

Teacher's Guide to Meeting the Common Core State Standards* with *Scott Foresman California Reading Street*

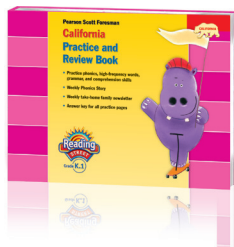


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Introduction

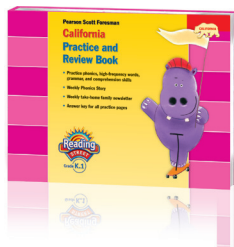
The Pearson Promise

Welcome to the Common Core State Standards. As the largest educational publishing company in the world, Pearson is committed to providing you with curriculum that not only meets these new guidelines, but also supports your implementation of these standards with your students.

Pearson has aligned the Common Core State Standards to every grade level of *Scott Foresman California Reading Street*, our premier educational curriculum. This correlation provides an alignment of the Common Core State Standards to the Kindergarten content in *Scott Foresman California Reading Street*.

We value your partnership highly and look forward to continuing our mission to provide educational materials that fully satisfy your classroom needs.

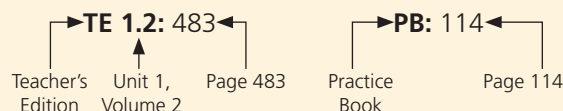
Meeting the Common Core State Standards with *Scott Foresman California Reading Street*



Kindergarten

TE = Teacher's Edition; PB = Practice Book

KEY



Reading Standards

College and Career Readiness Anchor Standards for Reading

The Common Core State Standards for Reading on the following pages define what students should understand and be able to do in Kindergarten. The CCSS Reading Standards build across the grades toward the College and Career Readiness Anchor Standards in the Reading domain, given below. (CCSS Reading standards are divided between Literature, Informational Texts, and Foundational Skills.)

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literature

Common Core State Standards

Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher’s Notes*

Key Ideas and Details

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

Asking and answering questions is an integral part of the Guide Comprehension section for each selection. See the following representative pages for Unit 1:

TE 1: 39–44, 109–113, 177–183, 247–253, 317–321

The Monitor and Fix Up section in the Guiding Comprehension questions prompts children to ask about things they do not understand. See the following representative pages:

TE 1: 40, 177; **2:** 107, 245

Literature 2. With prompting and support, retell familiar stories, including key details.

For every lesson in the program, children are asked to retell the selection. Instruction is included in the accompanying Teacher’s Edition lesson. See the following representative pages for Unit 1:

TE 1: 27, 97, 165, 235, 305

Literature 3. With prompting and support, identify characters, settings, and major events in a story.

TE 1: 14–15, 26–27, 38, 54, 63, 84–85, 96–97, 108, 122, 131, 152–153, 164–165, 176, 192, 201, 262, 292–293, 304–305, 316, 330, 339, 398; **2:** 82–83, 94–95, 106, 120, 129, 258; **3:** 82–83, 94–95, 106, 120, 129, 218–219, 230–231, 242, 256, 265; **4:** 122, 220–221, 232–233, 244, 260, 269, 358–359, 370–371, 382, 398, 407; **5:** 52, 220–221, 232–233, 244, 260, 269; **6:** 52–53, 94–95, 106, 120, 129, 218–219, 230–231, 242, 258, 267, 288–289, 300–301, 312, 326, 335

PB 1: 7, 9, 17, 19, 27, 29, 47, 49; **2:** 17, 19; **3:** 17, 19, 37, 39; **4:** 37, 39, 57, 59; **5:** 37, 39; **6:** 17, 19, 37, 39, 47, 49

Throughout the program for each fiction selection, children are asked to locate and interpret information about characters, events, and settings. Questions in the Read and Comprehend section also focus on these skills.

Craft and Structure

Literature 4. Ask and answer questions about unknown words in a text.

Each selection lesson plan contains *Amazing Words*, which are content-related words dealing with the unit theme and the specific selection. The words are presented in a variety of contexts and then used by children in the daily activities to help them master the use and meanings of the words. See the following representative pages for the five-day lesson plan for fiction selections in Unit 1:

TE 1: 13, 25, 37, 53, 62, 83, 95, 107, 121, 130, 151, 163, 175, 191, 200, 221, 233, 245, 261, 270, 291, 303, 315, 329, 338

Literature 5. Recognize common types of texts (e.g., storybooks, poems, **fantasy**, **realistic text**).

TE 1: 26, 96, 164, 234, 304, 372; **2:** 26, 94, 162, 230, 300, 368; **3:** 26, 94, 162, 230, 298, 366; **4:** 26, 94, 164, 232, 302, 370; **5:** 26, 94, 164, 232, 302, 370; **6:** 26, 162, 230, 300, 368

The Teacher’s Edition introduces many different text types (e.g., animal fantasies, fairy tales, fables, poems). The Student Edition stories, found in Big Books and Trade Books, are supported by Teacher’s Edition pages that add instructional activities to help children identify the characteristics that distinguish the various categories of texts. The Lessons listed include some nonfiction selections to use for comparison.

Reading Standards for Literature

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
<p>Literature 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>TE 1: 31, 101, 169, 239, 309, 377; 2: 31, 99, 167, 235, 305; 3: 31, 99, 235, 371; 4: 31, 99, 169; 5: 237; 6: 31, 99, 167, 373</p> <p>As each selection (Decodable Reader, Kindergarten Reader, Trade Book, Big Book) is introduced, children are asked to name the title of the book and to tell about the picture on the cover. With teacher assistance, the author and/or the illustrator are identified and the role each plays is discussed. Children learn that the author writes the book and the illustrator draws or paints the pictures.</p>
Integration of Knowledge and Ideas	
<p>Literature 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>TE 1: 39–44, 109–113, 177–183, 247–253, 317–321; 2: 107–110, 243–248; 3: 39–43, 107–111, 175–178, 243–247, 379–382; 4: 39–43, 107–112, 245–250, 383–389; 5: 39–42, 177–181, 245–251, 383–388; 6: 39–43, 107–110, 243–248, 313–316</p> <p>Throughout the program, children are encouraged to look for key ideas in the visuals of a selection. Questions in the Develop Vocabulary and Guiding Comprehension sections help children focus on the key events and details of the illustrations to better understand the story.</p>
<p>8. (Not applicable to literature)</p>	<p>N/A</p>
<p>Literature 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Lessons for the comprehension skill of compare and contrast are included in the Teacher's Edition. The skill is presented with characters from these fiction selections:</p> <p>TE 2: 14–15, 26–27, 38, 39, 41, 52, 61; 4: 52; 5: 152–153, 164–165, 176, 177, 179, 181, 190, 199; 6: 14–15, 26–27, 38, 39, 40, 41, 42, 43, 52, 61</p> <p>PB 2: 7, 9; 5: 27, 29; 6: 7, 9</p>
Range of Reading and Level of Text Complexity	
<p>Literature 10. Actively engage in group reading activities with purpose and understanding.</p>	<p>TE 1: 19, 31, 48, 57, 64, 89, 101, 116, 125, 157, 169, 186, 195, 227, 239, 256, 265, 272, 297, 309, 324, 333, 340; 2: 19, 31, 46, 55, 62, 87, 99, 114, 123, 130, 155, 167, 182, 191, 198, 223, 235, 252, 261, 268; 3: 19, 31, 46, 55, 62, 87, 99, 114, 123, 130, 155, 167, 182, 191, 198, 223, 235, 250, 259, 266, 359, 371, 386, 395, 402; 4: 19, 31, 46, 55, 62, 87, 99, 116, 125, 132, 225, 237, 254, 263, 270, 363, 375, 392, 401, 408; 5: 19, 31, 46, 55, 62, 157, 169, 184, 193, 200, 225, 237, 254, 263, 270, 363, 375, 392, 401, 408; 6: 19, 31, 46, 55, 62, 87, 99, 114, 123, 130, 223, 235, 252, 261, 268, 293, 305, 320, 329, 336</p> <p>As each selection (Decodable Reader, Kindergarten Reader, Trade Book, Big Book) is introduced, instruction and routines are provided to help children set a purpose for reading and make predictions about the selection. The purpose is then reviewed after completing the selection, and the predictions are reviewed and adjusted to fit the selection content.</p>

Reading Standards for Literature

Common Core State Standards

Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

Literature 10.a. Activate prior knowledge related to the information and events in texts.

TE 1: 24–25, 94–95, 162–163, 237–238, 302–303; **2:** 24–25, 92–93, 228–229; **3:** 24–25, 92–93, 160–161, 228–229, 364–365; **4:** 24–25, 92–93, 230–231, 368–369; **5:** 24–25, 160–161, 230–231, 366–367; **6:** 24–25, 92–93, 228–229, 298–299

For each selection, the Concept Talk pages provide background information about the topic. The lessons help children see and say the words to incorporate new concepts into their vocabulary and to build background for understanding the content.

Literature 10.b. Use illustrations and context to make predictions about text.

TE 1: 26, 96, 164, 234, 304; **2:** 26, 94, 230; **3:** 26, 94, 162, 230, 366; **4:** 26, 94, 232, 370; **5:** 26, 162, 232, 368; **6:** 26, 94, 230, 300

The Let's Read section for each selection assists children as they preview the selections and illustrations, make predictions, and set a purpose for reading. After reading is completed, children are asked to check their predictions.

Reading Standards for Informational Texts	
Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
Key Ideas and Details	
Informational Text 1. With prompting and support, ask and answer questions about key details in a text.	<p>TE 1: 385–388; 2: 175–179, 313–317, 381–384; 3: 311–314; 4: 177–181, 315–318; 5: 107–113, 315–318; 6: 175–179, 381–384</p> <p>Instruction and practice in this skill are included as children read each selection. Children answer questions about the key information and events in the selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p>
Informational Text 2. With prompting and support, identify the main topic and retell key details of a text.	<p>TE 2: 150–151, 162–163, 174, 188, 197; 3: 328; 6: 150–151, 162–163, 174, 188, 197, 394</p> <p>PB 2: 27, 29; 6: 27, 29</p> <p>Identifying the main topic or idea and the supporting details is a key comprehension skill presented throughout the lessons. The questions in the lessons focus on helping children organize the information so that they can recognize the main idea and also identify the details that support the main idea. Additional practice can be found in the listening comprehension activities for each selection.</p>
Informational Text 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>TE 2: 188; 3: 286–287, 298–299, 310, 324, 333; 5: 328</p> <p>PB 3: 47, 49</p> <p>The Guiding Comprehension section includes compare and contrast questions that ask children to make connections between two key events or ideas in the text. Compare and Contrast lessons also provide instruction, practice, and application of these key skills.</p>
Craft and Structure	
Informational Text 4. With prompting and support, ask and answer questions about unknown words in a text.	<p>Each selection lesson plan contains <i>Amazing Words</i>, which are content-related words dealing with the unit theme and the specific selection. The words are presented in a variety of contexts and then used by children in the daily activities to help them master the use and meanings of the words. See the following representative pages for the five-day lesson plan for three nonfiction selections:</p> <p>TE 1: 359, 371, 383, 397, 406; 2: 149, 161, 173, 187, 196, 287, 299, 311, 325, 334</p>
Informational Text 5. Identify the front cover, back cover, and title page of a book.	<p>TE 1: 372; 2: 162, 300; 3: 298; 4: 164, 302; 5: 94, 302; 6: 162, 368</p> <p>Beginning in Unit 1, children locate the front and back cover of the book. They are directed to the title on the title page as well as the name of the author and illustrator. Special attention is given to the illustration or photographs on the cover to help children predict what the book is about based on the title and the pictures.</p>
Informational Text 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<p>TE 1: 372; 2: 300; 3: 298; 4: 162, 302; 5: 302; 6: 162, 368</p> <p>As each selection (Decodable Reader, Kindergarten Reader, Trade Book, Big Book) is introduced, children are asked to name the title of the book and to tell about the picture on the cover. With teacher assistance, the author and/or the illustrator is identified and the role each plays is discussed. Children learn that the author writes the book and the illustrator draws or paints the pictures.</p>

Reading Standards for Informational Texts

Common Core State Standards

Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

Integration of Knowledge and Ideas

Informational Text 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

TE 1: 372, 384, 385–389; **2:** 162, 174, 175–179, 300, 312, 313–317, 368, 380, 381–385; **3:** 298, 310, 311–314; **4:** 164, 176, 177–181, 302, 314, 315–318; **5:** 94, 106, 107–113, 302, 314–318; **6:** 162, 174, 175–179, 368, 380, 381–384

Throughout the program, children are encouraged to look for key ideas in the visuals of a selection. Questions in the Develop Vocabulary and Guiding Comprehension sections help children focus on the key events and details of the illustrations to better understand the story.

Informational Text 8. With prompting and support, identify the reasons an author gives to support points in a text.

As each nonfiction selection is read, the guided reading questions ask children to identify what information is given and to locate the details that help support the point. To further apply the skills, use the following routine with any of the selections.

- What is the main idea of the selection?
- What details does the author give to tell about the main idea?
- Why did the author give us this information?
- What did we learn from the information?
- What else should we know?

Informational Text 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

The program provides many opportunities to compare and contrast items, characters, concepts, and topics. In these references, children are asked to compare and contrast selections:

TE 5: 152–153, 199; **6:** 14–15, 52

Range of Reading and Level of Text Complexity

Informational Text 10. Actively engage in group reading activities with purpose and understanding.

TE 1: 365, 377, 392, 401, 408; **2:** 155, 167, 182, 191, 198, 293, 305, 320, 324, 336; **3:** 291, 303, 318, 327, 334; **4:** 157, 169, 184, 193, 200, 295, 307, 322, 331, 338; **5:** 87, 99, 116, 125, 132, 295, 307, 322, 331, 338; **6:** 155, 167, 182, 191, 198, 361, 373, 388, 397, 404

As each selection (Decodable Reader, Kindergarten Reader, Trade Book, Big Book) is introduced, instruction and routines are provided to help children set a purpose for reading and make predictions about the selection. The purpose is then reviewed after completing the selection, and the predictions are reviewed and adjusted to fit the selection content.

Informational Text 10.a. Activate prior knowledge related to the information and events in texts.

TE 1: 370–371; **2:** 160–161, 298–299, 366–367; **3:** 296–297; **4:** 162–163, 300–301; **5:** 92–93, 298–299; **6:** 160–161, 366–367

For each selection, the Concept Talk pages provide background information about the topic. The lessons help children see and say the words to incorporate new concepts into their vocabulary and to build background for understanding the content.

Informational Text 10.b. Use illustrations and context to make predictions about text.

TE 1: 372; **2:** 162, 300, 368; **3:** 298; **4:** 162, 302; **5:** 94, 300; **6:** 162, 368

The Let's Read section for each selection assists children as they preview the selections and illustrations, make predictions, and set a purpose for reading. After reading is completed, children are asked to check their predictions.

Reading Standards for Foundational Skills

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
Print Concepts	
Foundational Skills 1. Demonstrate understanding of the organization and basic features of print.	<p>TE 1: 26, 96, 164, 234, 304, 372; 2: 26, 94, 162, 230, 300, 368; 3: 26, 94, 162, 230, 298, 366; 4: 26, 94, 164, 232, 302, 370; 5: 26, 94, 164, 232, 302, 370; 6: 26, 94, 162, 230, 300, 368</p> <p>Concepts of print are included in all beginning lessons as children learn to point to and follow from left to right and top to bottom. Children are taught how letters form words and words form sentences. Also included is a study of the basic elements of printed materials.</p>
Foundational Skills 1.a. Follow words from left to right, top to bottom, and page by page.	<p>Children are asked to track print as they read. Routines help them understand reading from left to right and top to bottom as well as how to hold the book and turn the pages. The following lists additional lessons on the topic:</p> <p>TE 1: 26; 5: 370</p>
Foundational Skills 1.b. Recognize that spoken words are represented in written language by specific sequences of letters.	<p>TE 1: 46, 64, 86; 3: 162; 6: 230, 300</p> <p>After children work with several consonants and a vowel, the letters are arranged into words. As they say a word, they associate the arrangement of letters with the specific word. They quickly learn that a word is composed of letters and that different sets of letters make different words. As children progress into the writing activities, this letter arrangement/word association is further practice. See these representative pages for the lesson routines: TE 1: 296, 308, 332, 364, 376, 400</p>
Foundational Skills 1.c. Understand that words are separated by spaces in print.	<p>TE 1: 86; 3: 162; 6: 230, 300</p> <p>The pages listed identify the Teacher Edition lessons that focus on instruction and practice opportunities for children to understand how words are separated with spaces and put together to form sentences.</p>
Foundational Skills 1.d. Recognize and name all upper- and lowercase letters of the alphabet.	<p>TE 1: 17–18, 29, 35, 47, 51, 56, 60, 64, 65, 68, 87–88, 99, 115, 124, 132, 133, 155–156, 161, 167, 185, 189, 194, 198, 202, 203, 225, 237, 255, 264, 272, 273</p> <p>All of the letters of the alphabet are presented in the program. The uppercase and lowercase forms are shown. These letter introduction pages lead to the sound-symbol association study.</p>
Phonological Awareness	
Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<p>TE 1: 294–296, 306–308, 322–323, 331–332, 340, 362–364, 374–376, 390–391, 399–400, 408; 2: 84–86, 96–98, 112–113, 130, 152–154, 164–166, 180–181, 189–190, 198, 220–222, 232–234, 250–251, 259–260, 268; 3: 16–18, 28–30, 44–45, 62, 84–86, 96–98, 112–113, 121–122, 130, 152–154, 164–166, 180–181, 189–190, 198, 220–222, 232–234, 248–249, 257–258, 266; 4: 16–18, 28–30, 62, 84–86, 96–98, 114–115, 123–124, 132, 222–224, 234–236, 252–253, 270; 5: 16–18, 28–30, 44–45, 62, 292–294, 304–306, 320–321, 329, 338, 360–362, 372–374, 390–391, 399, 408</p> <p>Beginning with the phonemic awareness activities, children regularly listen to and say words to understand how the sounds blend together to form words. From that carefully developed background, they then learn the letters that stand for these sounds to master the decoding process.</p>

Reading Standards for Foundational Skills

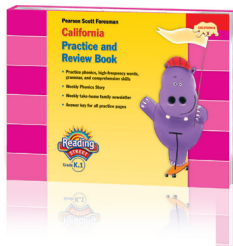
Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
Foundational Skills 2.a. Recognize and produce rhyming words.	<p>TE 1: 16, 28, 46, 55, 58, 154, 193; 2: 164, 290, 309; 3: 185, 300; 4: 292, 304, 320, 372, 390, 408; 5: 325; 6: 192, 297</p> <p>Specific lessons teach children how to change beginning sounds to make rhyming words. The skill is an integral part of the decoding process to help children become independent readers.</p>
Foundational Skills 2.b. Count, pronounce, blend, and segment syllables in spoken words.	<p>TE 1: 184, 193, 197, 202, 294; 2: 250, 318; 3: 180; 4: 390; 5: 16, 182, 320, 329, 338, 390; 6: 250, 309</p> <p>The phonics skills related to pronouncing, blending, and segmenting sounds and syllables is an integral part of the program. The lessons help children move from individual phonemes to blend into words or from phonemes to syllables to words.</p>
Foundational Skills 2.c. Blend and segment onsets and rimes of single-syllable spoken words.	<p>The lessons focus on blending phonemes to make words. Listening for sounds in orally produced words is followed by blending those individual sounds to create words. See the following representative pages for Unit 4:</p> <p>TE 4: 292, 304, 320, 372, 390, 408</p>
Foundational Skills 2.d. Blend two or three phonemes into recognizable words.	<p>TE 1: 18, 30, 88, 100, 156, 168, 226, 238, 296, 308, 364, 376; 2: 18, 30, 45, 53, 86, 98, 156, 166, 222, 234, 259, 292, 304, 360, 372; 3: 18, 30, 86, 98, 156, 166, 189, 222, 234, 290, 302, 358, 370; 4: 18, 30, 86, 98, 156, 168, 224, 236, 294, 306, 362, 374; 5: 18, 30, 53, 86, 98, 156, 168, 224, 236, 294, 306, 362, 374; 6: 18, 30, 86, 98, 113, 121, 154, 166, 222, 234, 292, 304, 327, 360, 372</p> <p>These lessons practice blending two or three phonemes into words. Children practice these blending processes in modeled, guided, and independent settings to master the skill.</p>
Foundational Skills 2.e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<p>TE 2: 250, 386; 3: 84, 96, 112, 121, 130, 152, 220; 4: 96, 114, 182, 252; 5: 28, 44, 114, 182, 252, 292, 304, 360, 372, 390; 6: 84, 290, 302, 318, 358, 370, 395, 404</p> <p>These lessons address the concept of segmenting words into individual sounds. Children hear a word and then divide the word into the individual sounds that make up the word. In lessons in which children blend the sounds to form a word, they are often asked to also segment the word. Both exercises are used to help children master the decoding process. The lessons do expose children to all the ending sounds. (Familiar words such as <i>six</i>, <i>car</i>, and <i>pool</i> are used for <i>x</i>, <i>r</i>, and <i>l</i>.)</p>
Foundational Skills 2.f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p>TE 2: 318, 386; 3: 198, 232, 316, 321, 384; 4: 28, 44, 114, 234, 252, 261, 270, 390; 5: 44, 84, 96, 154, 166, 222, 234; 6: 44, 255, 297</p> <p>Beginning in Unit 1, children decode CVC pattern words using the sounds they have been previously taught. From that beginning, children go on to apply the skills to decode words with more complex consonant sounds. A consistent and systematic presentation is used to help children master this important skill.</p>

Reading Standards for Foundational Skills

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
Phonics and Word Recognition	
<p>Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p>	<p>Every selection includes pages for skill practice with decoding words. Children are introduced to sounds and the letters that spell those sounds. Then these skills are applied when reading Decodable Readers and Kindergarten Student Readers. This carefully structured Teacher's Edition instruction helps children learn to decode the words independently and then apply those skills as they read. This organization is found in all units. See the following representative pages for Unit 2:</p> <p>TE 2: 18, 19, 30, 31, 44, 45, 46, 62, 86, 87, 98, 99, 112, 113, 114, 130, 154, 155, 166, 167, 182, 198, 222, 223, 234, 235, 252, 268, 292, 293, 304, 305, 320, 336, 360, 361, 372, 373, 388, 404</p>
<p>Foundational Skills 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<p>TE 1: 294, 306, 322, 340, 362, 374, 390, 408; 2: 84, 96, 112, 130, 152, 164, 180, 189, 198, 220, 232, 250, 259, 268; 3: 16, 28, 44, 53, 62, 84, 96, 112, 121, 130, 152, 164, 180, 189, 198, 220, 232, 248, 257, 266; 4: 16, 28, 44, 62, 84, 96, 114, 123, 132, 222, 234, 252, 270; 5: 16, 28, 44, 62, 84, 96, 114, 123, 132, 292, 304, 320, 338, 360, 372, 390, 399, 408</p> <p>This skill is introduced, practiced, and reviewed throughout all the lessons on consonants in the program. Pages are also devoted to this skill in the <i>Practice Book</i>. These phonics pages begin in Unit 1 of the <i>Practice Book</i>, p. 43, and the phonics pages continue throughout the other units.</p>
<p>Foundational Skills 3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>TE 2: 16–18, 28–30, 44–45, 62, 121–122, 290–292, 302–304, 318–319, 336, 358–360, 370–371, 386–387, 404; 3: 53–54, 288–290, 300–302, 316–317, 325, 334, 356–358, 368–370, 384–385, 393, 402; 4: 53–54, 292–294, 304–306, 320–321, 338, 360–362, 372–374, 390–391, 408; 5: 53–54, 154–156, 166–168, 182–183, 200, 222–224, 234–236, 252–253, 261, 270; 6: 16–18, 28–30, 44–45, 62, 84–86, 96–98, 112–113, 121, 130, 152–154, 164–166, 180–181, 189, 198, 220–222, 232–234, 250–251, 259, 268</p> <p>At this level, the lessons focus on the short vowel sounds. To extend this concept to long vowel sounds, use the following instruction:</p> <ul style="list-style-type: none"> Using Unit 2—p. 30, write the word <i>at</i> on the board. Have children read the word with you. Then add the letter <i>e</i> to the word and say the word <i>ate</i> with children. Have them notice how the /a/ sound at the beginning of the word becomes the long <i>a</i> sound. Point out that the letter <i>e</i> added to the word changes the vowel sound from the short <i>a</i> sound to the long <i>a</i> sound. <p>Continue the procedure using the following words:</p> <ul style="list-style-type: none"> short and long <i>i</i> with the words <i>kit</i> and <i>kite</i> short and long <i>o</i> with the words <i>not</i> and <i>note</i> short and long <i>e</i> with the words <i>pet</i> and <i>Pete</i> short and long <i>u</i> with the words <i>cut</i> and <i>cute</i>

Reading Standards for Foundational Skills

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher’s Notes</i>
<p>Foundational Skills 3.c. Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>Every lesson in the program works with high-frequency words. The lesson is coordinated to a Practice Book page to help children learn to read the words independently and then apply those skills as they read the selection. This organization is found in all units. See the following representative pages:</p> <p>TE 1: 18, 30, 88, 100, 156, 168, 226, 238, 296, 308, 364, 376; 2: 18, 30, 86, 98, 154, 166, 222, 234, 292, 304, 360, 372; 3: 18, 30, 86, 98, 154, 166, 222, 234, 290, 302, 358, 370; 4: 18, 30, 86, 98, 156, 168, 224, 236, 294, 306, 362, 374; 5: 18, 30, 86, 98, 156, 168, 224, 236, 294, 306, 362, 374; 6: 18, 30, 86, 98, 154, 166, 222, 234, 292, 304, 360, 372</p>
<p>Foundational Skills 3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>TE 2: 54, 122, 190, 260, 328, 396; 3: 54, 122, 190, 258, 326, 394; 4: 54, 124, 192, 262, 330, 400; 5: 54, 124, 192, 262, 330, 400; 6: 54, 122, 190, 260, 328, 396</p> <p>Throughout the phonics lessons, children are presented with many opportunities to apply their decoding skills. This helps them recognize the differences in letters and letter sounds that are found in the written word. As they blend and use the sounds, they are constantly distinguishing the sounds of words and how the words differ as the sounds change.</p>
<p>Fluency</p>	
<p>Foundational Skills 4. Read emergent-reader texts with purpose and understanding.</p>	<p>TE 1: 19, 31, 48, 57, 64, 89, 101, 116, 125, 157, 169, 186, 195, 227, 239, 256, 265, 272, 297, 309, 324, 333, 340, 365, 377, 392, 401, 408; 2: 19, 31, 46, 55, 62, 87, 99, 114, 123, 130, 155, 167, 182, 191, 198, 223, 235, 252, 261, 268, 293, 305, 320, 324, 336; 3: 19, 31, 46, 55, 62, 87, 99, 114, 123, 130, 155, 167, 182, 191, 198, 223, 235, 250, 259, 266, 291, 303, 318, 327, 334, 359, 371, 386, 395, 402; 4: 19, 31, 46, 55, 62, 87, 99, 116, 125, 132, 157, 169, 184, 193, 200, 225, 237, 254, 263, 270, 295, 307, 322, 331, 338, 363, 375, 392, 401, 408; 5: 19, 31, 46, 55, 62, 87, 99, 116, 125, 132, 157, 169, 184, 193, 200, 225, 237, 254, 263, 270, 295, 307, 322, 331, 338, 363, 375, 392, 401, 408; 6: 19, 31, 46, 55, 62, 87, 99, 114, 123, 130, 155, 167, 182, 191, 198, 223, 235, 252, 261, 268, 293, 305, 320, 329, 336, 361, 373, 388, 397, 404</p> <p>As each selection (Decodable Reader, Kindergarten Reader, Trade Book, Big Book) is introduced, instruction and routines are provided to help children set a purpose for reading and make predictions about the selection. The purpose is then reviewed after completing the selection and the predictions are reviewed and adjusted to fit the selection content.</p>



Writing Standards

College and Career Readiness Anchor Standards for Writing

The Common Core State Standards for Writing on the following pages define what students should understand and be able to do in Kindergarten. The CCSS Writing Standards build across the grades toward the College and Career Readiness Anchor Standards in the Writing domain, given below.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of 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 tasks, purposes, and audiences.

Writing Standards

Common Core State Standards

Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

Text Types and Purposes

Writing 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

TE 1: 66, 204, 274, 342; **2:** 132; **3:** 100, 404; **4:** 64, 134, 202, 272, 376; **5:** 134, 202, 272; **6:** 132, 306

The lessons focus on stating opinions related to specific books or selections. In addition, many of the writing activities ask children to express opinions as they tell about things they see, do, or use.

Writing 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

TE 1: 204, 228, 240, 257, 266, 366, 378, 402; **2:** 32, 168, 236, 374; **3:** 20, 64, 224, 304; **4:** 170, 202, 296, 308, 340, 410; **5:** 32, 64, 158, 170, 226, 308, 340, 410; **6:** 32, 115, 156, 168, 200, 362, 374

These writing sections in the five-day lesson plans in the Teacher's Edition focus on writing a variety of informative and explanatory texts. Children are asked to think about a topic and to supply relevant facts about the topic. This information can come from background knowledge, the selection itself, or additional research.

Writing 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Children are encouraged to write about themselves, their families, and their responses to literature. Each week brings more information about the writing process, including use of description, sequence, and the understanding of story elements. See the following representative pages for Unit 1:

TE 1: 20, 32, 49, 58, 90, 102, 117, 126, 134, 158, 170, 187, 196, 298, 310, 325, 334, 393

Production and Distribution of Writing

Writing 4. (Begins in Grade 2)

N/A

Writing 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

As each writing activity is presented, children are given help to create, revise, and change what they have written. Modeling is provided, followed by guided practice and independent practice. See the following representative pages from Unit 2:

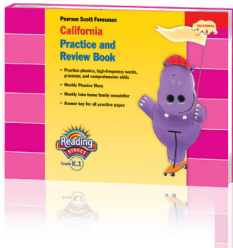
TE 2: 32, 47, 56, 64, 88, 100, 115, 124, 132, 156, 168, 183, 192, 200, 224, 236, 253, 262, 270, 294, 306, 321, 330, 338, 362, 374, 389, 398, 400

Writing 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Digital tools are used in every lesson as children work with the Songs and Rhymes Charts and other lesson animations. For the writing activities, children concentrate on sentences and short selections that are done on paper. Any of the lessons could also be done on computers if such resources and teaching time are available. See the independent practice or daily writing section of each lesson. See the following representative pages:

TE 2: 64, 132, 200, 270, 338, 406; **3:** 64, 132, 200, 268, 336, 404; **4:** 64, 134, 202, 272, 340, 410; **5:** 64, 134, 202, 272, 340, 410; **6:** 132, 200, 270, 338, 406

Writing Standards	
Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
Research to Build and Present Knowledge	
Writing 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<p>TE 1: 66, 134, 204, 274, 342, 410; 2: 64, 132, 200, 270, 338, 406; 3: 64, 132, 200, 268, 336, 404; 4: 64, 134, 202, 272, 340, 410; 5: 64, 134, 202, 272, 340, 410; 6: 132, 200, 270, 338, 406</p> <p>For each week in the Teacher's Edition, the Writing activity for Day 5 is called This Week We... In this section, the instructional activities ask children to further explore the selections for that week. They compare and contrast information about the books and charts they used in the lesson. Children are asked to pick a favorite and tell why or add other information about the topic.</p>
Writing 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>TE 1: 66, 134, 204, 274, 342, 410; 2: 64, 132, 200, 270, 338, 406; 3: 64, 132, 200, 268, 336, 404; 4: 64, 134, 202, 272, 340, 410; 5: 64, 134, 202, 272, 340, 410; 6: 132, 200, 270, 338, 406</p> <p>This skill is an integral part of the instruction contained in each unit's writing activity. Children are asked to gather information from various classroom resources, including the selection, to complete the writing activity.</p>
Writing 9. (Begins in Grade 4)	N/A
Range of Writing	
Writing 10. (Begins in Grade 2)	N/A



Speaking and Listening Standards

College and Career Readiness Anchor Standards for Speaking and Listening

The Common Core State Standards for Speaking and Listening on the following pages define what students should understand and be able to do in Kindergarten. The CCSS Speaking and Listening Standards build across the grades toward the College and Career Readiness Anchor Standards in the Speaking and Listening domain, given below.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards

Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
Comprehension and Collaboration	
<p>Speaking and Listening 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p>Throughout the lessons, children are actively involved in speaking to classmates in whole class and small group activities. Additionally, each day begins with Concept Talk, during which children participate in discussions about Kindergarten topics and concepts. Classroom activities and school learning content extend into the home environment with the Family Times take-home materials for each week. The Practice Book pages also include Home Activities that children and their families can use to incorporate classroom content into worthwhile and interesting reinforcement and extension activities. Representative pages are listed for Unit 1:</p> <p>TE 1: 12–13, 24–25, 36–37, 52–53, 61–62, 82–83, 94–95, 106–107, 120–121, 129–130, 150–151, 162–163, 174–175, 190–191, 199–200, 220–221, 232–233, 244–245, 260–261, 269–270, 290–291, 302–303, 314–315, 328–329, 337–338, 358–359, 370–371, 382–383, 396–397, 405–406</p>
<p>Speaking and Listening 1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>TE 1: 22, 50, 92, 118; 2: 158, 184, 226, 296; 3: 226, 252, 320; 4: 228, 298</p> <p>Each Speaking and Listening activity in the Teacher's Edition contains reminders of the appropriate behaviors that constitute good speaking and listening.</p>
<p>Speaking and Listening 1.b. Continue a conversation through multiple exchanges.</p>	<p>TE 1: 67, 135, 205, 275, 343; 2: 65, 133, 201, 271, 339, 407; 3: 65, 133, 201, 269, 337; 4: 65, 135, 203, 273, 341, 411; 5: 65, 135, 203, 273, 341, 411; 6: 65, 133, 201, 271, 339, 407</p> <p>The exchange of ideas in discussions and classroom activities allows many opportunities for children to work and talk with classmates. The rules governing these exchanges are addressed in several lessons in which children are taught the best ways to communicate with others, including taking turns, listening, asking questions, offering ideas, and responding to others' ideas. In many of the Speaking and Listening activities in which children work with a group, the exchange of ideas and information is extensive.</p>
<p>Speaking and Listening 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>TE 1: 14–15, 84–85, 152–153, 222–223, 292–293, 360–361; 2: 14–15, 82–83, 150–151, 218–219, 288–289, 356–357; 3: 14–15, 82–83, 150–151, 218–219, 286–287; 4: 14–15, 82–83, 152–153, 220–221, 290–291, 358–359, 366, 394; 5: 14–15, 82–83, 152–153, 220–221, 290–291, 358–359; 6: 14–15, 82–83, 150–151, 218–219, 288–289, 356–357</p> <p>In the Teacher's Edition lessons that accompany the Speaking and Listening activities and the selections, children are often asked to use restating and asking/answering questions to confirm their understanding of a selection or concept.</p>
<p>Speaking and Listening 2.a. Understand and follow one- and two-step oral directions.</p>	<p>The following Speaking and Listening lessons provide instruction in following oral directions. These skills are also included as children participate in daily activities and as they read selections that contain procedural text.</p> <p>TE 1: 50; 2: 90, 116; 3: 90, 116; 4: 22, 48</p>
<p>Speaking and Listening 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>TE 1: 14, 84, 92, 152, 222, 292, 368, 394; 2: 14, 82, 150, 218, 288, 356; 3: 14, 22, 48, 82, 150, 218; 4: 14, 82, 90, 118, 152, 186, 220, 298; 5: 14, 22, 48, 82, 90, 113, 160, 186, 228, 298, 366; 6: 14, 82, 150, 218, 288, 296, 322, 356</p> <p>Many of the Speaking and Listening lessons extend the purpose of asking questions from clarifying or confirming what has been read to obtaining additional information.</p>

Speaking and Listening Standards

Common Core State Standards

Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

Presentation of Knowledge and Ideas

Speaking and Listening 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

TE 1: 14, 84, 92, 152, 230, 292, 368, 394; **2:** 22, 48, 226, 254, 288, 296, 322, 356, 364, 390; **3:** 22, 48, 82, 150, 218; **4:** 90, 118, 152, 160, 186, 220, 256, 288, 324; **5:** 90, 113, 160, 186, 228, 256, 298, 324; **6:** 158, 226, 254, 264, 390

In each speaking activity, children are encouraged to tell about people, places, things, and events in ways that will enable their listeners to understand and enjoy what they say. Many of the questions in the guided reading sections ask children to express their ideas and feelings about what they have read or about what they know. This skill is also developed in the Concept Talk section that begins each day of a lesson plan.

Speaking and Listening 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

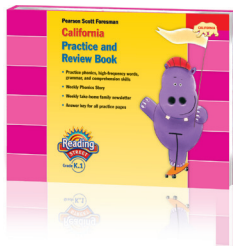
TE 1: 118, 135, 205, 275, 343, 411; **2:** 65, 133, 201, 271, 339, 407; **3:** 65, 269; **4:** 65, 135, 203, 273, 341, 411; **5:** 65, 135, 203, 273, 341, 411; **6:** 65, 133, 201, 271, 339, 407

Throughout every day in each week's instruction, children are asked to create drawings or use other visuals to tell about the content. They are reminded to include as many details as possible to show the concept under study. Activities include everything from drawing pictures to retell a story to working with social studies concepts to make posters to show cooperation.

Speaking and Listening 6. Speak audibly and express thoughts, feelings, and ideas clearly.

TE 1: 92, 118, 230, 258; **2:** 254, 296; **4:** 228; **6:** 90, 116

Throughout the program, many lessons remind children to use complete sentences and correct verb tenses when speaking. While the main goal of listening and speaking activities is to promote participation, demonstrating a command of correct oral expression is also important.



Language Standards

College and Career Readiness Anchor Standards for Language

The Common Core State Standards for Language on the following pages define what students should understand and be able to do in Kindergarten. The CCSS Language Standards build across the grades toward the College and Career Readiness Anchor Standards in the Language domain, given below.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards

Common Core State Standards

Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

Conventions of Standard English

Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TE 1: 20, 32, 49, 58, 66, 228, 240, 266, 274, 298, 310, 325, 334, 342, 366, 378, 393, 402, 410; **2:** 156, 168, 192, 200, 224, 236, 253, 262, 270, 321, 362, 374, 398, 406; **3:** 20, 32, 47, 56, 64, 88, 100, 115, 124, 132, 156, 168, 183, 192, 200, 224, 236, 251, 260, 268, 319; **4:** 20, 32, 47, 56, 64, 88, 117, 126, 134, 158, 170, 185, 194, 202; **5:** 20, 32, 56, 64, 226, 296, 308, 323, 332, 340, 364, 376, 393, 402, 410; **6:** 20, 32, 47, 56, 64, 88, 100, 115, 124, 132, 183

Throughout the program, the conventions of grammar and usage are presented in student and teacher materials, which provide ample opportunities to use the conventions in writing and speech. Teacher's Edition lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, and more.

Language 1.a. Print many upper- and lowercase letters.

TE 1: 21, 33, 91, 103, 159, 171, 229, 241, 299, 311, 367, 379; **2:** 21, 33, 89, 101, 157, 169, 225, 237, 295, 307; **3:** 21, 33, 89, 101, 157, 169, 225, 237, 293, 305, 361, 373; **4:** 21, 33, 89, 101, 227, 239, 297, 309; **5:** 21, 33, 89, 101, 159, 171, 227, 239, 297, 309, 365, 377; **6:** 21, 33, 89, 101, 157, 169, 225, 237

The program offers D'Nealian and Ball-and-Stick models of uppercase and lowercase letters. Children trace and write the letters in rows and then in context of words. The handwriting notes on the handwriting lessons in the Teacher's Edition offers handwriting tips for letter formation, left-to-right progression, proper paper position, and proper body position.

Language 1.b. Use frequently occurring nouns and verbs.

TE 1: 228, 240, 266, 274, 298, 301, 310, 325, 334, 342; **2:** 47, 49; **3:** 20, 23, 32, 56, 64, 88, 100, 115, 124, 132, 156, 168, 183, 192, 200, 224, 236, 251, 260, 268, 319; **5:** 226, 238, 264, 272, 296, 308, 323, 332, 340, 364, 376, 393, 402, 410; **6:** 20, 32, 47, 56, 64

The program scaffolds instruction by first defining and providing examples of nouns followed by instruction with verbs. The program then helps children recognize nouns and verbs in context, use them to complete sentence frames, and construct their own oral and written sentences that have subject-verb agreement.

Language 1.c. Form regular plural nouns orally by adding */s/* or */es/* (e.g., *dog, dogs; wish, wishes*).

TE 2: 20, 32, 56, 64, 115

The program scaffolds instruction by first defining and providing examples of singular and plural nouns. The program then helps children recognize nouns in context, use them to complete sentence frames, and construct their own oral and written sentences that have subject-verb agreement.

Language 1.d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

TE 5: 48, 88, 100, 117, 126

The program provides explicit lessons in declarative, interrogatory, exclamatory, and imperative sentences. It includes Teacher's Edition lessons that focus on the types of sentences. Children learn the purpose, structure, and punctuation of the sentences and produce both written and oral examples of the sentence types.

Language Standards	
Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
Language 1.e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	Throughout the program, children understand and use common prepositions as they read them in selections and include them in their own writing. When children encounter prepositions in their reading, help them identify the kind of relationship the preposition identifies, such as time relationships with the prepositions <i>before, after, at</i> , and <i>in</i> and location relationships with the prepositions <i>in, to, on</i> , and <i>under</i> . Use the Daily Writing sentences in pages such as: TE 4: 21, 33, 47, 56, 101, 117, 171, 185, 194 To further apply the skill, use TE 4: 21. Have children complete the sentences and name the word that tells time or location. Then have children use the prepositions in sentences of their own.
Language 1.f. Produce and expand complete sentences in shared language activities.	TE 3: 292, 304, 328, 336, 360, 372, 387, 396, 404; 4: 158, 170, 194, 202; 5: 88, 100, 117, 126, 134; 6: 156, 168, 192, 200, 224, 236, 253, 262, 270, 294, 306, 321, 330, 338, 362, 374, 389, 398, 406 Subjects and predicates are the focus of Conventions lessons throughout the program. In the lessons, sentences are first introduced and defined, and then lessons focus on using sentence frames to extend children's mastering of sentence structure.
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TE 1: 90, 102, 126, 134; 2: 88, 91, 100, 124, 132, 183; 3: 360, 372, 387, 396, 404; 4: 226, 238, 255, 264, 272, 296, 308, 332, 340, 364, 376, 393, 402, 410; 5: 47; 6: 156, 168, 192, 200, 224, 236, 253, 262, 270, 294, 306, 321, 330, 338, 389 At this level, initial instruction in the Teacher's Edition helps children master the basic conventions.
Language 2.a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	TE 3: 292, 304, 328, 336, 338, 360, 372, 396, 398, 404; 4: 158, 170, 194, 202; 5: 20, 32, 64, 88, 100, 117, 126, 134; 6: 156, 168, 192, 200, 224, 236, 253, 262, 270, 294, 306, 321, 330, 338, 362, 374, 389 A number of Teacher's Edition Conventions lessons introduce, reinforce, and review the capitalization of the first word in a sentence and the pronoun <i>I</i> .
Language 2.b. Recognize and name end punctuation.	TE 3: 292, 304, 328, 336, 338, 360, 372, 396, 398, 404; 4: 158, 170, 194, 202, 226, 238, 255, 264, 272, 296, 308, 323, 332, 340; 5: 20, 32, 56, 64, 88, 100, 117, 126, 134; 6: 156, 168, 192, 200, 224, 236, 253, 262, 270, 294, 306, 321, 330, 338, 362, 374, 389 The program provides explicit lessons in use of end punctuation in declarative, interrogatory, exclamatory, and imperative sentences. It includes Teacher's Edition Conventions lessons that focus on the use of end punctuation. In addition, proofreading tips in the writing strand often remind children to check that they have used correct end punctuation.
Language 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	TE 2: 250, 386; 3: 84, 96, 112, 121, 130, 152, 220; 4: 96, 114, 182, 252; 5: 28, 44, 114, 182, 252, 292, 304, 360, 372, 390; 6: 84, 290, 302, 318, 358, 370, 395, 404 In all the phonological awareness activities, children associate the spoken sounds in words with the letters that represent the sounds. There are many practice techniques used in the program to help children master this skill.

Language Standards

Common Core State Standards

Meeting the Common Core State Standards with *Scott Foresman California Reading Street: Correlations with Teacher's Notes*

<p>Language 2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>TE 2: 54, 122, 190, 260, 328, 396; 3: 54, 122, 190, 258, 326, 394; 4: 54, 124, 192, 262, 330, 400; 5: 54, 124, 192, 262, 330, 400; 6: 54, 122, 190, 260, 328, 396</p> <p>Phonetic patterns and spelling patterns are presented in each lesson. These patterns provide the basis for decoding unfamiliar words.</p>
<p>Knowledge of Language</p>	
<p>Language 3. (Begins in Grade 2)</p>	<p>N/A</p>
<p>Vocabulary Acquisition and Use</p>	
<p>Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p>	<p>Word meanings are introduced in the Oral Vocabulary of <i>Amazing Words</i>, High-Frequency words used in the Decodable Readers, Vocabulary words with pictures in the ELL Posters, and the Talk with Me/Sing with Me Charts that provide images that children can identify. Representative pages are provided for Unit 1:</p> <p>TE 1: 12–13, 24–25, 36–37, 52–53, 61–62, 82–83, 94–95, 106–107, 120–121, 129–130, 150–151, 162–163, 174–175, 190–191, 199–200, 220–221, 232–233, 244–245, 260–261, 269–270, 290–291, 302–303, 314–315, 328–329, 337–338</p>
<p>Language 4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</p>	<p>The program contains many multi-meaning words that are used in the selections. These words can be used as a springboard for instruction. Use and adapt the following activities to foster the development of this skill:</p> <ul style="list-style-type: none"> • Display <i>The Little School Bus</i> for Unit 1, pp. 26–27. Say: <i>I can see the hands on the clock. I used the word hands. It means “the moving part of a clock that shows the time.” Look at the teacher. I see her hands. What does the word hands mean now?</i> Help children conclude that they are part of the body at the end of the arms. Continue with these items on pp. 24–25: lock on a door/lock of hair, left side of the page/left the bus, bark of a tree/bark of a dog, coat as a jacket/coat as a layer of paint. • Continue with other words as stories are read: <i>Fix-It Duck</i> <i>duck</i> (as an animal) (to bend down) <i>saw</i> (a tool) (looked at something) <i>paper</i> (something to read) (something to write on)
<p>Language 4.b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p>TE 2: 20, 32, 47, 56, 64; 3: 156, 168, 183, 192, 200, 251; 6: 20, 32, 56, 64</p> <p>Teacher's Edition vocabulary prompts offer Word Reading questions with the reading selections to help children decode and derive the meanings of words by looking at their word parts. Use the following instruction to help children focus on common affixes.</p> <ul style="list-style-type: none"> • Display the Big Book <i>The Little School Bus</i>. Point to the word <i>comes</i> in the first sentence on p. 3. Write the word <i>come</i> on the board and have children read the word. Then ask them to tell what was added to the word to form the word <i>comes</i>. Continue with <i>wearing</i> and <i>riding</i> on p. 4, <i>fuzzy</i> on p. 10, <i>hairy</i> on p. 14, and <i>wiggly</i> and <i>squirmy</i> on p. 18. • Repeat this procedure as other selections in the program are read.

Language Standards	
Common Core State Standards	Meeting the Common Core State Standards with <i>Scott Foresman California Reading Street: Correlations with Teacher's Notes</i>
Language 5. With guidance and support from adults, explore word relationships and nuances in word meanings.	Words are sorted into categories throughout the program. Words are grouped by concept, ideas, function, and structure. See representative pages for Unit 1: TE 1: 13, 25, 37, 53, 62, 83, 95, 107, 121, 130, 151, 163, 175, 191, 200, 221, 233, 245, 261, 270, 291, 303, 315, 329, 338
Language 5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TE 1: 336; 2: 58, 400; 4: 290–291, 302–303, 314, 328, 337; 5: 341 The Classify and Categorize exercises help children group things to identify likenesses and differences between objects, places, ideas, and concepts.
Language 5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Beginning with the selection <i>Plaidypus Lost</i> in Unit 1, children work with the concepts of opposites. The words <i>lost</i> and <i>found</i> are the key elements of the story. The questions remind children that Plaidypus is lost and then is found. The lesson for that selection deals with using other opposites: fast/slow, stop/go. For specific lessons, see the following representative pages: TE 2: 294, 306, 330, 338, 389 PB 1: 50
Language 5.c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	Each selection lesson plan contains <i>Amazing Words</i> which are content-related words dealing with the unit theme and the specific selection. The words are presented in a variety of contexts and then used by children in the daily activities to help them connect the meanings of the words with their own lives. See the following representative pages for Unit 1: TE 1: 25, 37, 53, 62, 95, 107, 121, 130, 151, 163, 175, 191, 200, 233, 245, 261, 270, 303, 315, 329, 338, 371, 383, 397, 406
Language 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	Verbs are discussed in the following lessons. Children are encouraged to act out each action verb to distinguish the shades of meaning emphasized among the verbs. TE 1: 228, 240, 266, 274; 3: 20, 32, 56, 64, 88, 100, 115, 124, 132; 5: 364, 376, 402, 410; 6: 20, 32, 47, 56
Language 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Each selection lesson plan contains <i>Amazing Words</i> , which are content-related words dealing with the unit theme and the specific selection. The words are presented in a variety of contexts and then used by children in the daily activities to help them master the use and meanings of the words. Children are encouraged to use the <i>Amazing Words</i> in sentences, and the story vocabulary is discussed in the Teacher's Edition as the selections are read. Representative pages for several lessons are given: TE 1: 233, 245, 246–253, 261, 270; 2: 25, 37, 38–42, 51, 60; 3: 161, 173, 174–178, 187, 196; 4: 301, 313, 314–318, 327, 336; 5: 163, 175, 176–181, 189, 198; 6: 229, 241, 242–248, 257, 266