–393, 396–397a, 431c, 432–433, 438–439a, 440–441a, 444c–444d, 450–451a, SG•73 **TE 4:** 21c, 22–23, 36c–36d, 42–43a, 156–157a, 166–167a **TE 5:** 229c, 230–231, 236–237a, 240–241a, 242c–242d, 242–243a, 244–245a, 246–247a, 255l–255m, 304–305, UR•32–UR•33 **TE 6:** 402–403, 404–405a, 436–437a, SG•57, SG•66, SG•71, SG•76, UR•38–UR•39
Literature 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**SE 1:** 22–23, 80–81, 199, 397 **SE 2:** 23, 143, 156, 231, 246, 306 **TE 1:** 21c, 22–23, 24d, 28–29, 30–31, 32c–32d, 34–35a, 36–37a, 38–39, 45h, 45l–45m, SG•4, SG•8, SG•9, SG•13, SG•14, 50d, 54–55a, 56–57a, 58–59a, 60–61a, 62c–62d, 64–65a, 79c, 80–81, 88–89a, 90–91a, 92–93a, 94c–94d, 94–95a, 96–97a, 98–99, 100–101a, 109h, 109i, 109l–109m, 111c, 112–113, 114d, 120–121a, 124c–124d, 124–125a, 126–127a, SG•51, SG•56, SG•57, SG•60, SG•61, UR•8–UR•9,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Literature 3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33 **TE 2:** 180–181a, 182–183a, 184c–184d, 184–185a, 186–187, 195h, SG•2, SG•3, SG•4, SG•7, SG•12, SG•13, 197c, 198–199, 208–209a, 212c–212d, 212–213, 218–219a, SG•19, SG•24, SG•25, SG•29, 237a, 240–241, 244–245, 248–249a, UR•11, UR•22–UR•23, UR•28–UR•29 **TE 3:** 384–385a, 386–387a, 396–397a, 398–399a, SG•34, SG•35, SG•39, SG•41, SG•44, 440–441a, 442–443a, 444c–444d, 446–447a, 448–449a, SG•68, UR•28–UR•29, UR•31, UR•32–UR•33, UR•48–UR•49 **TE 4:** 21c–23, 28–29a, 30–31a, 34–35a, 36c–36d, 38–39a, SG•3, SG•4, SG•8, SG•9, SG•13, SG•14, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, 165h, 165l–165m, SG•67, SG•68, SG•70, SG•72, SG•73, SG•75, SG•77, SG•78, SG•80, UR•8–UR•9, UR•12–UR•13, UR•48–UR•49, UR•51, UR•52–UR•53 **TE 5:** 229c, 230–231, 232d, 242c–242d, 242–243a, 244–245a, 246–247a, 255h, 255l–255m, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 300–301a, 302c–302d, 302–303a, 304–305, 305a, 306–307a, SG•67, SG•72, SG•73, SG•77, UR•28–UR•29, UR•31, UR•32–UR•33, UR•52–UR•53 **TE 6:** 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 413l–413m, SG•35, SG•39, SG•45, 415c, 416–417, 418d, 424–425a, 432–433a, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Craft and Structure	
Literature 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).	**SE 1:** 82–83, 114–115, 348–349 **SE 2:** 24–25, 144–145, 232–233, 306 **TE 1:** 53a, 86–87a, 113a, 114–115 **TE 2:** 206–207a, SG•25, 238–239a, 242–243a **TE 3:** 373a–373b, 379a, 380–381, 382–383a, 388c, 442–443a, 444–445a **TE 4:** 24–25, 32–33a, 144–145, 153a **TE 5:** 232–233, 306–307 **TE 6:** 385a, 390–391a, 396–397a, 400–401a, 417a, 430–431, 434–435a, 440a–440b
Literature 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**SE 1:** 166–167, 248, 252–253, 310–311, 460–461 **SE 2:** 166–167, 316–317, 436, 474–475 **TE 1:** 166–167a, 169a **TE 2:** 175e–175f, 183d–183e, 190–191a, 231e–231f, 234–235a, 236–237, 241d–241e, 248–249a, 252c–252d, 252–253a, 255d, 310–311a, 312–313a **TE 3:** 339b, 460–461a, 462–463a **TE 4:** 166–167a, 168–169a **TE 5:** 316–317a, 318–319a **TE 6:** SG•5, SG•10, 418d, 420–421a, 436–437, 443i, 474–475a, 476–477a
Literature 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third person narrations.	**SE 1:** 29, 100, 188 **TE 1:** 24d, 28–29, 45i, 52–53, 68–69, 98–99 **TE 3:** 376d, 388–389a, 401i **TE 5:** 292d, 296–297a, 315i **TE 6:** 408c–408d

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Integration of Knowledge and Ideas	
Literature 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**SE 1:** 45, 401 **SE 2:** 139, 199, 443 **TE 1:** 42–43a, 44–45a, 66–67a, 118–119a **TE 2:** 208–209a, 214–215, 242c–242d **TE 6:** 428–429, 432–433, 433a, 437b
8. (Not applicable to literature)	Not applicable according to the Common Core State Standards for English Language Arts
Literature 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**SE 1:** 134–135, 392, 399 **TE 1:** 128–129a, 134c–134d, 134–135a, 137l–137m, UR•9, UR•21, UR•29, UR•39 **TE 2:** 224–225a, 246–247, SG•31 **TE 3:** 392–393, 96c, 396–397, 397a, 398–399 **TE 4:** 21c–23, 51h **TE 6:** UR•41

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Range of Reading and Level of Text Complexity	
Literature 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**SE 1:** 44, 76, 108 **TE 1:** 26–27a, 30–31a, 38–39a, 44–45, 45j–45k, 52–53a, 66–67a, 84–85a, 92–93a, 98–99a, 108–109, 116–117a, 122–123a, 126–127a, 128–129a, 130–131a, 134c–134d, 166–167a **TE 2:** 178–179a, 188–189, 202–203a, 220–221a, 234–235a, 240–241a, 246–247a, 252c–252d, 310–311a, 312–313a **TE 3:** 378–379a, 390–391a, 396c–396d, 396–397a, 438–439a, 440–441a, 442–443a, 444–445a, 446–447a, 448–449a, 460–461a, 462–463a **TE 4:** 21c, 22–23, 26–27a, 34–35a, 40–41a, 141c, 142–143, 146–147a, 148–149a, 150–151a, 152–153a, 154–155a, 166–167a **TE 5:** 229c, 230–231, 234–235a, 238–239a, 240–241a, 242–243a, 244–245a, 294–295a, 300–301a, 304–305a, 316–317a **TE 6:** 388–389a, 394–395a, 402–403a, 420–421a, 422–423a, 428–429a, 430–431a, 436–437a, 443j–443k, 474–475a, 476–477a

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**SE 1:** 43, 156, 175, 231, 259, 274, 287, 302, 307, 336, 347, 362, 375, 405, 420 **SE 2:** 55, 72, 76–79, 104, 115, 130, 160–163, 192, 203, 218, 278, 290-291, 310–313, 325, 342, 353, 372, 416-417, 447, 464 **TE 1:** 42–43a, SG•15, SG•16, 47c, 48–49, 70–71a, 72–73a, SG•22, SG•23, SG•26, SG•27, SG•31, SG•32, 104–105a, SG•39, SG•42, SG•48, 142d, 150–151a, 152c–152d, 152–153a, 156–157a, 160c–160d, 160–161a, 165h, SG•68, SG•69, SG•70, SG•72, SG•77, SG•78, SG•79 **TE 2:** 173c, 174–175, SG•5, SG•10, SG•15, 224–225, 225a, SG•21, 229c, 230–231, 249c, 257c, 258–259, 266–267a, 268c–268d, 268–269a, 272–273, 274–275a, SG•50, SG•51, SG•52, SG•56, SG•57, SG•60, SG•61, SG•62, 285a–285b, 285c, 286–287, 292–293a, 294–295, 296–297, 298–299a, 300–301, 302–303a, 306c–306d, 306–307a, SG•67, SG•69, SG•71, SG•72, SG•73, SG•74, SG•76, SG•77, UR•42–UR•43, UR•52–UR•53 **TE 3:** 324–325a, 330–331a, 336–337a, SG•4, SG•5, SG•8, SG•9, SG•13, SG•14, 345c, 346–347, 352–353a, 354–355a, 358c–358d, 360–361a, 362–363a, 366–367a, 368–369a, 371h, 371i, 371l–371m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•28, SG•29, SG•30, 373c, 374–375, 403c, 404–405, 410–411a, 412–413a, 414–415, 416c–416d, 420–421a, 426–427a, 429h, 429l–429m, SG•51, SG•56, SG•61, 454–455a, 456–457a, SG•69, SG•71, UR•8–UR•9, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Informational Text 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	UR•39, UR•40–UR•41, UR•42–UR•43 **TE 4:** 43c, 46–47a, 48–49a, SG•5, SG•7, SG•10, SG•11, SG•16, 53c, 54–55, 60–61a, 62–63a, 64–65, 66–67a, 68c–68d, 68–69a, 70–71a, 72–73a, 76–77a, 78–79, 81h, 81l–81m, SG•18, SG•19, SG•23, SG•24, SG•25, SG•26, SG•27, SG•29, SG•30, SG•31, SG•32, 92–93a, 98–99a, 100–101a, 104–105a, SG•34, SG•35, SG•36, SG•46, 113c, 114–115, 120–121, 122–123, 124–125a, 126c–126d, 126–127a, 128–129a, 130–131a, 136–137a, SG•51, SG•52, SG•53, SG•56, SG•58, SG•61, SG•62, 160c–160d, 160–161a, 162–163a, SG•74, SG•79, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33, UR•38–UR•39, UR•42–UR•43 **TE 5:** 182–183a, 188–189a, 192–193a, 196–197a, SG•4, SG•8, SG•10, SG•12, SG•14, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215, 216–217a, 218–219a, 224–225a, SG•19, SG•20, SG•21, SG•24, SG•25, SG•29, SG•30, SG•31, 257c, 258–259, 264–265a, 266–267a, 270–271a, 274–275a, 276–277a, 278–279a, 282–283a, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, SG•61, SG•62, SG•63, 289c, 290–291, 292–293, 310–311a, 312–313a, SG•66, SG•69, SG•70, SG•71, SG•74, SG•76, SG•80, UR•8–UR•9, UR•10–UR•11, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39 **TE 6:** 323c, 324–325, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 342–343a, 349h, 349i, 349l–349m, SG•2, SG•3, SG•4, SG•6, SG•7, SG•8, SG•9, SG•11, SG•12, SG•13, SG•14, 351c, 352–353, 356–357a, 358–359a, 360–361a, 362–363a, 364c–364d, 364–365a, 366–367a,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Informational Text 1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	370–371a, 372–373a, 381h, 381l–381m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•27, SG•28, SG•29, SG•30, 410–411, 411a, SG•37, 443l–443m, 445c, 446–447, 450–451a, 454–455a, 456–457a, 458–459a, 460–461a, 462–463a, 464–465a, 468–469a, SG•67, SG•68, SG•69, SG•72, SG•73, SG•77, SG•78, SG•79, UR•8–UR•9, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•48–UR•49, UR•51, UR•52–UR•53
Informational Text 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**SE 1:** 140–141, 156, 161, 286–287, 302, 319, 367, 455, 457 **SE 2:** 54–55, 72, 175, 192, 258–259, 278, 352–353, 372 **TE 1:** 139c, 140–141, 146–147a, 152c–152d, 156–157a, 160–161a, 162–163a, 165h, 165l–165m, UR•48–UR•49, UR•51, UR•52–UR•53 **TE 2:** 268c–268d, 270–271a, 275a, 285c, 286–287, 294–295, 296–297, 298c–298d, 298–299, 302–303a, 309h, 309l–309m, SG•73, UR•48–UR•49, UR•51, UR•52–UR•53 **TE 3:** 317c, 318–319, 324–325, 326–327, 329a, 330c–330d, 332–333a, 336–337a, 340c, SG•3, SG•8, SG•9, 358c, 362–363, 363a, 366c–366d, 366–367, 367a, 368–369a, 420–421a, 454–455a, 456–457a, UR•12 **TE 4:** SG•2, SG•7, SG•12, 53c, 54–55, 60–61, 61a, 62–63, 68c–68d, 70–71, 72–73, SG•18, SG•25, SG•28, 83c, 84–85, 92–93, 93a, 102–103, 104–105, 105a, SG•41, SG•44, 126c–126d, 130–131, 131a, 160c–160d, 160–161a, UR•22 **TE 5:** 173c, 174–175, 180–181a, 186c–186d, 186–187a, 192–193a, SG•3, SG•9, SG•13, 214c–214d, 218–219a, 219c, 257c, 258–259, 264–265a,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Informational Text 2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	270c–270d, 270–271a, 273a, 274–275a, 278–279a, 282–283a, 287h, 287l–287m, SG•57, SG•60, SG•62, UR•12, UR•38–UR•39, UR•41, UR•42–UR•43 **TE 6:** 336c–336d, 338–339a, 351c–353, 362–363, 368–369a, 370–371a, 372–373, 373a, 376c–376d, 376–377, 377a, 381l–381m, SG•50, SG•54, SG•55, SG•60, 460c, 464–465a, 473p, UR•22
Informational Text 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**SE 1:** 72–75, 224–225 **SE 2:** 46–49, 84–85, 104, 108–109, 324–325, 342 **TE 1:** 72–73a, 74–75a, 145a, 146–147a, 148–149a, 150–151a, 152c–152d, 154–155, 156–157a **TE 2:** 224–225a, 262–263a, 264–265a, 266–267a, 270–271, 272–273, 283l–283m, 285c–287, 290–291a, 296–297, 298c–298d, 298–299 **TE 3:** 322–323a, 330c–330d, 330–331a, 332–333a, 334–, 335a, 340c–340d, 350–351, SG•18, SG•19, SG•23, SG•29, 408–409a, 410–411a, 418–419a, 420–421a, 429l–429m, SG•51, SG•54, SG•57, SG•58, SG•66, SG•70, SG•75, SG•80 **TE 4:** 43c, 46c–46d, 46–47a, 48–49a, SG•5, SG•10, SG•16, 53c, 54–55, 62–63a, SG•20, 83c, 84–85, 90–91, 91a, 96c–96d, 100–101a, 104–105, 105c, 108c–108d, 108–109, 109a, 111l–111m, SG•35, SG•36, SG•38, SG•40, SG•45, SG•46, 124–125a, 126c–126d, 134c–134d, SG•56, SG•57, UR•28–UR•29, UR•31, UR•32–UR•33 **TE 5:** 206–207, 207a, 210–211a, 222–223, SG•34, SG•38, SG•39, SG•44, SG•51, SG•55, SG•61 **TE 6:** 323c, 324–325, 332–333a, 340–341a, 342–343a, 349h, 349l–349m,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Informational Text 3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	360–361a, 364c–364d, 366–367a, 408–409a, 410–411a, 443l–443m, 458–459, 459a, UR•8–UR•9, UR•12–UR•13
Craft and Structure	
Informational Text 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	**SE 1:** 20–21 **TE 1:** SG•38, 139a–139b, 142a–142b, 152a–152b, 153a, 160a **TE 2:** 192c, 259a, 260e, 260–261 **TE 3:** 319a, 326–327, 347a, 424a–424b, 427a, SG•69 **TE 4:** 81h, 81i, 109a, 161a **TE 5:** SG•9, 203a, 216–217, SG•42, SG•43, 272–273a, 307c **TE 6:** 325a, 349h, SG•4, SG•9, SG•13, 358–359, 359a, 368–369, 447a, 448a, 455a, 460a, 460–461a
Informational Text 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**SE 1:** 73, 140–141, 156, 174–175, 224–225, 340, 346–347, 366, 404–405, 454 **SE 2:** 46, 76, 108–109, 160, 258–259, 278, 310, 324–325, 468 **TE 1:** 72–73a, SG•21, 139c, 140–141, 144–145a, 148–149, 149a, 154–155, 156–157, 160–161, 161a, 162–163, 163a, SG•78, UR•52 **TE 2:** 173c–175, 221c, 224–225a, SG•31, 273a, 306–307a **TE 3:** 340–341a, 345c, 346–347, 354–355, 356–357, 358c–358d, 358–359a, 360–361, 366c–366d, 366–367a, 368–, 369a, 403c, 404–405, 424c–424d, 424–425a, SG•50, SG•52, SG•55, SG•57, SG•60, SG•62, SG•64, 454c–454d, 454–455a, 456–457a, SG•74, SG•76, UR•22, UR•38–UR•39, UR•42–UR•43

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Informational Text 5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**TE 4:** 46c–46d, 46–47a, 48–449a, 76–77, 78–79a, 83c, 84–85, 90–91a, 96c–96d, 98–99a, 100–101a, 108c–108d, 108–109a, 111h, SG•42, SG•57, 160c–160d, 160–161a, 162–163a, SG•69, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33 **TE 5:** 196–197a, 250c, 251a, 253a, 257c, 258–259, 268–269a, 270c–270d, 270–271, 271a, 276–277a, 278–279a, 282c–282d, 282–283a, 310c–310d, 310–311a, UR•22–UR•23, UR•42 **TE 6:** 323c, 324–325, 330–331a, 334–335a, 349h, 349l–349m, 373c, 376–377a, 440c, 440–441a, 460c–460d, 468c–468d, 469a, 471a, UR•8, UR•12–UR•13
Informational Text 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**SE 1:** 163, 341 **SE 2:** 225, 285, 347 **TE 1:** 163a **TE 3:** 340–341 **TE 5:** 201c, 212–213a, 214c–214d, 223a, 224–225a, 227h, 227l–227m, SG•21, SG•26, UR•18–UR•19, UR•21 **TE 6:** 346–347

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Integration of Knowledge and Ideas	
Informational Text 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**SE 1:** 104–107, 192–193, 318–319, 326, 328, 332, 334, 336, 352, 368, 410, 420 **SE 2:** 46, 76–77, 78–79, 97, 109, 114–115, 120, 130, 185, 224, 285, 313, 370–371, 446–447, 453, 458, 461, 464 **TE 1:** 39c, 72c–72d, 74–75, 75a, SG•21, 93b, 104c–104d, 104–105, 105a, 106–107a, 109b, 131d, 152c–152d, 160–161a, SG•69, SG•74 **TE 2:** 189c, 192–193a, SG•5, SG•10, 221c, 224c–224d, 224–225a, SG•21, 249c, 266–267a, 268c, 270–271a, 275c, 281a, 303c, SG•69, SG•79 **TE 3:** 317c, 318–319, 322–323a, 326–327a, 328–329a, 332–333, 334–335a, 336–337, 343h, 343l–343m, SG•2, SG•6, SG•7, SG•12, 352–353, 358–359a, 366–367, 367a, SG•18, SG•23, SG•29, 387b, 393c, 408–409a, 410–411, 411a, 412–413, 416–417a, 420–421, 421c, 424c–424d, SG•53, SG•63, UR•8–UR•9, UR•11, UR•12–UR•13 **TE 4:** 43c, 46c, 46–47a, 48–49a, 58–59a, 60–61, 70–71, 73c, 76c–76d, 76–77a, 78–79a, SG•21, SG•26, 92–93a, 96–97a, 105c, 108–109a, SG•37, 113c, 114–115, 120–121a, 122–123a, 130–131, 134–135, 135a, 139h, 139l–139m, SG•52, SG•58, SG•62, SG•63, UR•32, UR•38–UR•39, UR•41, UR•42–UR•43 **TE 5:** 184–185a, 193c, 219c, 222–223a, 224–225, 247c, 250c–250d, SG•38, 262–263a, 269b, 270–271a, 278–279, 279c, 282–283a, 284–285a, SG•53, SG•58, 307c, 310–311a, 312–313a, SG•69, SG•70, SG•74 **TE 6:** 364c–364d, 368–369, 370–371, 371a, 373c, 378–379, 379a, SG•26, 437c, 445c, 446–447, 452–453, 453a, 454–455, 457a, 458–459, 460c, 461a,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Informational Text 7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	462–463, 464–465, 468c–468d, 468–469, 469a, 470–471, 471a, 473h, 473l–473m, UR•48–UR•49, UR•51, UR•52–UR•53
Informational Text 8. Explain how an author uses reasons and evidence to support particular points in a text.	**SE 1:** 42–43, 192–193, 259, 306–307 **SE 2:** 72, 161, 174–175, 192, 196–197, 223, 440–441 **TE 1:** 42c–42d, 42–43a, SG•2, SG•5, SG•7, SG•10, SG•12, 47c, 48–49, 77h, 77l–77m, SG•34, SG•44, 154–155, 160c **TE 2:** 192–193a, SG•15, 249c, SG•34, SG•39, SG•44, 257c, 258–259, 266–267a, 268c–268d, 283h, 283l–283m, SG•50, SG•54, SG•55, 306–307, 307a, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43 **TE 3:** 345c, 346–347, 456–457a, UR•18–UR•19, UR•20–UR•21 **TE 4:** 48–49a, 66–67a, 69a, 76–77a, SG•30, SG•44, 160c–160d, 160–161, 161a, 162–163, 163a **TE 5:** 173c, 174–175, 178–179a, 180–181a, 182–183a, 186c, 190–191, 192–193a, 196c–196d, 196–197a, 199h, 199l–199m, SG•5, SG•15, 222c–222d, 222–223a, 264–265a, 276–277a, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13 **TE 6:** 364c, 376c–376d, 376–377a, SG•19, SG•23, SG•29, 440c–440d, 440–441a, UR•19

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Informational Text 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**SE 1:** 75, 163, 307, 341 **SE 2:** 79, 109, 197, 225, 285, 313, 379 **TE 1:** 74–75a, 105a, 107a, 162–163a **TE 2:** 300–301, 306–307a, SG•74 **TE 3:** 340–341a, 368–369, 369a, UR•15 **TE 4:** 48–49a, 78–79a, 108–109a, SG•37, 162–163a **TE 5:** 196–197, 219c, 224–225a, 284–285a, SG•53, 312–313a **TE 6:** SG•15, 378–379a, 441a, UR•11
Range of Reading and Level of Text Complexity	
Informational Text 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**SE 1:** 141, 143, 164, 259, 282, 287, 308 **TE 1:** 72c–72d, 140–141, 144–145a, 154–155a, 160–161a, 162–163a, 164–165 **TE 2:** 192c–192d, 192–193a, 224c–224d, 224–225a, 258–259, 262–263a, 274–275a, 278–279a, 280–281a, 282–283, 286–287, 290–291a, 292–293a, 294–295a, 296–297a, 298–299a, 300–301a, 306–307a, 308–309 **TE 3:** 350–351a, 366–367a, 368–369a, 408–409a, 454–455a, 456–457a, SG•66, SG•70, SG•71, SG•76, SG•80 **TE 4:** 46c–46d, 46–47a, 48–49a, 58–59a, 70–71a, 76c–76d, 76–77a, 83c, 84–85, 88–89a, 94–95a, 102–103a, 108c–108d, 108–109a, 118–119a, 130–131a, 134–135a, 136–137a, 160–161a, 162–163a **TE 5:** 173c, 174–175, 178–179a, 190–191a, 196c–196d, 196–197a, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215a, 222c–222d, 250–251a, 252–253a, 257c, 258–259, 262–263a, 268–269a, 276–277a, 312–313a **TE 6:** 328–329, 329a, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Informational Text 10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	340–341a, 356–357a, 362–363a, 370–, 371a, 376–377a, 378–379a, 440–441a, 450–451a, 452–453a, 456–457a
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 4)	Not applicable according to the Common Core State Standards for English Language Arts
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 4)	Not applicable according to the Common Core State Standards for English Language Arts
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	**TE 1:** 24c, 32–33a, 45a, 45i, 50c, 76–77a, 82c–82d, 142c, 165i **TE 2:** 176c–176d, 200d, 232c–232d, 259c, 260c–260d, 288c–288d, 297c, 309i **TE 3:** 343j–343k, 348c–348d, 375c, 376c–376d, 434c–434d, 459 **TE 4:** 24c–24d, 56c–56d, 86c–86d, 115a, 116c–116d **TE 5:** 204e, 204–205, 227j–227k, 232c–232d, 255j–255k, 260c–260d, 291c **TE 6:** 326c–326d, 353a, 354c–354d, 386c–386d, 413i, 418c–418d

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Foundational Skills 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**SE 1:** 24, 50, 142, 176, 232, 406 **SE 2:** 116, 204, 260, 326 **TE 1:** 24e, 24–25, 45a, 45h–45i, 49a, 50c, 50e, 50–51, 62–63, 63a, 76–77, 77a, 113a, 114c–114d, 142e, 142–143 **TE 2:** 176e, 176–177, 227a, 227c, 227i, 231c, 232c–232d, 232e, 232–233, 288c–288d, UR•10, UR•11, UR•13, UR•30 **TE 3:** 348c–348d, 401i, 406c–406d, 406–407, 414–415, 429h, 429i, 434c–434d, 459i, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•52–UR•53 **TE 4:** 24e, 24–25, 86c–86d, 111i, 116e, 116–117, 144c–144d, 165i **TE 5:** 204e, 204–205, 260c–260d, 260e, 260–261, 266–267, 267a, 269c, 272–273, 273a, 315i, UR•40–UR•41, UR•43 **TE 6:** 326c–326d, 326–327, 354c–354d
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.	**SE 1:** 76, 108, 164, 400, 458 **SE 2:** 80, 138, 198, 314, 348, 442, 472 **TE 1:** 39b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 48–49, 69b, 76–77, 77j–77k, SG•18, SG•19, SG•26, SG•27, SG•28, SG•29, 101b, 108–109, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 131b, SG•50, SG•1, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 140–141, 142–143, 157b, 164–165, 165j–165k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23, UR•53 **TE 2:** 195j–195k, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•14, SG•15, SG•16, 200–201, 221b, 227j–227k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•31, SG•32, 249b,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Foundational Skills 4.** Read with sufficient accuracy and fluency to support comprehension.	SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, SG•50, SG•51, SG•52, SG•53, SG•54, SG•58, SG•59, SG• 60, SG•61, SG•62, SG•66, SG•67, SG•70, SG•71, SG•74, SG•76, SG•77, SG•80 **TE 3:** 343j–343k, 343l–343m, SG•2, SG•3, SG•4, SG•5, SG•7, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 363b, 371j–371k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 373c, 374–375, 376–377, 393b, 400–401, 401j–401k, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 404–405, 406–407, 421b, 428–429, 429j–429k, SG•50, SG•51, SG•60, SG•61, SG•64, 432–433, 434–435, 451b, 458–459, 459j–459k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•13 **TE 4:** 43b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 54–55, 56–57, 73b, 80–81, 81j–81k, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 105b, 111j–111k, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 114–115, 139j–139k, SG•50, SG•51, SG•58, SG•59, SG•60, SG•61, SG•64, 157b, 164–165, 168–169, 169a, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23, UR•43 **TE 5:** 176–177, 193b, 198–199, 199j–199k, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 201c, 202–203, 204–205, 219d, 227j–227k, 227l–227m, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 255l–255m, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Foundational Skills 4.** Read with sufficient accuracy and fluency to support comprehension.	SG•45, SG•48, 287j–287k, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 290–291, 307b, 314–315, 315j–315k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23 **TE 6:** 324–325, 326–327, 343b, 348–349, 349j–349k, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 381j–381k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 386–387, 405b, 413j–413k, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 443l–443m, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•64, 446–447, 448–449, 472–473, 473j–473k, 473l–473m, SG•66, SG•67, SG•68, SG•69, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80, UR•13, UR•43

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Foundational Skills 4.a. Read on-level text with purpose and understanding.	**SE 1:** See all the main and paired selections. For specific fluency activities, see pp. 318–319, 346–347, 374–375, 404–405, 432–433 **TE 1:** 26–27, 27a, 52–53, 53a, 84–85, 85a, 116–117, 117a, 144–145, 145a **TE 2:** 227j–227k, 242d **TE 3:** 318–319, 324–325, 325a, 326–327, 327a, 328–329, 329a, 343l–343m, 345a–345b, 345c, 346–347, 348–349, 354–355, 355a, 358c–358d, 371j–371k, 373c, 374–375, 401j–401k, 404–405, SG•36, SG•37, 429j–429k, 459j–459k, SG•78, SG•79 **TE 4:** 26–27, 27a, SG•24, SG•25, SG•42, SG•43, 114–115, 119a, 126c–126d, 144–145, 152a, SG•66, SG•67, SG•74, SG•75 **TE 5:** 174–175, 198–199, SG•7, SG•7, 227l–227m, 255l–255m, SG•44, SG•45, 287l–287m, 318–319, 319a **TE 6:** 326–327, 349j–349k, 354–355, 440–441, 441a, 443j–443k, 443l–443m, 473l–473m, UR•53

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Foundational Skills 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**SE 1:** 44, 76, 108, 136, 164 **TE 1:** 21c, 22–23, 24e, 24–25, 39b, 44–45, 45j–45k, 50–51, 69b, 76–77, 80–81, 82–83, 101b, 108–109, 109j–109k, 112–113, 114–115, 131b, 136–137, 137j–137k, 157b, 165–165, 165j–165k, UR•13, UR•33, UR•43 **TE 2:** 174–175, 176–177, 189b, 194–195, 195j–195k, 198–199, 200–201, 221b, 226–227, 227j–227k, 230–231, 232–233, 249b, 254–255, 255j–255k, 258–259, 260–261, 275b, 282–283, 283j–283k, 286–287, 288–289, 303b, 308–309, 309j–309k, 313a, UR•13, UR•23, UR•33, UR•43, UR•53 **TE 3:** 318–319, 320–321, 337b, 342–343, 343j–343k, 345c, 346–347, 348–349, 363b, 370–371, 371j–371k, 373c, 374–375, 376–377, 393b, 400–401, 404–405, 406–407, 421b, 428–429, 432–433, 434–435, 451b, 458–459, 459j–459k, 462–463, 463a, UR•13, UR•23, UR•33, UR•43, UR•53 **TE 4:** 22–23, 24–25, 43b, 50–51, 51j–51k, 54–55, 73b, 80–81, 81j–81k, 84–85, 86–87, 105b, 110–111, 111j–111k, 114–115, 131b, 138–139, 142–143, 144–145, 157b, 164–165j–165k, 168–169, 169a, SG•66, SG•67, UR•12–UR•13, UR•13, UR•23, UR•33, UR•43, UR•53 **TE 5:** 174–175, 176–177, 193b, 198–199, 199j–199k, 201c, 202–203, 219b, 219d, 226–227, 230–231, 232–233, 247b, 254–255, 255j–255k, 255l–255m, SG•34, SG•35, SG•48, 258–259, 260–261, 279b, 286–287, 287j–287k, SG•50, SG•51, 290–291, 292–293, 307b, 314–315, 315j–315k, SG•66, SG•67, UR•13, UR•23, UR•33, UR•43, UR•53 **TE 6:** 324–325, 326–327, 343b, 348–349, 349j–349k, 352–353, 354–355,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Foundational Skills 4.b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	373b, 380–381, 381j–381k, 384–385, 386–387, 405b, 412–413, 413j–413k, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 445c, 446–447, 448–449, 465b, 472–473, 473j–473k, UR•13, UR•23, UR•33, UR•43
Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**SE 1:** 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400 **SE 2:** 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472 **TE 1:** 23a, 49a, 81a, 113a, 114e, 114–115, 136–137, 137j–137k, 141a **TE 2:** 221b, SG•52, SG•57, 292–293, 293a **TE 3:** 320–321, 342–343a, 347a, 348e, 348–349, 356–357, 357a, 370–371, 376e–377 **TE 4:** 24e, 24–25, 36–37, 37a, 50–51a, 51h, 56e, 56–57, 80–81, 81a, SG•25, 144–145, 164–165a **TE 5:** 232–233, 254–255, 292e, 292–293, 298–299, 299a, 315a, 315h **TE 6:** 386e, 386–387, 390–391, 391a, 396–397a, 412–413, 413h, 418e, 418–419, 442–443, 443h, 449–449, 472–473

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Writing Standards	
Text Types and Purposes	
Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**SE 1:** 42–43, 304–305, 343 **SE 2:** 132–133, 280–281 **TE 1:** 42–43, 43a, SG•16 **TE 2:** 220–221, SG•38, SG•43, SG•48, SG•54, SG•59, SG•64, 287e–287f, 297d–297e, 304–305, 305a, 309d–309e **TE 3:** 342–343a **TE 4:** 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, SG•55, SG•59, SG•64 **TE 5:** 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, 287p–287q, SG•50, WP•2–WP•3, WP•6–WP•7, WP•8–WP•9 **TE 6:** 353e–353f, 381p–381q, SG•39, SG•43, SG•48, SG•53, SG•54, SG•58, SG•64, UR•35
Writing 1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	**SE 1:** 304–305 **SE 2:** 132–133, 280–281 **TE 1:** 108–109, 109a, 156–157, 157a **TE 2:** 287e–287f, 297d–297e, 304–305, 305a, 305b–305c **TE 4:** 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e **TE 5:** 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, WP•2–WP•3, WP•4–WP•5 **TE 6:** 353e–353f, 363d–363e, 374–375, 375a, 381p–381q

Key: SE=Student Edition; **TE=**Teacher's Edition; **SG**=Small Group
UR=Unit Review, **WP**=Writing Process

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Writing 1.b. Provide reasons that are supported by facts and details.	**SE 1:** 304–305 **SE 2:** 132–133, 280–281 **TE 1:** 157a **TE 2:** 220–221, 221a, 287e–287f, 297d–297e, 304–305, 309d **TE 4:** 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, 139p–139q **TE 5:** 259e–259f, 269d–269e, 280–281, 281a, 281b–281c, WP•4–WP•5 **TE 6:** 363d–363e, 381p–381q
Writing 1.c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).	**SE 1:** 304–305 **SE 2:** 280–281 **TE 2:** 297d, 304–305, 309d **TE 4:** 139d **TE 5:** 280–281, 281a, 281b–281c, 287d–287e, WP•7
Writing 1.d. Provide a concluding statement or section related to the opinion presented.	**SE 1:** 304–305 **SE 2:** 132–133 **TE 2:** 287e–287f, 304–305, 309d **TE 4:** 132–133, 133b–133c, 139d–139e **TE 5:** 281b–281c, WP•4–WP•5
Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**SE 1:** 70–71, 222–223, 276–277, 364–365, 422–423 **SE 2:** 106–107, 344–345, 466–467 **TE 1:** 49e–49f, 61d–61e, 70–71, 71a, 71b–71c, 77d–77e, 77p–77q **TE 2:** 195b, 199e–199f, 211d–211e, 222–223, 223a, 223b–223c, 224c–224d, 225a, 227d–227e, 227p–227q, SG•21, SG•28, 259e–259f, 267d–267e, 276–277, 277a, 277b–277c, WP•2–WP•3, WP•6–WP•7 **TE 3:** 341a, 347e, 357d, 364–365a, 371b, 371d–371e, 405e, SG•53, SG•59, SG•60, SG•64, 422–423, 433e–

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	433f, 443b, 443d–443e, 452–453a, 453b–453c, 459d–459e, 459p–459q, SG•69, UR•55 **TE 4:** 81b, 85e–85f, 106–107, 107a, 107b–107c, 111d–111e, UR•15, UR•25 **TE 5:** SG•11, SG•22, SG•27, SG•32, SG•60, 309c, UR•45, UR•55 **TE 6:** 325e–325f, 335d–335e, 344–345a, 345b–345c, 349b, 379a, SG•21, 466–467, WP•2–WP•3
Writing 2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**SE 1:** 70–71, 222–223, 276–277, 364–365, 422–423 **SE 2:** 106–107, 344–345 **TE 1:** 49e–49f, 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q, 131c **TE 2:** 189d, 199e–199f, 211d–211e, 222–223a, 223b–223c, 227d–227e, 227p–227q, SG•22, SG•27, 259e–259f, 267d–267e, 276–277a, 277b–277c, 283d–283e, WP•4–WP•5, WP•6–WP•7 **TE 3:** 340–341a, 347e–347f, 357d–357e, 364–365a, 371d–371e, 405e–405f, 422–423a, 423b, 433e–433f, 443d–443e, 452–453a, 453b–453c, 459d–459e, WP•4–WP•5, WP•6–WP•7 **TE 4:** 81b, 85e–85f, 95d–95e, 106–107, 107a, 107b–107c, 111d–111e **TE 6:** 335d–335e, 344–345a, 345b–345c, 349d–349e, 379a, 405d, 413b, WP•6–WP•7

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Writing 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**SE 1:** 70–71, 222–223, 276–277 **SE 2:** 344–345, 466–467 **TE 1:** 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q **TE 2:** 195b, 199e–199f, 211d–211e, 222–223a, 223b–223c, 224c–224d, 227d–227e, 259e–259f, 267d–267e, 276–277, 277b–277c, 283d–283e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7 **TE 3:** 347e–347f, 371b, 371d–371e, 371p–371q, 443b, 452–453a, 459d–459e, WP•4–WP•5 **TE 4:** SG•12, SG•15, 85e–85f, 106–107, 107a, 111d–111e **TE 5:** SG•36 **TE 6:** 325e–325f, 335d–335e, 344–345a, 345b–345c, 349d–349e, 375b–375c, 381d–381e, UR•15, WP•4–WP•5
Writing 2.c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).	**SE 2:** 106–107, 344–345 **TE 1:** SG•73 **TE 2:** 223b–223c **TE 3:** WP•2, WP•6 **TE 4:** 85e–85f, 106–107a, 107b–107c, 111d–111e **TE 6:** 325e–325f, 344–345a, WP•7
Writing 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**SE 1:** 222–223, 364–365, 422–423 **SE 2:** 344–345 **TE 2:** 222–223a, 224c–224d, 283d–283e, WP•7 **TE 3:** 347e–347f, 364–365, 415d–415e, 422–423, 459p **TE 5:** SG•36 **TE 6:** 325e–325f, 344–345, 349d–349e, 375b–375c

Key: SE=Student Edition; **TE=**Teacher's Edition; **SG**=Small Group
UR=Unit Review, **WP**=Writing Process

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Writing 2.e. Provide a concluding statement or section related to the information or explanation presented.	**SE 1:** 276–277 **SE 2:** 344–345 **TE 1:** 49e–49f, 77d–77e **TE 2:** 199e–199f, 276–277, WP•6 **TE 6:** 344–345, 349d, 379a, WP•6
Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**SE 1:** 40–41, 102–103, 158–159, 338–339, 394–395 **SE 2:** 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467 **TE 1:** 23e–23f, 31d–31e, 40–41, 41a, 41b–41c, 75a, 81e–81f, 93d–93e, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, WP•2–WP•3, WP•6, WP•10 **TE 3:** 319e–319f, 329d–329e, 338–339a, 339b–339c, 375e–375f, 387d–387e, 394–395a, SG•38, SG•43, UR•35, UR•45 **TE 4:** 23e–23f, 44–45a, 45b–45c, 51d–51e, 55e–55f, 67d–67e, 74–75, 75a, 75b–75c, 81d–81e, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–156e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7 **TE 5:** 175e–175f, 192–193, 193a, 194–195a, 203e–203f, 213d–213e, 220–221a, 241d–241e, 248–249, SG•54, SG•59, SG•64, 291e–291f, 301d–301e, 308–309a, 315d, UR•25, UR•35 **TE 6:** 385e–385f, 395d–395e, 406–407a, 413d–413e, 413p–413q, SG•37, 417e–417f, 427d–427e, 438–439a, 447e–447f, 459d–459e, 466–467a, 473d–473e, SG•68, UR•45

Key: SE=Student Edition; **TE=**Teacher's Edition; **SG**=Small Group
UR=Unit Review, **WP**=Writing Process

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Writing 3.a. Orient the reader by establishing a situation introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**SE 1:** 40–41, 102–103, 158–159, 338–339, 394–395 **SE 2:** 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467 **TE 1:** 23e–23f, 31d–31e, 40–41a, 93d–93e, 102–103a, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, 165p–165q, WP•4–WP•5 **TE 2:** 248–249, 249a **TE 3:** 319e–319f, 329d–329e, 338–339a, 375e–375f, 387d–387e, 394–395a, 395b–395c, 401d–401e **TE 4:** 23e–23f, 35d–35e, 42–43a, 44–45a, 45b–45c, 51p–51q, 74–75a, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–165e, WP•4–WP•5 **TE 5:** 175e–175f, 185d–185e, 194–195a, 195b–195c, 203e–203f, 213d–213e, 220–221a, 221b, 227d–227e, 248–249, 291e–291f, 308–309a, 315d–315e **TE 6:** 385e–385f, 395d–395e, 406–407a, 417e–417f, 427d–427e, 438–439a, 439b–439c, 447e–447f, 466–467a

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Writing 3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**SE 1:** 40–41, 132–133, 158–159, 338–339 **SE 2:** 44–45, 158–159 194–195, 220–221, 308–309, 406–407, 438–439, 466–467 **TE 1:** 40–41, 41b–41c, 158–159 **TE 2:** 195i **TE 3:** 394–395a **TE 4:** 44–45a, 158–159a, 159b–159c, 165d, WP•6–WP•7 **TE 5:** 194–195, 220–221, 221a, 255d–255e, 291e–291f, 308–309a, 315d **TE 6:** 385e–385f, 406–407a, 407b–407c, 413d–413e, 417e–417f, 438–439a, 439b–439c, 443d–443e, 443p–443q
Writing 3.c. Use a variety of transitional words and phrases to manage the sequence of events.	**SE 1:** 304 **SE 2:** 280 **TE 1:** 165d–165e, 165p–165q, WP•6–WP•7, WP•10 **TE 2:** 304–305 **TE 4:** 165d–165e **TE 5:** 195b, 227d–227e, 280–281, 308–309a, 315d **TE 6:** 459d
Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	**SE 1:** 40–41, 102–103, 338–339 **SE 2:** 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407 **TE 1:** 40–41a, 41b–41c, 45d–45e, 50c–50d, 81e–81f, 93d–93e, 102–103a, 103b–103c, 109d–109e, 142b, 169a, WP•10 **TE 2:** 195d–195e, 232d, 250–251a, 255d–255e **TE 3:** 338–339a, 343p **TE 4:** 35d–35e, 44–45a, 45b–45c, 51d–51e, 74–75a, 75b–75c, 81d–81e, 158–159a, 159b–159c, 165d–165e,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Writing 3.d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.	WP•6 **TE 5:** 194–195a, 199d, 204d, 213c, 214c, 220–221, 227d–227e, 227i, 227p–227q, 241d–241e, 248–249a, 249b–249c, 255d–255e, 255p, 291e–291f, 301d–301e, 306–307a, 308–309a, 315d, 315p **TE 6:** 346c–346d, 381d–381e, 406–407a, 407b, 413d–413e, 438–439a, 439b–439c, 473d
Writing 3.e. Provide a conclusion that follows from the narrated experiences or events.	**SE 1:** 132–133 **SE 2:** 44–45 **TE 1:** 31d–31e **TE 4:** 44–45a, 51d–51e, 158–159a, 165d–165e **TE 5:** 195b, 213e, 308–309, 315d **TE 6:** 427e, 443d, 459d, 466–467
Production and Distribution of Writing	
Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**SE 1:** 40–41, 70–71, 102–103, 132–133, 158–159 **TE 1:** 23e–23f, 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•6, SG•11, SG•16, 49e–49f, 70–71a, 71b–71c, 81e–81f, 93d–93e, 102–103a, 109d–109e, 109p–109q, SG•37, 113e–113f, 123d–123e, 131c, 132–133a, 133b–133c, 137d–137e, 137p–137q, SG•53, 151d–151e, 158–159, 159b–159c, 165p–165q, 169a, SG•69 **TE 2:** 175e–175f, 183d–183e, 190–191a, 195p–195q, 223b–223c, 227d–227e, SG•22, SG•27, SG•32, 231e–231f, 241d–241e, 250–251a, 255p–255q, SG•53, SG•59, SG•63, 304–305, 305a, 305b–305c, 309p–309q, SG•69 **TE 3:** 339b–339c, 343d–343e, 357d–357e, 364–365, 365a, 365b–365c, 371d–371e, SG•22, SG•27, SG•32, 415d–415e, 422–423, 423a, 423b–423c, 429p–429q, 452–453, 453a,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Writing 4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	UR•15 **TE 4:** 23e–23f, 51p–51q, 81p–81q, SG•22, SG•27, SG•32, 85e–85f, 95d–95e, 106–107, 107a, 111d–111e, 111p–111q, 132–133, 133a, 151d–151e, 159b–159c, 165d–165e, 165p–165q **TE 5:** 199p–199q, 213d–213e, 227p–227q, 231e–231f, 241d–241e, 248–249, 249a, 249b–249c, 255d–255e, 255p–255q, SG•39, SG•43, SG•48, 287p–287q, 315p–315q, SG•71, SG•74, WP•8–WP•9, WP•10 **TE 6:** 349b, 349p–349q, 375b–375c, 381b, 381p–381q, 413b, 413p–413q, 443p–443q, 467b–467c, 473p–473q, UR•25, UR•55
Writing 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**SE 1:** 40–41, 70–71, 102–103, 132–133, 158–159 **TE 1:** 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•15, 77d–77e, 77p–77q, 103b–103c, 109d–109e, 137d–137e, 158–159, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 **TE 2:** 227d–227e, 255d, 255p–255q, 283d–283e, 283p–283q, 305a, 305b–305c, 309b, 309d–309e, 309p–309q, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9 **TE 3:** 339b–339c, 343d–343e, 371d–371e, 401d–401e, 401p–401q, 429d–429e, 452–453, 453a, 459p–459q, SG•79, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9 **TE 4:** 51d–51e, 51p–51q, 55b, 67d–67e, 73d, 81d–81e, 111d–111e, 111p–111q, 133b–133c, 139d–139e, 139p–139q, 165p–165q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9 **TE 5:** 199p–199q, 227d–227e, 227p–227q, 231e–231f, 241d–241e, 255d–255e, 255p–255q, 287d–287e, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Writing 5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	WP•10 **TE 6:** 325b, 349d–349e, 349p–349q, 363d–363e, 381d–381e, 381p–381q, 395d–395e, 407b–407c, 413d–413e, 413p–413q, 443d–443e, 467b–467c, 473p–473q, WP•6–WP•7, WP•8–WP•9
Writing 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**TE 1:** 45b, SG•13, SG•14, 77b, 137b, WP•9, WP•10 **TE 2:** 255b, 278c–278d, 278–279a, WP•9, WP•10 **TE 3:** 329b, 371b, 415b, 424c–424d, 424–425a, 426–427a, WP•9, WP•10 **TE 4:** 51b, 134c–134d, 165b, WP•9, WP•10 **TE 5:** 301b, 315b, WP•9, WP•10 **TE 6:** 349b, 437c–437d, 471a, WP•9, WP•10
Research to Build Knowledge	
Writing 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**TE 1:** 23b, 31b, 39d, 45b, 45n, SG•13, SG•14, SG•15, 49b, 61b, 69d, 77b, 81b, 101d, 109b, SG•48, 113b, 123b, 131c, 131d, 137b, SG•63, SG•64, 141b, 151b, 157d, 165b, SG•80 **TE 2:** 175b, 189d, 195b, SG•12, 221d, 227b, 231b, 241b, 249d, 267b, 275d, 283b, SG•60, SG•61, 297b, 303d, 309b, SG•78, SG•79 **TE 3:** 319b, 329b, 337c, 337d, 343b, SG•12, SG•13, 347b, 357b, 363d, 371b, 371n, 375b, 387b, 401b, SG•44, SG•45, SG•48, 405b, 415b, 421d, 429b, 429n, 433b, 443b, 451d, 459b, SG•77, SG•78 **TE 4:** 23b, 55b, 67b, 85b, 95b, SG•44, 115b, 125b, 131d, 143b, 151b, 165n, SG•77 **TE 5:** 175b, 185b, SG•12, 203b, 213b, SG•28, SG•29, SG•30, 231b, 241b, SG•38, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 259b, 269b, 291b, SG•76, SG•77 **TE 6:** 325b, 335b, SG•12, SG•13,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Writing 7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	SG•14, SG•15, 353b, 363b, SG•22, SG•27, SG•28, SG•29, SG•32, 385b, 395b, SG•44, SG•45, 417b, 427b, 437c, SG•60, SG•61, SG•62, SG•63, 447b, 459b, 465c, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3
Writing 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	**SE 1:** 156, 220, 336, 450 **TE 1:** 31b, 39d, 45b, SG•14, SG•15, 61d–61e, 69c, SG•18, SG•29, 93b, 101c, 101d, 104c–104d, 109b, 123b, 131c, 131d, 136–137a, 151b, 156–157, 157c, 157d, 165b, WP•4–WP•5 **TE 2:** 175b, 183b, 189d, 195b, SG•13, 199b, 211b, 220–221, 227b, SG•28, SG•29, 231b, 241b, 249d, 255b, 259b, 267b, 275d, SG•62, 297b, 303d, 309b **TE 3:** 336–337, 343b, SG•6, SG•7, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 371b, 387b, 393c, 393d, 401b, 415b, 429b, 429n, 450–451, 459b, SG•79, WP•4–WP•5 **TE 4:** 23b, 35b, 43d, 51b, SG•16, 67b, 73d, 81b, 95b, 105a, 105d, 111b, 111i, SG•48, 125b, 131d, 139b, 157c, 157d, 165b, WP•2–WP•3 **TE 5:** 185b, 193d, 199b, SG•6, SG•16, 219d, 227b, 247d, 255b, 269b, 279c, 279d, 287b, SG•53, SG•61, 301b, 307d, 315b, SG•79 **TE 6:** 335b, 343c, 343d, SG•6, SG•11, SG•14, SG•15, 363b, 373d, SG•30, 395b, 405d, 413b, SG•46, 437d, 443b, SG•62, SG•63, 459b, 465c, 465d, 473b, SG•76, SG•77, WP•2–WP•3, WP•4–WP•5

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	**SE 1:** 38, 68, 100, 130, 156, 220, 248, 274, 302, 336, 362, 392, 420, 450 **SE 2:** 42, 72, 104, 130, 156, 192, 218, 246, 278, 306, 342, 372, 404, 436, 464 **TE 1:** 38–39a, 68–69a, 100–101a, 107a, SG•46, 130–131a, SG•54, SG•55, SG•59, SG•64, 156–157, 157a **TE 2:** 188–189a, 220–221a, 221c, 248–249a, 274–275a, 283e, 302–303a, 303d **TE 3:** 336–337a, 337c, 362–363a, 363c, 392–393, 393a, 420–421a, 450–451a **TE 4:** 42–43a, 72–73a, 104–105a, 130–131a, 156–157a **TE 5:** 192–193, 218–219a, 227e, 246–247a, 255b, 278–279a, 306–307a **TE 6:** SG•12, SG•13, 342–343, 353e–353f, 363d–363e, 372–373a, 373, 374–375, 375a, 404–405a, 436–437a, 464–465a
Writing 9.a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").	**SE 1:** 38, 68, 100, 130, 188, 220, 248, 392, 450 **SE 2:** 42, 156, 246, 306, 404, 436 **TE 1:** 38–39a, 42c–42d, 68–69, 100–101, 130–131a **TE 2:** 188–189a, 220–221a, 248–249 **TE 3:** 362–363a, 392–393, 450–451a **TE 4:** 45b–45c, 156–157a **TE 5:** 227d–227e, 306–307a **TE 6:** 404–405, 436–437, 443p–443q
Writing 9.b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**SE 1:** 156, 274, 302, 336, 362, 420 **SE 2:** 72, 104, 130, 192, 218, 278, 342, 372, 464 **TE 1:** 72–73, 73a, 156–157 **TE 2:** 274–275, 302–303a **TE 3:** 336–337, 362–363a, UR•15 **TE 4:** 72–73, 104–105, 130–131 **TE 5:** 192–193, 218–219, 246–247a,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Writing 9.b.** Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	278–279 **TE 6:** 342–343a, 372–373, 464–465
Range of Writing	
Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**SE 1:** 24–25, 38, 40–41, 43 **TE 1:** 23b, 23e–23f, 24–25, 31d–31e, 38–39, 40–41, 41b–41c, 42–43a, 45b, 45d–45e, 45p–45q, SG•12, SG•31, SG•46, SG•48, 113e–113f, SG•63, SG•64, 151d–151e, SG•80, UR•10, UR•35, UR•45, U•54 **TE 2:** 175e–175f, 183d–183e, SG•5, 220–221, 221a, SG•27, SG•28, 231e–231f, 250–251, 251a, 251b–251c, SG•37, 259e–259f, 297d–297e, 309b, 313a, UR•15, UR•25, UR•35, UR•45, UR•55 **TE 3:** 371b, 371d–371e, 375e–375f, 394–395, 395a, 395b–395c, 401p–401q, SG•44, 415d–415e, 443d–443e, 450–451, 451a, 451d, 452–453, 453a, 459d–459e, 459p–459q, 463a, UR•15 **TE 4:** 23e–23f, 55e–55f, 67d–67e, 74–75, 75a, 81p–81q, 85e–85f, SG•37, SG•47, 139d–139e, SG•64, 151d–151e, 158–159, 159a, 168–169, 169a, UR•15, UR•35, UR•45, UR•55 **TE 5:** 194–195, 195a, SG•16, 203e–203f, 213d–213e, SG•31, SG•47, 269d–269e, SG•54, SG•59, SG•64, 291e–291f, 301d–301e, 315p–315q, SG•74 **TE 6:** 342–343, 343a, 346–347, 347a, 349b, 349d–349e, 349p–349q, SG•2, SG•11, SG•15, 353e–353f, 413b, 443p–443q, SG•58

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Speaking and Listening Standards	
Comprehension and Collaboration	
Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	**SE 1:** 20–21, 26–27, 255 **SE 2:** 51 **TE 1:** 20–21, 21a–21b, 21c, 22–23, 24a–24b, 26–27, 27a, 31e, 32a–32b, 42a–42b, SG•2, SG•3, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•16, 47a–47b, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•24, SG•29, 82a–82b, 94a–94b, 104a–104b, 111a–111b, 114a–114b, 124a–124b, 134a–134b, 139a–139b, 142a–142b, 152a–152b, 160a–160b, UR•6, UR•16, UR•26, UR•36, UR•46 **TE 2:** 173a–173b, 176a–176b, 184a–184b, 192a–192b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 197a–197b, 200a–200b, 212a–212b, 224a–224b, SG•18, SG•19, SG•22, SG•23, SG•28, SG•32, 229a–229b, 232a–232b, 242a–242b, 252a–252b, 254–255, 257a–257b, 260a–260b, 268a–268b, 278a–278b, 278c–278d, 278–279, 279a, 285a–285b, 287a, 287b, 288a–288b, 298a–298b, 303a, 306a–306b, 309a, SG•66, SG•71, UR•6, UR•16, UR•26, UR•36, UR•46 **TE 3:** 317a–317b, 320a–320b, 330a–330b, 340a–340b, 348a–348b, 358a–358b, 366a–366b, 371n, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 373a–373b, 376a–376b, 388a–388b, 396a–396b, 403a–403b, 406a–406b, 424a–424b, SG•62, SG•63, 431a–431b, 433a, 433b, 434a–434b, 444a–444b, 451c, 454a–454b, 459n, SG•66, SG•70, SG•75, SG•79, SG•80, UR•6, UR•16, UR•26, UR•36, UR•46 **TE 4:** 24a–24b, 26, 36a–36b, 46a–46b, SG•6, SG•7, SG•10, SG•11, SG•16, 50–51, 56a–56b, 68a–68b, 76a–76b,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Speaking/Listening 1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	80–81, 81a, 86a–86b, 96a–96b, 108a–108b, SG•38, SG•39, SG•42, SG•43, SG•48, 116a–116b, 126a–126b, 134a–134b, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b, SG•66, SG•75, SG•76, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 **TE 5:** 173a–173b, 176a–176b, 186a–186b, 186–187, 187a, 196a–196b, 199n, SG•2, SG•6, SG•7, SG•15, 204a–204b, 214a–214b, 222a–222b, 222d, 227n, 232a–232b, 242a–242b, 250a–250b, 250c–250d, 257a–257b, 260a–260b, 270a–270b, 282a–282b, 289a–289b, 292a–292b, 302a–302b, 309c, 310a–310b, SG•74, SG•75, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 **TE 6:** 326a–326b, 336a–336b, 346a–346b, 349a, 349n, 351a, 354a–354b, 364a–364b, 376a–376b, 383a–383b, 386a–386b, 396a–396b, 408a–408b, 418a–418b, 428a–428b, 440a–440b, 448a–448b, 460a–460b, 468a–468b, 473n, SG•70, SG•71, SG•75, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47
Speaking/Listening 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**SE 1:** 45, 309 **SE 2:** 287, 349, 413 **TE 1:** 21a–21b, 45a, 45n, 69a, 79a–79b, 124c–124d, 130–131, 131a **TE 2:** 188–189a, 227n, 268a–268b, 278a–278b, 308–309a **TE 3:** 371n, SG•64, 459n, SG•80 **TE 4:** 76a-76b, SG•48 **TE 5:** 286–287a **TE 6:** 348–349a, 349n, 412–413, 443n

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Speaking/Listening 1.b. Follow agreed upon rules for discussions and carry out assigned roles.	**SE 1:** 45, 77, 109, 137, 165, 283, 309 **SE 2:** 199, 413 **TE 1:** 45a, 45n, 76–77, 77n, SG•32, 108–109a, 109e, 109n, 136–137, 137n, 164–165a, 165n **TE 2:** 195n, 226–227a, 227n, 254–255a, 255n, 282–283a, 283n, 308–309a, 309n **TE 3:** 343n, 371n, 400–401a, 401n, 429n, 459n, SG•80 **TE 4:** 51n, SG•16, 80–81a, 81n, 110–111, 111a, 111n, 138–139, 139a, 139n, 165n **TE 5:** 198–199a, 227n, 286–287a, 287n, 315n, SG•80 **TE 6:** 348–349a, 349n, 381n, 412–413a, 413n, 473n
Speaking/Listening 1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	**SE 1:** 77, 78, 110, 137, 165, 255, 283, 284, 309, 316, 344, 372, 401, 429, 459 **SE 2:** 20, 52-53, 80-81, 82-83, 110-111, 112-113, 139, 140, 200, 255, 256, 287, 288, 315, 322, 349, 350, 382-383, 413, 414, 444, 473 **TE 1:** 23a–23b, 45a, SG•14, 47a–47b, 49a–49b, 77a, 78j–79, 110–111, SG•20, SG•21, SG•23, SG•34, SG•35, SG•36, SG•37, SG•39, 111a–111b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•66, SG•67, SG•68, SG•69, SG•71, 136–137, 164–165 **TE 2:** 175a, 175b, 199b, 212b, 254–255a, 255b, 255n, 259a, 259b, 278a–278b, 282–283a, 287a, 308–309a **TE 3:** 343n, 344–345, 371a, 371b, 371n, 372–373, SG•53, 400–401, 428–429, 459–459, 459n **TE 4:** 20–21, 21a–21b, SG•7, 52–53, 56a–56b, 80–81a, 81n, 82–83, SG•18, SG•19, SG•23, SG•28, 110–111a, 112–113a, SG•55, SG•60, 140–141, 141a–141b, UR•16

Key: SE=Student Edition; **TE=**Teacher's Edition; **SG**=Small Group
UR=Unit Review, **WP**=Writing Process

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Speaking/Listening 1.c.** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	**TE 5:** 173a–173b, 175b, SG•12, 200–201, 201a, 222c, SG•20, SG•21, SG•30, SG•31, 229a, 255a, 256–257, SG•36, SG•37, SG•46, SG•47, 259a, 259b, 286–287, 287a, 288–289, 291b, 314–315, 315a, SG•69, SG•71, SG•78, SG•79 **TE 6:** 322–323, 323a, 348–349, 349a, 349n, 350–351, 382–383, 412–413, 414–415, 415a, 428a–428b, 443a, 444–445, 472–473
Speaking/Listening 1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**SE 1:** 255, 309 **SE 2:** 255, 287, 349, 381, 413 **TE 1:** 23a, 24a–24b, 32c–32d, 42a–42b, 42–43, 43a, 81a, 82a–82b, 104a–104b, 114a–114b, 124c–124d, 142a–142b, 152a–152b **TE 2:** 254–255, 308–309, SG•7, SG•50, SG•54, SG•55 **TE 3:** 406b **TE 4:** 99a, 116b, 134a–134b, UR•36–UR•37, UR•46–UR•47 **TE 5:** 254–255, 286–287 **TE 6:** 348–349, 349a, 380–381, 412–413
Speaking/Listening 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**SE 1:** 22 **TE 1:** 21c, 22–23, SG•74 **TE 2:** 184c–184d, 189a, 221a, 249a, 255n, 268c–268d, 275a, 303a **TE 4:** 68c–68d, 126c–126d, 131a, 165n **TE 5:** 250–251, 251a, 252–253, 253a **TE 6:** 336c–336d, 342a, SG•9

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Speaking/Listening 3. Identify the reasons and evidence a speaker provides to support particular points.	**SE 2:** 51, 349, 413 **TE 1:** SG•22, SG•23, SG•27, SG•32, 136–137a, 165a **TE 2:** 221a, SG•55, SG•59, SG•64 **TE 4:** 42–43, 51a, 139q **TE 6:** SG•70, SG•71, SG•74, SG•75, SG•80
Presentation of Knowledge and Ideas	
Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**SE 1:** 137, 195, 227, 309, 343, 401, 429, 459 **SE 2:** 81, 111, 139, 165, 227, 255, 287, 381, 473 **TE 1:** 32c–32d, SG•16, 77n, SG•32, 109n, SG•48, 111b, 136–137a, 137n, SG•64, 165n, SG•80 **TE 2:** 194–195, 195a, 195n, SG•16, 226–227, 227a, 227n, 227q, 255n, SG•48, 283n, SG•64, 308–09a, 309n, SG•80 **TE 3:** 330c–330d, 337d, 342–343a, 343n, SG•16, 371b, 371n, SG•32, 388d, 392–393a, 400–401a, 401n, SG•48, 429n, 450–451a, 458–459a, 459n, SG•80 **TE 4:** 51n, SG•16, 72–73, 73a, 80–81, 81a, 81n, SG•32, 96c–96d, 105a, 110–111a, 111n, SG•48, 138–139a, 139n, SG•64, 157a, 164–165a, 165n, SG•73, SG•80 **TE 5:** 193a, 199n, SG•16, 226–227a, 227n, SG•22, SG•25, SG•32 242c–242d, 247d, 254–255a, 255n, SG•48, 270c–270d, 287n, SG•64, 302c–302d, 307a, 315n, SG•72, SG•73, SG•80 **TE 6:** 349n, SG•16, 364c–364d, 373a, 380–381a, 381n, SG•32, 396c–396d, 413n, SG•48, 428c–428d, 443n, SG•64, 465d, 473a, 472–473, 473n, SG•80

Key: SE=Student Edition; **TE=**Teacher's Edition; **SG**=Small Group
UR=Unit Review, **WP**=Writing Process

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Speaking/Listening 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**SE 1:** 109, 137, 165, 429, 459 **SE 2:** 51, 81, 227, 255 **TE 1:** 45q, 77q, 137q, 164–165a, SG•70 **TE 2:** 189d, 195q, 227q **TE 3:** 429a, 458–459a, SG•70, SG•75, SG•79 **TE 4:** 50–51a, 80–81a **TE 5:** 226–227, 254–255 **TE 6:** 380–381a, SG•32
Speaking/Listening 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	**SE 1:** 77, 195, 429 **TE 1:** 45a, 76–77a, 137a **TE 2:** 194–195a, SG•11, 227a, 242a **TE 3:** 320d, 334–335, 343i, 428–429

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language Standards	
Conventions in Writing and Speaking	
Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**SE 1:** 133, 159, 191, 277, 395, 423, 453 **SE 2:** 45, 75, 107, 133, 159, 309, 345 **TE 1:** 24c–24d, SG•11, SG•16, 49d, 50c, 61c, 69e, 77c, 77o, SG•22, SG•27, SG•32, 81d, 82c–82d, 109i, 113d, 123c, 123d–123e, 131e, 132–133, 133a, 137c, 137d–137e, 137o, 137p–137q, 141d, 151c, 157e, 158–159, 165c, 165o, 165p–165q, SG•70, SG•75, SG•80, UR•44–UR•45, UR•54–UR•55 **TE 2:** 175d, SG•6, 190–191, 211c, 220–221a, 227p, SG•32, 241c, 255c, 255o, SG•38, 259d, 267c, 275e, 276–277a, 283c, 283o, SG•54, SG•64, 287d, 297b, 303e, 304–305a, 309c, 309p–309q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55 **TE 3:** 319d, 329c, 343p–343q, 347d, 371c, 375d, 387c, 393e, 394–395, 395a, 401c, 401o, 401p, SG•43, 405d, 415c, 421e, 422–423, 423a, 429c, 429o, SG•54, SG•59, SG•64, 433c, 433d, 443c, 451e, 452–453a, 459c, 459d–459e, 459o, 459p–459q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55 **TE 4:** 23d, 35c, 43e, 44–45a, 45b–45c, 51c, 51o, 51p–51q, SG•6, SG•11, 55d, 67c, 73e, 74–75, 75a, 81c, 81o, 81p–81q, SG•18, SG•22, SG•27, SG•29, SG•32, 85d, 95c, 105e, 106–107, 111c, 111o, SG•38, SG•43, SG•48, 115d, 125c, 131e, 132–133a, 139c, 139o, 139p–139q, SG•54, SG•59, 151c, 157e, 158–159a, 165c, 165o, 165p–165q, SG•75, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**TE 5:** 175d, 185c, 193e, 194–195a, 195b–195c, 199c, 199o, 199p–199q, SG•6, SG•11, SG•16, 203d, 213c, 219e, 220–221a, 227c, 227o, 227p–227q, SG•22, SG•23, SG•27, SG•32, 231d, 241c, 247e, 255c, 255o, 255p–255q, SG•34, SG•35, SG•38, SG•43, SG•48, 259d, 269c, 279e, 280–281a, 287c, 287o, SG•54, SG•59, SG•64, 301c, 301d–301e, 307e, 308–309, 315c, 315d, 315o, 315p–315q, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45 **TE 6:** 325d, 335c, 343e, 344–345a, 349a, 349c, 349o, 349p–349q, SG•11, SG•27, SG•43, 443n, 443o, SG•58, SG•59, SG•74, SG•75, UR•14
Language 1.a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	**TE 1:** 141d, 151c, 157e **TE 5:** 199d, 221b, 248–249, 280–281 **TE 6:** 374–375, 438–439
Language 1.b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	**SE 1:** 365 **TE 1:** 76–77a **TE 3:** 319c, 329c, 337e, 343c, SG•16, 357c, 363e, 371o, SG•27, UR•24
Language 1.c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	**TE 3:** 347d, 357c, 363e, 371c, 371o, SG•22, SG•32, 415c, 429c, 429o, SG•54, SG•64, 443c
Language 1.d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	**TE 5:** 175d, 185c, 193e, 194–195, 195a, 199c, 199d, 199o, UR•14
Language 1.e. Form and use prepositional phrases.	**SE 2:** 309 **TE 5:** 291d, 301c, 307e, 308–309, 315c, 315o, 315p, SG•70, SG•75, SG•80, UR•54–UR•55

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language 1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	**SE 1:** 103, 159, 453 **SE 2:** 195, 221, 309, 375 **TE 1:** 23d, 39e, 49d, 93c, 101e, 102–103a, 109c, 109o, 109p–109q, SG•43, SG•48, 113d, 123c, 151c, 158–159, UR•34–UR•35, WP•8–WP•9 **TE 2:** 297d–297e **TE 3:** 394–395, 395a, 395b, 452–453a, 453b–453c, 459d, 459p **TE 4:** WP•8 **TE 5:** 194–195, 195b–195c, 198–199, 199d–199e, 220–221a, 221b–221c, 308–309, 309a **TE 6:** 363e, 374–375, 375a, 375b–375c, 381d–381e
Language 1.g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).	**SE 2:** 176, 198 **TE 3:** 347c, 357c, 363e, 371c, 433c, 451e, 459c, UR•24, UR•54 **TE 5:** 301c, UR•13
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**SE 1:** 41, 71, 133, 191, 251, 305 **SE 2:** 375, 407, 467 **TE 1:** 23c, 23d, 39e, 40–41, 45c, 45o, 45p–45q, SG•6, 49c, 49d, 61c, 69e, 70–71, 71a, 77c, 77p–77q, 81d, 132–133a, 133b–133c, SG•59, SG•64, 159b–159c, SG•75, UR•14–UR•15, UR•24–UR•25, WP•8–WP•9 **TE 2:** 175c, 175d, 183c, 189e, 190–191, 195c, 195o, 195p–195q, SG•11, SG•16, 199c, 199d, 211c, 221e, 222–223, 223a, 227c, 227o, SG•27, 231c, 231d, 249e, 250–251, 255p–255q, SG•43, 259c, 287c, 304–305, 309c, 309o, UR•14, UR•24, UR•34, UR•44, UR•54 **TE 3:** 319c, 343p–343q, 371p–371q, SG•22, SG•27, SG•32, 429p–429q, 433c, 443c, 443e, 451e, 459c, 459d–459e, 459o

Key: SE=Student Edition; **TE=**Teacher's Edition; **SG**=Small Group
UR=Unit Review, **WP**=Writing Process

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**TE 4:** 81p–81q, 85c, 111p–111q, 115c, 133b–133c, UR•14, WP•10 **TE 5:** 199p–199q, 221b–221c, 227c, 227d–227e, 255d–255e, 255p–255q, 287p–287q, WP•9 **TE 6:** 325d, 335c, 349c, SG•6, SG•11, SG•16, 353d, 363c, 373e, 374–375, 381c, 381o, 381p–381q, 385c, 385d, 395c, 405e, 406–407, 413c, 413p–413q, 417c–417d, 437e, 443c, 443d–443e, 447d, 459c, 466–467, 467a, SG•80, UR•34, UR•44, UR•54
Language 2.a. Use correct capitalization.	**SE 1:** 191 **SE 2:** 375, 467 **TE 1:** 23d, 31c, 45c, 45o, 49d, 61c, 69e, 77c, 77o **TE 2:** 175d, 183c, 190–191, 195p, 283d–283e **TE 3:** 433d, 459d **TE 6:** 353d, 363c, 373e, 374–375, 375a, 381c, 381o, 381p–381q, SG•22, SG•27, 427c, 447d, 459c, 465e, 466–467, 467a, 473c, 473o, SG•70, SG•75, SG•80, UR•24–UR•25, UR•54
Language 2.b. Use commas and quotation marks to mark direct speech and quotations from a text.	**SE 2:** 158–159, 438–439 **TE 1:** 159b **TE 2:** 176d, 260d **TE 4:** 158–159 **TE 6:** 405e, 413o, 417d, 427c, 437e, 438–439, 439a, 443c, 443d–443e, 443o, 443p, SG•54, SG•64, UR•44

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language 2.c. Use a comma before a coordinating conjunction in a compound sentence.	**SE 1:** 132–133 **SE 2:** 407 **TE 1:** 123c, 131e, 132–133, 133a, 137o, 137p, UR•44–UR•45, WP•7 **TE 6:** 325d, 335c, 343e, 349c, 349o, SG•6, SG•11, SG•16, 395c, 405e, 406–407a, 413c, 413o, 413p, SG•38, SG•43, SG•48, 466–467, 467a, UR•14, UR•34–UR•35
Language 2.d. Spell grade-appropriate words correctly, consulting references as needed.	**TE 1:** 23c, 31c, 39e, 45c, 45o, 49c, 61c, 69e, 77c, 77o, 81c, 101e, 109o, 109p, 113c, 123c, 131e, 137c, 137o, 141c, 151c, 157e, 165c, 165o, UR•14, UR•24, UR•34, UR•44, UR•54 **TE 2:** 175c, 183c, 189e, 195c, 195o, 195p, 199c, 211c, 221e, 227c, 227o, 231c, 241c, 249e, 255c, 259c, 275e, 283c, 283o, 287c, 303e, 309c, UR•14, UR•24, UR•34, UR•44, UR•54 **TE 3:** 319c, 329c, 337e, 343c, 343o, 347c, 371c, 371o, 375c, 387c, 393e, 401c, 401o, 405c, 415c, 421e, 429c, 429o, 433c, 443c, 451e, 459c, 459o, UR•14, UR•34, UR•44, UR•54 **TE 4:** 23c, 35c, 43e, 51c, 51o, 55c, 67c, 73e, 81c, 81o, 85c, 95c, 105e, 111c, 111o, 115c, 125c, 131e, 139c, 139o, 143c, 151c, 157e, 165c, 165o, UR•24, UR•34, UR•44, UR•54 **TE 5:** 175c, 185c, 193e, 199c, 199o, 203c, 213c, 219e, 227c, 227o, 231c, 241c, 247e, 255c, 255o, 259c, 269c, 279e, 287c, 287o, 291d, 301c, 307e, 315c, 315o, UR•14, UR•24, UR•34, UR•44, UR•54 **TE 6:** 325c, 335c, 343e, 349c, 349o, 353c, 363c, 373e, 381c, 381o, 385c, 395c, 405e, 413c, 413o, 417c, 427c, 437e, 443c, 443o, SG•58, 447c, 459c, 465e, 473c, 473o, UR•14, UR•24, UR•34, UR•44, UR•54

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Knowledge of Language	
Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**SE 1:** 222–223, 227 **TE 1:** 38–39a, 40–41a, 44–45a, 68–69a, 70–71a, 76–77a, 77i, 100–101a, 102–103, 108–109a, 130–131a, 132–133a, 136–137a, 156–157a, 158–159, 164–165a **TE 2:** 175c–175d, 183c, 183d–183e, 186–187, 188–189, 189a, 190–191, 191b–191c, 194–195, SG•11, 220–221, 221a, 222–223, 223a, 223b–223c, 224–225a, 226–227, 227a, 227p, SG•27, 248–249, 249a, 250–251, 251a, 254–255, 255a, SG•42, SG•43, 274–275, 274–275, 275a, 276–277, 277a, 283a, 283p–283q, SG•59, SG•75, UR•14–UR•15, WP•9 **TE 3:** SG•10, SG•11, 347d, 357d–357e, 363e, 364–365a, 365c, SG•26, 392–393a, 394–395a, 443d–443e, 459p–459q, UR•24, UR•25 **TE 4:** 44–45a, 73a, 74–75a, 80–81a, 104–105a, 106–107a, 130–131a, 132–133a, 138–139a, 143d, 158–159a, SG•70 **TE 5:** 194–195a, 203d, 231d, 241c, 278–279a, 280–281a, 287a, 306–307a, 308–309a, 314–315a **TE 6:** 381n, 381o

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language 3.a. Choose words and phrases to convey ideas precisely.	**SE 1:** 40–41, 77, 190–191, 250–251 **SE 2:** 45, 74–75, 248–249, 406–407 **TE 1:** 40–41, 41b–41c, SG•3, 77a, 82d, 90–91a, 103b–103c, 114d, 132–133a, 137d–137e, 159b–159c **TE 2:** 190–191, 191a, 191b–191c, 192c, 192–193, 193a, 232d, 250–251, 251a, 251b–251c **TE 3:** 343d, 365b, 390–391, 391a, SG•35, SG•40, SG•62, 443d, 459p, WP•7 **TE 4:** 41a, 44–45, 45a, 45b–45c, 51d–51e, 56d, 60–61, 74–75, 75a, 75b, 81d–81e, 81i, 143d, 158–159, 159a, WP•6–WP•7 **TE 5:** 176d, 196c–196d, 199i, 231e–231f, 232c–232d, 248–249, 249b–249c, 259d, 260d, 268–269a, 274–275a, 279e, 287i, UR•22, WP•6–WP•7 **TE 6:** 346c–346d, 354d, 381d, 381i, 406–407, 407b, 443d–443e
Language 3.b. Choose punctuation for effect.	**SE 1:** 71 **TE 1:** 31c, 39e, 40–41, 45c, 45o, 45p–45q, 70–71, 77o, 137d–137e, UR•14 **TE 5:** 304–305
Language 3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	**SE 1:** 132, 364, 422 **SE 2:** 132 **TE 1:** 113e–113f, 132–133, 133b–133c, 159b–159c **TE 2:** 227a, 279a, 281a **TE 3:** 320d, 334–335, 357d–357e, 364–365, 422–423, 429d–429e, 429p–429q, 444–445, UR•50–UR•51 **TE 4:** 132–133 **TE 5:** 314–315a

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.	**SE 1:** 24–25, 44, 50–51, 76, 82–83, 108, 114–115, 136, 142–143, 164, 176–177, 194, 200–201, 226, 232–233, 254, 260–261, 282, 288–289, 320–321, 348–349, 376–377, 400, 406–407, 428, 434–435, 458 **SE 2:** 24–25, 50, 56–57, 80, 86–87, 116–117, 138, 144–145, 176–177, 198, 204–205, 226, 232–233, 254, 260–261, 286, 292–293, 314, 326–327, 348, 354–355, 380, 386–387, 412, 418–419, 448–449, 472 **TE 1:** 23a, 24e, 24–25, 32–33a, 44–45, 45a, SG•4, 49a, 50e, 50–51, 76–77, 77a, SG•19, SG•28, SG•29, 81a, 82e, 86–87, 87a, 95a, 108–109, 109a, 109h, SG•35, SG•36, SG•38, SG•41, SG•45, 113a, 114c–114d, 114e, 114–115, 136–137, 137i, SG•51, SG•52, SG•55, SG•56, SG•57, SG•61, 141a, 142e, 142–143, 150–151, 165a, SG•66, SG•68, SG•71, SG•73, SG•77, SG•78, UR•20–UR•21, UR•23, UR•30–UR•31, UR•32–UR•33 **TE 2:** 173a–173b, 175a, 176e, 176–177, 184–185a, 194–195, 199a, 200c, 200e, 200–201, 209a, 226–227, 227h, 231a, 232e, 232–233, 255a, SG•34, SG•35, 260c–260d, 260e, 260–261, 268–269, 269a, 282–283, 283a, 283h, 283i, SG•50, SG•51, SG•57, 288e, 288–289, 292–293, 293a, 295a, 299a, 309a, 309h, SG•78, UR•20, UR•23, UR•30, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53 **TE 3:** 320e, 320–321, 328–329, 343a, 343h–343i, 347a, 348a, 348e, 348–349, 356–357a, 371a, 371h, 371i, 376e, 376–377, 401a, 401h, 401i, SG•34, SG•35, 403a–403b, 405a, 406e, 406–407, 433a, 434c–434d, 434e, 434–435, 442–443, 458–459,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.	459a, SG•68, SG•73, SG•78, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32–UR•33, UR•40–UR•41, UR•42–UR•43, UR•51, UR•52–UR•53 **TE 4:** 21a–21b, 23a, 24a–24b, 24e, 24–25, 51a, 56e, 56–57, 68–69, 69a, 80–81, 81a, 83a–83b, 85a, 86e, 86–87, 94–95, 111a, 111h, 113a, 115a, 116a–116b, 116e, 116–117, 138–139, 141a–141b, 143a, 144e, 144–145, 150–151, 153a, 165a, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33 **TE 5:** 173a–173b, 175a, 176e, 176–177, 198–199, 199a, 199h, SG•2, 201a–201b, 203a, 204a–204b, 204e, 204–205, 214a–214b, 222a–222b, 226–227, 227a, SG•24, SG•25, SG•28, SG•29, 229a–229b, 231a, 232a–232b, 232e, 232–233, 238–239, 242a, 250a, 254–255, 255a, 255h–255i, SG•41, 257a–257b, 259a, 260e, 260–261, 286–287, 287a, SG•57, 289a–289b, 291a, 292–293, 298–299, 299a, 314–315, 315a, 315h, 315i, UR•30–UR•31, UR•33 **TE 6:** 323a–323b, 326e, 326–327, 336–337a, 349h, 351a–351b, 353a, 354e, 354–355, 366–367a, 381a, 381h, 383a–383b, 385a, 386c–386d, 386e, 386–387, 412–413, 423a, 413h, SG•34, SG•35, 415a–415b, 417a, 418c–418d, 418e, 418–419, 423a, 425a, 426–427, 428c, 434–435a, 443a, 443h, 445a–445b, 447a, 448e, 448–449, 460–461a, 472–473, 473a, 473h, UR•20–UR•21, UR•23, UR•24, UR•30–UR•31, UR•32–UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language 4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	**SE 1:** 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400 **SE 2:** 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472 **TE 1:** SG•4, SG•9, SG•14, 58–59, 59a, SG•25, 81a, SG•46, 111a–111b, 114e, 114–115, 117a, 123a, 125a, 136–137a, 137h, SG•62, UR•21, UR•30–UR•31, UR•40–UR•41, UR•43 **TE 2:** 173a–173b, 175a, SG•4, SG•9, SG•14, 197a–197b, 204–205, 206–207a, 209a, 212a, 216–217a, SG•20, SG•25, SG•30, 243a, SG•36, SG•41, SG•46, 268–269a, SG•52, SG•57, SG•62, 292–293a, 298a, SG•68, SG•73, SG•78, UR•31, UR•41, UR•51 **TE 3:** 320e, 320–321, 342–343, 343a, SG•4, SG•9, SG•14, 347a, 348e, 348–349, 370–371, 371a, 371h, SG•20, SG•25, SG•30, 376e, 376–377, 384–385a, 396a, 401a, 401h, SG•36, SG•41, SG•46, SG•52, SG•57, SG•62, SG•68, SG•73, SG•78, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32–UR•33, UR•50–UR•51 **TE 4:** 24e, 24–25, 36–37a, 51a, 51h, SG•4, SG•9, SG•10, SG•14, 56e, 56–57, 59a, 64–65a, 68–69, 69a, 80–81, 81a, 81h, SG•20, SG•30, 83a–83b, SG•36, SG•41, SG•46, 113a–113b, 122–123, SG•52, SG•62, 144e, 144–145, 165a, SG•68, SG•73, SG•78, UR•10–UR•11, UR•20–UR•21, UR•23, UR•30–UR•31, UR•53 **TE 5:** 176c–176d, 188–189, 189a, 199h, SG•4, SG•9, SG•14, 204c–204d, SG•20, SG•30, 232e, 232–233, 238–239, 254–255, 255a, 255h, SG•36, SG•41, SG•46, 260a, 266–267, 267a, 270a, 282a–282b, SG•52, SG•62,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Language 4.a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	289a–289b, 292e, 292–293, 295a, 298–299a, 310b, 315a, 315h, SG•68, SG•73, SG•78, UR•30–UR•31, UR•33, UR•50–UR•51, UR•52–UR•53 **TE 6:** SG•4, SG•9, SG•14, SG•20, SG•25, SG•30, 386e–387, 390–391a, 396–397a, 412–413a, 413h, SG•36, SG•41, SG•46, 418e, 418–419, 423a, 426–427, 434–435a, 442–443, 443a, 443h, SG•52, SG•57, SG•62, 448e, 448–449, 460–461a, 472–473, 473a, SG•68, SG•72, SG•73, SG•78, SG•79, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53
Language 4.b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	**SE 1:** 142–143, 164, 176–177, 194, 232–233, 254, 406–407, 428, 434–435 **SE 2:** 116–117, 138, 204–205, 226, 260–261, 286, 326–327, 348 **TE 1:** 24e, 24–25, 142c–142d, 142e, 142–143, 164–165, 165a, 165h, UR•10, UR•11, UR•13, UR•50–UR•51, UR•53 **TE 2:** 176c–176d, 176e, 176–177, 195a, 195h, 195i, 232c–232d, 232e, 232–233, 242–243, 255a, 255h, 255i, 309i, UR•10–UR•11, UR•30–UR•31, UR•33 **TE 3:** 320c–320d, 320e, 320–321, 343i, 348c–348d, 371i, 376c–376d, 406c–406d, 406e, 406–407, 429a, 429h, 429i, 434c–434d, 434e, 434–435, 459a, 459h, UR•42–UR•43 **TE 4:** 24c–24d, 51i, 56c–56d, 81i, 86c–86d, 116c–116d, 116e, 116–117, 121a, 128–129, 138–139a, 139h, 139i, 143c, 144c–144d, 165i, UR•40–UR•41, UR•43 **TE 5:** 204c–204d, 204e, 204–205, 216–217, 226–227a, 227h, 227i, 231c, 241c, 255c, 260c–260d, 260e, 260–261, 266–267, 267a, 272–273, 273a, 287a, 287h, 287i, 310a, UR•20–UR•21, UR•23, UR•34, UR•40–UR•41, UR•43

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Language 4.b.** Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	**TE 6:** 326c–326d, 326e, 326–327, 336–337, 348–349a, 349i, 354c–354d, 381i, 418c–418d, 447a, 448c–448d, 473i, UR•10–UR•11, UR•13, UR•24
Language 4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**SE 1:** 82–83, 108, 200–201, 226, 260–261, 282, 288–289, 308 **SE 2:** 86–87, 110, 176–177, 198, 354–355, 380 **TE 1:** SG•4, SG•9, 82e–83, 87a, 109a, UR•30–UR•31, UR•32–UR•33 **TE 2:** 200c, 200e, 200–201, 203a, 204–205, 206–207a, 222–223, 227a, 227h, 232c, 260e, 260–261, 271a, 282–283a, 283h, SG•52, 288e, 288–289, 299a, 308–309a, SG•68, SG•78, UR•11, UR•20–UR•21, UR•23, UR•40–UR•41, UR•43, UR•50, UR•53 **TE 3:** SG•25, 401h **TE 4:** 86e, 86–87, 89a, 96–97, 110–111a, 111h, SG•41, 116e, 131c, 150–151, UR•30–UR•31, UR•33, UR•51, WP•9 **TE 5:** 176c–176d, 176e, 176–177, 188–189, 189a, 198–199, 199a, 199h, 199i, 292c–292d, UR•10–UR•11, UR•13, UR•30–UR•31 **TE 6:** 326c, 349a, 354c, 354e, 354–355, 357a, 358–359, 359a, 364–365, 381a, 386c–386d, 386e, 386–387, 405c, 413d, 413h, 413i, UR•20, UR•23

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**SE 1:** 114–115, 190-191, 310–311 **SE 2:** 176–177, 198 **TE 1:** 24a–24b, SG•4, 50d, 60–61, 61a, 77i, 85a, 103b–103c, 109i, 114e, 114–115, 118–119a, 137h, 142d **TE 2:** 191b, 195d–195e, 251b–251c, 252c, 288c, 293a, 309i, 310–311a, 312–313 **TE 3:** 338–339, 343d, 382–383a, 406d, 429i, 434d, 439a, 444c, 444–445a, 446–447a, 459i, 462–463a, UR•40–UR•41 **TE 5:** 176d, 176–177, 198–199, 232c–232d, 255i, 316–317, 317a, 318–319, 319a **TE 6:** 326d, 337a, 346–347a, SG•13, SG•21, 386d, 448c–448d
Language 5.a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	**SE 1:** 252–253, 310–311, 392 **SE 2:** 166–167, 346–347 **TE 1:** 24a, 50d, 60–61, 77i, 85a, 103b–103c, 114e, 142d **TE 2:** 191b–191c, 200d, 227i, 251b–251c, 252–253, 253a, 310–311, 311a **TE 3:** 390–391, 391a, 392–393 **TE 4:** 144d, 165i, 166–167, 167a **TE 5:** 302a **TE 6:** 346–347a, SG•3, SG•13, 358–359a, SG•19, SG•24, 386d, 390–391a, 413i
Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**SE 2:** 50, 164, 412 **TE 1:** 32a, 61a **TE 2:** 252a **TE 4:** 24d, 51a, 51i, 116d, 122–123, 127a, 134a, 139i, 164–165a **TE 5:** 295a **TE 6:** 412–413, 413a, 448d, 473i

Key: SE=Student Edition; **TE=**Teacher's Edition; **SG**=Small Group
UR=Unit Review, **WP**=Writing Process

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language 5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**SE 1:** 114–115, 136 **SE 2:** 24–25, 144–145, 292–293, 314 **TE 1:** 32a, SG•4, SG•20, 104a–104b, 114e, 114–115, 117a, 122–123, 125a, 136–137, 137a, 137h, UR•40–UR•41, UR•43 **TE 2:** 184a, SG•9, 242a, 252a–252b, 298a, SG•68 **TE 3:** 366a **TE 4:** 24e, 24–25, 27a, 32–33, 33a, 36–37, 37a, 51h, SG•12, 96a, 108a, SG•44, 131c, 144e, 144–145, 150–151, 165h, SG•76, UR•10–UR•11, UR•12–UR•13, UR•50–UR•51, UR•53 **TE 5:** 292e, 292–293, 298–299, 215a, 315h, UR•50–UR•51, UR•53 **TE 6:** SG•12
Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	**TE 1:** 21a–21b, 23a, 24b, 32a–32b, 42a–42b, SG•2, SG•3, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 47a–47b, 49a, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•31, 79a–79b, 82a–82b, 82c–82d, 94a–94b, 104a–104b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•47, 111a–111b, 114a–114b, 124a–124b, 134a–134b, SG•50, SG•51, SG•53, SG•56, SG•58, SG•63, 139a–139b, 142a–142b, 152a–152b, 160a–160b, SG•66, SG•67, SG•69, SG•72, SG•74, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47 **TE 2:** 173a–173b, 176b, 184b, 192b, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 197a–197b, 199a, 200b, 212b, 224b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•30, SG•31, 229a–229b, 231a, 232b, 242b, 252a–252b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Language 6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	257a–257b, 260b, 268b, 278a–278b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 285a–285b, 287a, 288a–288b, 298a–298b, 306b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47 **TE 3:** 317a–317b, 319a, 320a–320b, 330a–330b, 340a–340b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•10, SG•12, SG•13, SG•15, 345a–345b, 347a, 348a–348b, 358a–358b, 366a–366b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•31, 373a–373b, 375a, 376a–376b, 388a–388b, 396a–396b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 403a–403b, 405a, 406a–406b, 416a–416b, 424a–424b, SG•50, SG•51, SG•55, SG•56, SG•58, SG•61, 431a–431b, 434a–434b, 444a–444b, 454a–454b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17UR•27, UR•37, UR•47 **TE 4:** 21a–21b, 23a, 24a–24b, 36a–36b, 46a–46b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 53a–53b, 55a, 56a–56b, 68a–68b, 76a–76b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 83a–83b, 85a, 86a–86b, 96a–96b, 108a–108b, SG•34, SG•35, SG•39, SG•42, SG•45, SG•47, 113a–113b, 116a–116b, 126a–126b, 134a–134b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47 **TE 5:** 173a–173b, 175a, 176a–176b, 186a–186b, 196a–196b, SG•2, SG•3,

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
(Continued) **Language 6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	SG•5, SG•7, SG•10, SG•13, SG•15, 201a–201b, 204a–204b, 214a–214b, 222a–222b, SG•18, SG•19, SG•21, SG•22, SG•23, SG•24, SG•26, SG•28, SG•29, SG•31, 229a–229b, 232a–232b, 242a–242b, 250a–250b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, 257a–257b, 260a–260b, 270a–270b, 282a–282b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•58, SG•60, SG•61, SG•63, 289a–289b, 291a, 292a–292b, 302a–302b, 310a–310b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47 **TE 6:** 323a–323b, 326a–326b, 336a–336b, 346a–346b, SG•2, SG•3, SG•5, SG•7, SG•9, SG•10, SG•12, SG•13, SG•15, 351a–351b, 354a–354b, 364a–364b, 376a–376b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 383a–383b, 386a–386b, 396a–396b, 408a–408b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 415a–415b, 417c, 418a–418b, 428a–428b, 440a–440b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 445a–445b, 448a–448b, 460a–460b, 468a–468b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47