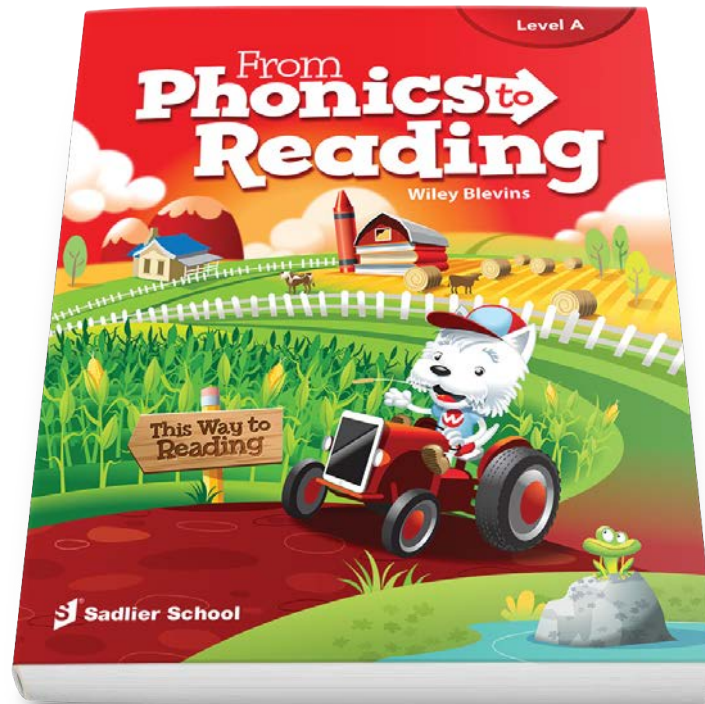


From Phonics to Reading

Correlation to the Oklahoma Academic Standards:
English Language Arts (2020)

Grade 1



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Key Aligned Content

STANDARD 2: READING FOUNDATIONS

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.2.PA.1 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Building</p> <ul style="list-style-type: none"> • Word Ladder (form new words by changing onset or rime)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408, 422, 436 <p>See also Kindergarten</p> <p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Alliteration—TE pp. 44, 249 • Oral Segmentation (onset and rime)—TE pp. 129, 132, 143, 146, 167, 170, 179, 182 • Recognize and Produce Rhyme and Alliteration—TE pp. 299, 337 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Distinguish Initial and Final Consonant Sounds—TE pp. 119, 131 • Word Study: Distinguish Initial and Medial Vowel Sounds—TE pp. 157, 219, 281
<p>1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> • Lesson 1 Short a—SE/TE pp. 9–22 • Lesson 2 Short i—SE/TE pp. 23–36 • Lesson 3 Short o—SE/TE pp. 37–50 • Lesson 4 Short u—SE/TE pp. 51–64 • Lesson 5 Short e—SE/TE pp. 65–78 <p>Unit 3 Final e</p> <ul style="list-style-type: none"> • Lesson 12 a_e, i_e—SE/TE pp. 167–180 • Lesson 13 o_e, u_e, e_e—SE/TE pp. 181–194 <p>Unit 4 Long Vowels</p> <ul style="list-style-type: none"> • Lesson 14 Single Letter Long Vowels e, i, o—SE/TE pp. 197–210 • Lesson 15 Long a (ai, ay)—SE/TE pp. 211–224 • Lesson 16 Long e (ee, ea)—SE/TE pp. 225–238 • Lesson 17 Long o (oa, ow)—SE/TE pp. 239–252 • Lesson 19 Long u (u, ew, ue)—SE/TE pp. 267–280 <p><i>continued</i></p>

STANDARD 2: READING FOUNDATIONS

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Unit 6 More Long Vowel Spellings</p> <ul style="list-style-type: none"> Lesson 28 Long <i>i</i> and Long <i>o</i> [<i>i(ld)</i>, <i>i(nd)</i>, <i>o(ld)</i>]<i>—SE/TE</i> pp. 397–410 Lesson 29 Long <i>i</i> and Long <i>o</i> (<i>ie</i>, <i>oe</i>)<i>—SE/TE</i> pp. 411–424 Lesson 30 Long <i>e</i> (<i>y</i>, <i>ey</i>, <i>ie</i>)<i>—SE/TE</i> pp. 425–438 <p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Distinguish Long and Short Vowel Sounds<i>—TE</i> pp. 173, 187, 217
<p>1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> Think and Write (segment spoken single-syllable words into complete sequence of individual sounds)<i>—pp.</i> 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Segmentation<i>—TE</i> pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Think and Write (orally segment complete word sounds/connect each sound with a spelling)<i>—TE</i> pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430
<p>1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = string).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> Learn and Blend/Blend It<i>—pp.</i> 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Blending<i>—TE</i> pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Blend/Blend It<i>—TE</i> pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425

STANDARD 2: READING FOUNDATIONS

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> • Think and Write (segment spoken single-syllable words into complete sequence of individual sounds)—pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Segmentation—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write (orally segment complete word sounds/ connect each sound with a spelling)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430
<p>1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’).</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Phonemic Manipulation: Add Sounds (add sounds to words to make new words)—TE pp. 101, 129, 183, 259, 287, 301, 308, 315, 322, 371 • Phonemic Manipulation: Substitute Sounds (substitute sounds to make new words)—TE pp. 203, 245, 292, 306, 320 • Phonemic Manipulation: Delete Sounds (delete sounds to make new words)—TE pp. 231, 273, 331, 345 • Phonemic Manipulation: Delete Syllables (delete syllables to make new words)—TE pp. 359, 373, 387 • Phonemic Manipulation: Add Syllables (add syllables to words to make new words)—TE pp. 378, 385 • Phonemic Manipulation: Delete and Add Syllables (delete syllables to make new words)—TE p. 403 <p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Building</p> <ul style="list-style-type: none"> • Word Ladder (following the given clues, children add, take away, or change one or more letters to form a new word)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408, 422, 436

STANDARD 2: READING FOUNDATIONS

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p>Children practice forming letters and developing handwriting skills as they complete exercises throughout the program.</p> <p>See also Level K/Kindergarten</p> <p>STUDENT BOOK/TEACHER'S EDITION Handwriting</p> <ul style="list-style-type: none"> • Trace and Write—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331
<p>1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks)</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (begin with a capital letter/ending punctuation/quotation marks/complete sentences)—TE pp. 17, 31, 45, 59, 73, 89, 103, 117, 131, 145, 159, 175, 189, 205, 219, 233, 247, 261, 275, 291, 305, 319, 333, 347, 361, 375, 389, 405, 419, 433 <p>See also letters, words, sentences, and ending punctuation modeled in context—</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books—pp. 15–16, 29–30, 43–44, 57–58, 71–72, 87–88, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 187–188, 203–204, 217–218, 231–232, 245–246, 259–260, 273–274, 289–290, 303–304, 317–318, 331–332, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–43

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> • single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/) 	<p>See Level K/Kindergarten</p> <p>STUDENT BOOK/TEACHER'S EDITION Unit 1 Short a</p> <ul style="list-style-type: none"> • Lesson 1 Mm—pp. 9–20 • Lesson 2 Short a—pp. 21–34 • Lesson 3 Ss—pp. 35–48 <p style="text-align: right;"><i>continued</i></p>

STANDARD 2: READING FOUNDATIONS

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • Lesson 4 Tt—pp. 49–62 • Lesson 5 Pp—pp. 63–76 <p>Unit 2 Short i</p> <ul style="list-style-type: none"> • Lesson 6 Nn—pp. 79–90 • Lesson 7 Short i—pp. 91–102 • Lesson 8 Cc—pp. 103–114 • Lesson 9 Ff—pp. 115–126 • Lesson 10 Dd—pp. 127–138 <p>Unit 3 Short o</p> <ul style="list-style-type: none"> • Lesson 11 Hh—pp. 141–152 • Lesson 12 Short o—pp. 153–164 • Lesson 13 Rr—pp. 165–176 <p>Unit 4 Short e</p> <ul style="list-style-type: none"> • Lesson 16 Kk—pp. 203–214 • Lesson 17 Short e—pp. 215–226 • Lesson 18 Gg—pp. 227–238 • Lesson 19 Ww—pp. 239–250 • Lesson 20 Xx—pp. 251–262 <p>Unit 5 Short u</p> <ul style="list-style-type: none"> • Lesson 21 Vv—pp. 265–276 • Lesson 22 Short u—pp. 277–288 • Lesson 23 Jj—pp. 289–300 • Lesson 24 Qu—pp. 301–312 • Lesson 25 Yy—pp. 313–324
<ul style="list-style-type: none"> • consonant blends (e.g., bl, br, cr) 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 2 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> • Lesson 6 l-Blends—pp. 81–94 • Lesson 7 s-Blends—pp. 95–108 • Lesson 8 r-Blends—pp. 109–122
<ul style="list-style-type: none"> • consonant digraphs and trigraphs (e.g., sh-, -tch) 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Lessons</p> <p>Unit 2 Short Vowels with Blends and Digraphs</p> <ul style="list-style-type: none"> • Lesson 9 Digraphs sh, th—pp. 123–136 • Lesson 10 Digraphs ch, tch, wh—pp. 137–150 • Lesson 11 Digraphs ng, nk—pp. 151–164 <p>Lesson Activity</p> <p>Word Study</p> <ul style="list-style-type: none"> • 3-Letter Blends (scr, spl, str, spr)—p. 159 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: 3-Letter Blends—TE pp. 160, 162 <p>Teacher Table Intervention</p> <ul style="list-style-type: none"> • Word Study: 3-Letter Blends—TE p. 160

STANDARD 2: READING FOUNDATIONS

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<ul style="list-style-type: none"> vowel sounds: 	
<ul style="list-style-type: none"> long 	<p>STUDENT BOOK/TEACHER'S EDITION Unit 4 Long Vowels</p> <ul style="list-style-type: none"> Lesson 14 Single Letter Long Vowels e, i, o—pp. 197–210 Lesson 15 Long a (ai, ay)—pp. 211–224 Lesson 16 Long e (ee, ea)—pp. 225–238 Lesson 17 Long o (oa, ow)—pp. 239–252 Lesson 18 Long i (y, igh)—pp. 253–266 Lesson 19 Long u (u, ew, ue)—pp. 267–280
<ul style="list-style-type: none"> short 	<p>STUDENT BOOK/TEACHER'S EDITION Unit 1 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> Lesson 1 Short a—pp. 9–22 Lesson 2 Short i—pp. 23–36 Lesson 3 Short o—pp. 37–50 Lesson 4 Short u—pp. 51–64 Lesson 5 Short e—pp. 65–78
<ul style="list-style-type: none"> r-controlled vowels (e.g., ar, er, ir or, ur) 	<p>STUDENT BOOK/TEACHER'S EDITION Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs</p> <ul style="list-style-type: none"> Lesson 20 r-Controlled ar—pp. 283–296 Lesson 21 r-Controlled er, ir, ur—pp. 297–310 Lesson 22 r-Controlled or, ore, oar—pp. 311–324
<ul style="list-style-type: none"> vowel spelling patterns: 	
<ul style="list-style-type: none"> vowel digraphs (e.g., ea, oa, ee) 	<p>STUDENT BOOK/TEACHER'S EDITION Unit 4 Long Vowels</p> <ul style="list-style-type: none"> Lesson 15 Long a (ai, ay)—pp. 211–224 Lesson 16 Long e (ee, ea)—pp. 225–238 Lesson 17 Long o (oa, ow)—pp. 239–252 Lesson 19 Long u (u, ew, ue)—pp. 267–280
<ul style="list-style-type: none"> vowel-consonant-silent-e (e.g., lake) 	<p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Final e</p> <ul style="list-style-type: none"> Lesson 12 a_e, i_e—pp. 167–180 Lesson 13 o_e, u_e, e_e—pp. 181–194

STANDARD 2: READING FOUNDATIONS

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled) 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> Lesson 1 Short a—pp. 9–22 Lesson 2 Short i—pp. 23–36 Lesson 3 Short o—pp. 37–50 Lesson 4 Short u—pp. 51–64 Lesson 5 Short e—pp. 65–78 <p>Unit 3 Final e</p> <ul style="list-style-type: none"> Lesson 12 a_e, i_e—pp. 167–180 Lesson 13 o_e, u_e, e_e—pp. 181–194 <p>Unit 4 Long Vowels</p> <ul style="list-style-type: none"> Lesson 14 Single Letter Long Vowels e, i, o—pp. 197–210 Lesson 15 Long a (ai, ay)—pp. 211–224 Lesson 16 Long e (ee, ea)—pp. 225–238 Lesson 17 Long o (oa, ow)—pp. 239–252 Lesson 18 Long i (y, igh)—pp. 253–266 Lesson 19 Long u (u, ew, ue)—pp. 267–280 <p>Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs</p> <ul style="list-style-type: none"> Lesson 20 r-Controlled ar—pp. 283–296 Lesson 21 r-Controlled er, ir, ur—pp. 297–310 Lesson 22 r-Controlled or, ore, oar—pp. 311–324 Lesson 23 Short oo, Long oo (oo, ou, ew, ue, u_e)—pp. 325–338 Lesson 24 Diphthong /ou/ (ou, ow)—pp. 339–352 Lesson 25 Diphthong /oi/ (oi, oy)—pp. 353–366
<ul style="list-style-type: none"> inflectional endings (e.g., -s, -ed, -ing) 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Inflectional Ending -s—p. 32 Inflectional Ending -ed—p. 131 Inflectional Ending -ing and -ed—p. 189 Inflectional Endings (-s, -ed, -ing)—p. 375 Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Word Study: Inflectional Ending -s—TE pp. 32, 34 Word Study: Inflectional Ending -ed—TE pp. 132, 134 Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192 <p style="text-align: right;"><i>continued</i></p>

STANDARD 2: READING FOUNDATIONS

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • Word Study: Inflectional Ending (Review)—TE pp. 376, 378 • Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 436 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 32 • Word Study: Inflectional Ending -ed—TE p. 132 • Word Study: Inflectional Ending -ing and -ed—TE p. 189 • Word Study: Inflectional Ending (Review)—TE p. 376 • Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434
<ul style="list-style-type: none"> • compound words 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Compound Words—pp. 275, 347 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Compound Words—TE pp. 220, 276, 278, 348, 350 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Compound Words—TE pp. 220, 222, 276, 348 • Word Study: Transition to Longer Words (compound words)—TE p. 306
<ul style="list-style-type: none"> • contractions 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Contractions—p. 117 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Contractions—TE pp. 118, 120 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Contractions—TE p. 118
<p>1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (word families)—pp. 12, 26, 40, 54, 68, 286, 328, 370, 400 <p>TEACHER'S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Closed Sort (word families)—TE pp. 12, 26, 40, 54, 68, 286, 370, 400

STANDARD 2: READING FOUNDATIONS

Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 <p><u>TEACHER'S EDITION</u> High-Frequency Words</p> <ul style="list-style-type: none"> • Read/Spell/Write—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 • Review/Extend—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 • Review/Use in Context—TE pp. 15, 29, 43, 57, 71, 87, 101, 115, 129, 143, 157, 173, 187, 203, 217, 231, 245, 259, 273, 289, 303, 317, 331, 345, 359, 373, 387, 403, 417, 431 • Build Fluency (chorally read words and sentences)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408, 422, 436
<p>1.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 • Take-Home Books—pp. 15–16, 29–30, 43–44, 57–58, 71–72, 87–88, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 187–188, 203–204, 217–218, 231–232, 245–246, 259–260, 273–274, 289–290, 303–304, 317–318, 331–332, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (chorally read aloud/check comprehension)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 • Take-Home Book: First Read (Read Together) (chorally read aloud)/Check Comprehension—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432 • Take-Home Book: Second Read (Develop Fluency) (whisper-read or read to a partner)—TE pp. 20, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p style="text-align: right;"><i>continued</i></p>

STANDARD 2: READING FOUNDATIONS

Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (reread previous Take-Home Books to a partner)—TE pp. 12, 21, 26, 35, 40, 49, 54, 63, 68, 77, 84, 93, 98, 107, 112, 121, 126, 135, 140, 149, 154, 163, 170, 179, 184, 193, 200, 209, 214, 223, 228, 237, 242, 251, 256, 265, 270, 279, 286, 295, 300, 309, 314, 323, 328, 337, 342, 351, 356, 365, 370, 379, 384, 393, 400, 409, 414, 423, 428, 437 • Reread Connected Text—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>Home-School Connection</p> <ul style="list-style-type: none"> • Build Fluency (read Take-Home Books with families)—TE pp. 15, 29, 43, 57, 71, 87, 101, 115, 129, 143, 157, 173, 187, 203, 217, 231, 245, 259, 273, 289, 303, 317, 331, 345, 359, 373, 387, 403, 417, 431 <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (show strong feeling)—TE p. 333 <p>Read Children’s Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • Unit 1—TE pp. 7 and 8: <i>The Cat in the Hat</i> by Dr. Seuss, <i>Whistle for Willie</i> by Ezra Jack Keats, <i>Flossie and the Fox</i> by Patricia McKissack, <i>Umbrella</i> by Taro Yashima, <i>Elephant in a Well</i> by Marie Hall Ets • Unit 2—TE pp. 79 and 80: <i>The Day I Had to Play with My Sister</i> by Crosby Bonsall, <i>The Snail’s Spell</i> by Joanne Ryder, <i>Grasshopper on the Road</i> by Arnold Lobel, <i>What’s So Funny, Ketu?</i> by Verna Aardema, <i>Shy Charles</i> by Rosemary Wells, <i>Where the Wild Things Are</i> by Maurice Sendak • Unit 3—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild • Unit 4—TE pp. 195 and 196: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema, <i>Miss Nelson Has a Field Day</i> by Harry Allard, <i>Toad on the Road</i> by Susan Schade and Jon Buller, <i>Night Sounds</i> by Rosemary Wells, <i>Tell Me a Trudy</i> by Lore Segal • Unit 5—TE pp. 281 and 282: <i>Ox-cart Man</i> by Donald Hall, <i>A House for Hermit Crab</i> by Eric Carle, <i>One Monday Morning</i> by Uri Shulevitz, <i>Everybody Cooks Rice</i> by Norah Dooley, <i>Too Many Babas</i> by Carolyn Croll, <i>The Boy Who Didn’t Believe in Spring</i> by Lucille Clifton, <i>Counting Cows</i> by Woody Jackson, <i>Mr. Tall and Mr. Small</i> by Barbara Brenner, <i>Hairs/Pelitos</i> by Sandra Cisneros <p style="text-align: right;"><i>continued</i></p>

STANDARD 2: READING FOUNDATIONS

Fluency

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none">• Unit 6—TE pp. 395 and 396: <i>Jamaica's Find</i> by Juanita Havill, <i>When I Am Old With You</i> by Angela Johnson, <i>The Giant's Toe</i> by Brock Cole, <i>Grandfather's Journey</i> by Allen Say

Additional Aligned Content

STANDARD 1: SPEAKING AND LISTENING

Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.</p>	<p>Children actively listen and speak as they participate in teacher-supervised call and response activities in each lesson.</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend (listen and join in)—pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425
<p>1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss with partners and answer questions about text read aloud)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432
<p>1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions about text read aloud)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 • Take-Home Book: Check Comprehension (discuss answers questions about text read aloud)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432 • Retell and Write (retell story to a partner in their own words)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (reread Take-Home books with partners)—TE pp. 12, 21, 26, 35, 40, 49, 54, 63, 68, 77, 84, 93, 98, 107, 112, 121, 126, 135, 140, 149, 154, 163, 170, 179, 184, 193, 200, 209, 214, 223, 228, 237, 242, 251, 256, 265, 270, 279, 286, 295, 300, 309, 314, 323, 328, 337, 342, 351, 356, 365, 370, 379, 384, 393, 400, 409 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (share responses with partners)—TE pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437 <p style="text-align: right;"><i>continued</i></p>

1: SPEAKING AND LISTENING

Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • Reread Connected Text (reread with partner)—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401 • Spell Words (complete Daily Practice Spell It activity with a partner)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404 • Word Building (build words with partners)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 17, 31, 45, 59, 73, 89, 103, 117, 131, 145, 159, 175, 189, 205, 219, 233, 247, 261, 275, 291, 305, 319, 333, 347, 361, 375, 389, 405 • Sort Words (work with a partner)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408 <p>Learning Center</p> <ul style="list-style-type: none"> • Work with small groups/partners—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426
<p>1.1.R.4 Students will restate and follow simple two-step directions.</p>	<p>Children read and follow directions that appear at the beginning of each lesson activity.</p>

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (describe and analyze characters, action, and ideas in the story)— TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (describe characters in the story)—TE pp. 21, 49, 107, 121, 135, 149, 163, 179, 209, 223, 251, 295, 309, 323, 351, 365, 379, 393, 409, 423, 437
<p>1.1.W.2 Students will work respectfully in groups.</p>	<p>Children work respectfully with others, following standards set and modeled by the teacher and classmates.</p>

STANDARD 2: READING AND WRITING PROCESS

Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Retell and Write (retell story to a partner in their own words)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435
1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books: "Books, Books, Books!" (informational text/made-up stories)—pp. 331–332 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (write what you have learned about books)—p. 337 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Comprehension (different types of books)—TE p. 332
1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text .	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (children describe and analyze characters and action of the story)— TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Write About It (children write a response to the story in the Take-Home Book, share responses with partners, get feedback, and revise as needed)—pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437 <p style="text-align: right;"><i>continued</i></p>

STANDARD 2: READING AND WRITING PROCESS

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (write about the story)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435
<p>1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Write About It (children reread the Take-Home Book then write a response based on the action, details, and ideas in the story)—pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437
<p>1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing .</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice</p> <ul style="list-style-type: none"> • Spell It—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words (write/spell words based on common spelling patterns)—pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430 <p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write: Spell—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words (write/spell words based on common spelling patterns)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430 <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p style="text-align: right;"><i>continued</i></p>

STANDARD 2: READING FOUNDATIONS

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Learning Center</p> <ul style="list-style-type: none"> • Spelling Patterns—TE pp. 10, 168, 212, 340, 368 • Vowel Spelling Patterns—TE p. 326 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Spell Words (complete Daily Practice Spell It activity with a partner)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404
<p>1.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Student Book Resources</p> <ul style="list-style-type: none"> • Word Cards—pp. 439, 441, 443, 445, 447 <p>TEACHER'S EDITION</p> <p>Unit Opener</p> <ul style="list-style-type: none"> • Dear Family: Extend the Learning (keep a notebook of words)—TE pp. 7 & 8, 79 & 80, 165 & 166, 195 & 196, 281 & 282, 395 & 396

STANDARD 3: CRITICAL READING AND WRITING

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.3.R.1 Students will identify the author's purpose (i.e., tell a story, provide information) with guidance and support.</p>	<p>Related content</p> <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (ask children to tell what they think the story is about)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432
<p>1.3.R.2 Students will describe who is telling the story (i.e., point of view).</p>	<p>TEACHER'S EDITION</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (who is speaking)—TE pp. 103, 131, 145, 205, 247, 305, 389, 419 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (narrator)—TE pp. 249, 377

STANDARD 3: CRITICAL READING AND WRITING

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> • setting (i.e., time, place) • plot • main characters and their traits in a story 	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (refer to textual evidence when answering questions about setting, plot and characters)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432
<p>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (answer a question about the text)—pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (answer questions to check comprehension)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 • Take-Home Book: Check Comprehension (answer questions about text read aloud)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432
<p>1.3.R.5 Students will begin to locate facts that are clearly stated in a text.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (find details in text to support answers)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 • Take-Home Book: Check Comprehension (find details in text to support answers)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432

STANDARD 3: CRITICAL READING AND WRITING

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>NARRATIVE 1.3.W.1 Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice</p> <ul style="list-style-type: none"> • Write About It (use unit words to create a story)—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425
<p>INFORMATIVE 1.3.W.2 Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.</p>	<p>TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Write About It (children describe what they learned from reading aloud the Take-Home Book)—TE pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437
<p>OPINION 1.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion.</p>	<p>Related content TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Check Comprehension (express opinions)—Why do you like this animal?, TE p. 30; What kind of things do you like to do when you play with friends?, TE p. 116; How do you think they feel as they sit and hear the clock tick?, TE p. 144; How do you think Jill feels about going to her new school?/Why do you think this?, TE p. 204; Do you think it was right to say “no” to the people?/Why or why not?, TE p. 246; Why is it a good idea to join a club?, TE p. 360; What do you think of the wild child’s behavior?, TE p. 404; How do you think he feels?, TE p. 418

STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Blend It: Challenge Words—211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411

STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—p. 32 • Inflectional Ending -ed—p. 131 • Inflectional Ending -ing and -ed—p. 189 • Inflectional Endings (-s, -ed, -ing)—p. 375 • Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433 <p><u>TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—TE p. 31 • Inflectional Ending -ed—TE p. 131 • Inflectional Ending -ing and -ed—TE p. 189 • Inflectional Ending (Review)—TE p. 375 • Transition to Longer Words—TE pp. 291, 305, 361, 389, 405, 419, 433 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE pp. 32, 34 • Word Study: Inflectional Ending -ed—TE pp. 132, 134 • Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192 • Word Study: Inflectional Ending (Review)—TE pp. 376, 378 • Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 436 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 32 • Word Study: Inflectional Ending -ed—TE p. 132 • Word Study: Inflectional Ending -ing and -ed—TE p. 189 • Word Study: Inflectional Ending (Review)—TE p. 376 • Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434
<p>1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p>	<p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together)(use context clues to confirm correct word)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432
<p>1.4.R.4 Students will name and sort words into categories based on common attributes.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—pp. 12, 26, 40, 54, 68, 84, 98, 112, 126, 140, 154, 170, 184, 200, 214, 228, 242, 256, 270, 286, 300, 314, 328, 342, 356, 370, 384, 400, 414, 428 <p style="text-align: right;"><i>continued</i></p>

STANDARD 4: VOCABULARY

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>TEACHER'S EDITION Word Sort</p> <ul style="list-style-type: none"> Open Sort/Closed Sort/Check and Discuss—TE pp. 12, 26, 40, 54, 68, 84, 98, 112, 126, 140, 154, 170, 184, 200, 214, 228, 242, 256, 270, 286, 300, 314, 328, 342, 356, 370, 384, 400, 414, 428 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Sort Words (with word cards)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408
<p>1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.</p>	<p>Related content STUDENT BOOK/TEACHER'S EDITION Student Book Resources</p> <ul style="list-style-type: none"> Word Cards—pp. 439, 441, 443, 445, 447

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice</p> <ul style="list-style-type: none"> Write About It (use unit words to create a story)—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell (write words and sentences with new words as dictated by the teacher)—pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency (complete sentences with newly acquired vocabulary/write a complete sentence using each word pair)—pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p style="text-align: right;"><i>continued</i></p>

STANDARD 4: VOCABULARY

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>TEACHER'S EDITION Home Connection: Dear Family</p> <ul style="list-style-type: none"> • Extend the Learning (write a sentence using a word with a recently studied skill)—TE pp. 7 and 8, 59 and 60, 101 and 102, 183 and 184, 245 and 246, 297 and 298 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (create oral sentences with newly acquired vocabulary then write the sentence)—pp. 11, 21, 31, 41, 51, 63, 73, 83, 93, 105, 115, 125, 135, 145, 155, 165, 175, 187, 197, 207, 217, 227, 237, 249, 259, 269, 279, 289, 301, 311
<p>1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.</p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency (use lesson words)—pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (use words acquired through conversation/reading/responding to texts)—pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437 <p>TEACHER'S EDITION Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> • Vocabulary—TE pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397

STANDARD 5: LANGUAGE

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun “I.”</p>	<p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (determine if a difficult word is a noun or a verb)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427
<p>1.5.R.2 Students will recognize verbs as actions.</p>	<p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (determine if a difficult word is a noun or a verb)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427
<p>1.5.R.3 Students will recognize color and number adjectives.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (number adjective)—pp. 25, 295 • Take-Home Book (colors, number adjectives)—pp. 57–58, 87–88, 115–116, 187–188, 387–388, 417–418 <p>Word Building</p> <ul style="list-style-type: none"> • Word Ladder (colors)—pp. 222, 359 <p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Check Comprehension (color words)—pp. 88, 388 • Connected Text (color)—p. 183
<p>1.5.R.4 Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER’S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—<i>to</i>, p. 24; <i>with</i>, p. 52; <i>for</i>, p. 66; <i>from</i>, p. 96; <i>of</i>, p. 168; <i>around</i>, <i>under</i>, p. 226; <i>into</i>, <i>through</i>, p. 254; <i>after</i>, p. 340; <i>before</i>, p. 368; <i>upon</i>, p. 382; <i>over</i>, p. 412; <i>off</i>, p. 426
<p>1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER’S EDITION Introduction</p> <ul style="list-style-type: none"> • Blend It: Challenge (plurals)—p. 9 <p>Word Study</p> <ul style="list-style-type: none"> • Plurals (add s to singular form)—pp. 17, 73 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context (<i>are</i>)—p. 52 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (<i>is</i>)—p. 183 <p style="text-align: right;"><i>continued</i></p>

STANDARD 5: LANGUAGE

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Plurals—TE pp. 17, 73 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Plurals (singular and plural word pairs)—TE p. 18, 20, 76 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Plurals (write singular and plural nouns)—TE pp. 18, 74

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.5.W.1 Students will capitalize:</p> <ul style="list-style-type: none"> • the first letter of a sentence • proper names • months and days of the week 	<p>TEACHER'S EDITION</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (use of capital letters)—TE pp. 17, 31, 45, 59, 73, 89, 103, 117, 131, 159, 175, 219, 261, 291, 305, 319, 333, 347, 405, 419, 433, 17, 31, 45, 59, 73, 89, 103, 117, 131, 159, 175, 219, 261, 291, 305, 319, 333, 347, 405, 419, 433
<p>1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (children write a complete sentence as dictated by the teacher)—pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (children write a complete sentence as dictated by the teacher)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Home/School Connection</p> <ul style="list-style-type: none"> • Build Fluency (children write sentences reflecting home and school experiences with words containing target skills)—TE pp. 15, 29, 43, 57, 71, 87, 101, 115, 129, 143, 157, 173, 187, 203, 217, 231, 245, 259, 273, 289, 303, 317, 331, 345, 359, 373, 387, 403, 417, 431

STANDARD 6: RESEARCH

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.	N/A
1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (title/bullet points/numbered items)—pp. 97, 111, 213, 255, 269, 299, 355, 427 • Take-Home Book (title)—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (title/bulleted or numbered items)—TE pp. 97, 111, 213, 255, 269, 299, 355, 427 • Preview and Predict/Check Comprehension (title)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.	<p>TEACHER'S EDITION Unit Opener</p> <ul style="list-style-type: none"> • Read Children's Books (recommended popular children's books found in libraries or bookstores)—TE pp. 7 & 8, 79 & 80, 165 & 166, 195 & 196, 281 & 282, 395 & 396

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
1.6.W.1 Students will generate questions about topics of interest.	N/A
1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.	<p>STUDENT BOOK/TEACHER'S EDITION Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (children sort words into categories using graphic organizers)—pp. 12, 26, 40, 54, 68, 84, 98, 112, 126, 140, 154, 170, 184, 200, 214, 228, 242, 256, 270, 286, 300, 314, 328, 342, 356, 370, 384, 400, 414, 428 <p>Word Building</p> <ul style="list-style-type: none"> • Word Ladder (children add, delete, or substitute letters to form new words using a graphic organizer)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, <p style="text-align: right;"><i>continued</i></p>

STANDARD 6: RESEARCH

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408, 422, 436</p> <p>TEACHER'S EDITION Independent/Partner Work</p> <ul style="list-style-type: none"> • Sort Words (with word cards)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408
<p>1.6.W.3 Students will make informal presentations of information gathered.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Write About It (children share responses to the Take-Home Book)—pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437 <p>Related content</p> <p>TEACHER'S EDITION Unit Opener</p> <ul style="list-style-type: none"> • Dear Family: Practice with the Take-Home Book (children describe the story to family members)—TE pp. 7 & 8, 79 & 80, 165 & 166, 195 & 196, 281 & 282, 395 & 396

STANDARD 7: MULTIMODAL LITERACIES

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.7.R.1 Students will use provided print and digital resources with guidance and support.</p>	<p>Related content</p> <p>TEACHER'S EDITION Learning Center</p> <ul style="list-style-type: none"> • Computer games/apps—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398
<p>1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.</p>	N/A

STANDARD 7: MULTIMODAL LITERACIES

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p>	<p>Related content TEACHER'S EDITION Learning Center</p> <ul style="list-style-type: none"> • Computer games/apps—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398
<p>1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Retell and Write (use drawings when writing a response to the story)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Related content TEACHER'S EDITION Learning Center</p> <ul style="list-style-type: none"> • Draw and Write (draw a picture for the word/partner guesses word based on the picture)—TE pp. 24, 226, 382

STANDARD 8. INDEPENDENT READING AND WRITING

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.8.R.1 Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	<p>TEACHER'S EDITION Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • Unit 1—TE pp. 7 and 8: <i>The Cat in the Hat</i> by Dr. Seuss, <i>Whistle for Willie</i> by Ezra Jack Keats, <i>Flossie and the Fox</i> by Patricia McKissack, <i>Umbrella</i> by Taro Yashima, <i>Elephant in a Well</i> by Marie Hall Ets • Unit 2—TE pp. 79 and 80: <i>The Day I Had to Play with My Sister</i> by Crosby Bonsall, <i>The Snail's Spell</i> by Joanne Ryder, <i>Grasshopper on the Road</i> by Arnold Lobel, <i>What's So Funny, Ketu?</i> by Verna Aardema, <i>Shy Charles</i> by Rosemary Wells, <i>Where the Wild Things Are</i> by Maurice Sendak • Unit 3—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild <p style="text-align: right;"><i>continued</i></p>

STANDARD 8: INDEPENDENT READING AND WRITING

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • Unit 4—TE pp. 195 and 196: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema, <i>Miss Nelson Has a Field Day</i> by Harry Allard, <i>Toad on the Road</i> by Susan Schade and Jon Buller, <i>Night Sounds</i> by Rosemary Wells, <i>Tell Me a Trudy</i> by Lore Segal <i>Shy Charles</i> by Rosemary Wells, <i>Where the Wild Things Are</i> by Maurice Sendak • Unit 3—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild • Unit 4—TE pp. 195 and 196: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema, <i>Miss Nelson Has a Field Day</i> by Harry Allard, <i>Toad on the Road</i> by Susan Schade and Jon Buller, <i>Night Sounds</i> by Rosemary Wells, <i>Tell Me a Trudy</i> by Lore Segal • Unit 5—TE pp. 281 and 282: <i>Ox-cart Man</i> by Donald Hall, <i>A House for Hermit Crab</i> by Eric Carle, <i>One Monday Morning</i> by Uri Shulevitz, <i>Everybody Cooks Rice</i> by Norah Dooley, <i>Too Many Babas</i> by Carolyn Croll, <i>The Boy Who Didn't Believe in Spring</i> by Lucille Clifton, <i>Counting Cows</i> by Woody Jackson, <i>Mr. Tall and Mr. Small</i> by Barbara Brenner, <i>Hairs/Pelitos</i> by Sandra Cisneros • Unit 6—TE pp. 395 and 396: <i>Jamaica's Find</i> by Juanita Havill, <i>When I Am Old With You</i> by Angela Johnson, <i>The Giant's Toe</i> by Brock Cole, <i>Grandfather's Journey</i> by Allen Say

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.8.W.1 Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (children write about the text)—pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (children describe what they learned from reading the Take-Home Book)—pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437 <p style="text-align: right;"><i>continued</i></p>

STANDARD 8: INDEPENDENT READING AND WRITING

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Retell and Write (write about the story)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435