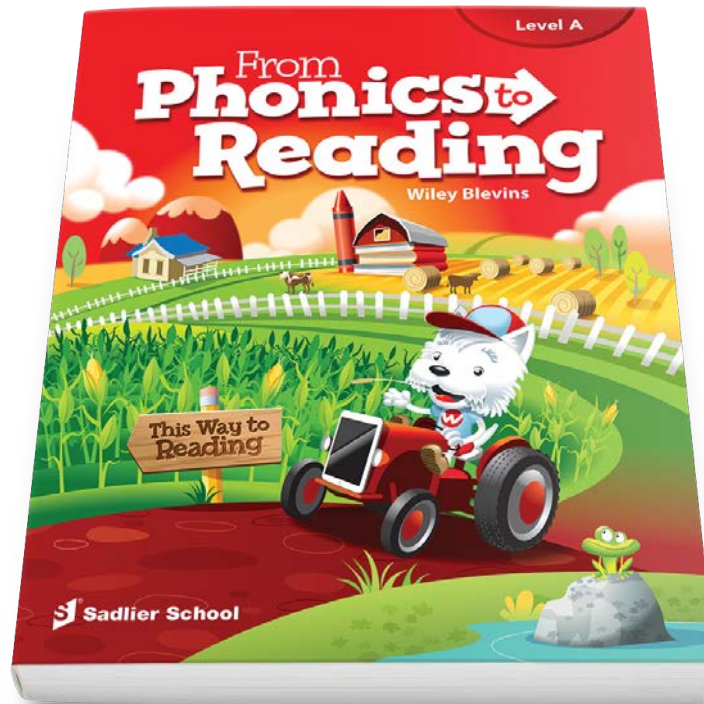


From Phonics to Reading

Correlation to Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts

Grade 1



KEY ALIGNED CONTENT

Foundational Skills

ELA.1.F.1 Applying Foundational Reading Skills.....	2
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ADDITIONAL ALIGNED CONTENT

Reading

ELA.1.R.1 Reading Prose and Poetry.....	15
ELA.1.R.2 Reading Informational Text.....	17
ELA.1.R.3 Reading Across Genres.....	18

Communication

ELA.1.C.1 Communicating Through Writing.....	20
ELA.1.C.2 Communicating Orally.....	22
ELA.1.C.3 Following Conventions.....	23
ELA.1.C.4 Researching.....	27
ELA.1.C.5 Creating and Collaborating.....	28

Vocabulary

ELA.1.V.1 Finding Meaning.....	31
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Key Aligned Content

FOUNDATIONAL SKILLS

■ ELA.1.F.1 Learning and Applying Foundational Reading Skills

Print Concepts

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.F.1.1: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.</p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ What Are Print Concepts?—p. 1 ◦ Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> ◦ Basic Features of Print (how to handle a book/title, author's and illustrator's name/text and illustrations) ◦ Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify the front cover, back cover, title page, and spine of a book.

Phonological Awareness

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.F.1.2: Demonstrate phonological awareness.</p>	<p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness—pp. 15-18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities ◦ Modeling the Tasks
<p>a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> • Think and Write (segment spoken words into initial, medial, and final phonemes)—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>Word Study</p> <ul style="list-style-type: none"> • 3-Letter Blends (segment 3-letter blends: scr, spl, str, spr)—p. 159 <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL SKILLS

■ ELA.1.F.1 Learning and Applying Foundational Reading Skills

Phonological Awareness

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>TEACHER'S EDITION The Phonemic Awareness activities for Day 2 and Day 5 of the five-day lesson plan include oral segmentation instruction and practice.</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • [Day 2] Oral Segmentation—TE pp. 13, 27, 41, 55, 69; digraphs and blends: 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 • [Day 5] Oral Segmentation—TE pp. 20, 34, 48, 62, 76; digraphs and blends: 92, 106, 120, 134, 148, 162; 178, 192, 208, 222, 236, 250, 264, 336, 350, 364, 408, 422, 436 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write (orally segment words)—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>ONLINE RESOURCES</p> <p>Student Fluency Sentences</p> <ul style="list-style-type: none"> • Each Unit—Student Fluency Sentences may be used in class to model fluent reading for students. As students read the fluency sentence aloud at
<p>b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It/Corrective Feedback (chorally blend words based on teacher modeling)—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>Word Study</p> <ul style="list-style-type: none"> • 3-Letter Blends (scr, spl, str, spr)—p. 159 <p>TEACHER'S EDITION The Phonemic Awareness activities for Day 1 and Day 4 of the five-day lesson plan feature modeling and practicing oral blending.</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • [Day 1] Oral Blending—TE pp. 9, 23, 37, 51, 65; digraphs and blends: 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 • [Day 4] Oral Blending—TE pp. 18, 32, 46, 60, 74, 90, 104, 118, 132, 146, 160, 176, 190, 206, 220, 234, 248, 262, 276, 334, 348, 362, 376, 406, 420, 434 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.1.F.1 Learning and Applying Foundational Reading Skills

Phonological Awareness

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Blending—pp. 19–22 • High-Impact Route by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Blending <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Blend It
<p>c. Blend single-syllable spoken words with at least five phonemes.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It (blend single-syllable spoken words with at least five phonemes)—pp. 95, 339 <p>Word Study</p> <ul style="list-style-type: none"> • 3-Letter Blends—p. 159 <p>TEACHER'S EDITION</p> <p>1. Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Blending (blend single-syllable spoken words with at least five phonemes)—TE pp. 109, 137, 325, 339, 397 <p>2. Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • [Day 4] Word Study: 3-Letter Blends—TE p. 160 • [Day 5] Word Study: 3-Letter Blends—TE p. 162
<p>d. Segment single-syllable spoken words with at least five phonemes.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • 3-Letter Blends—p. 159 <p>TEACHER'S EDITION</p> <p>1. Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Segmentation (segment single-syllable spoken words with at least five phonemes)—TE pp. 120, 155, 162, 171, 257, 329, 343, 350, 422 <p>2. Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • [Day 4] Word Study: 3-Letter Blends—TE p. 160 • [Day 5] Word Study: 3-Letter Blends—TE p. 162
<p>e. Segment and blend phonemes in multi-syllable spoken words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <p>Blend It</p> <ul style="list-style-type: none"> • Introduce (segment and blend phonemes in multi-syllable words)—pp. 151, 225, 239, 267, 353, 425 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.1.F.1 Learning and Applying Foundational Reading Skills

Phonological Awareness

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • Challenge (segment and blend phonemes in multi-syllable words)—pp. 151, 167, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>Word Study</p> <ul style="list-style-type: none"> • Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It (blend two-syllable words)—TE pp. 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>Sound-Spelling Blending</p> <ul style="list-style-type: none"> • Blend It (blend two-syllable words)—TE pp. 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 • Cumulative Quick Check (blend two-syllable words)—TE pp. 160, 176, 190, 206, 220, 234, 248, 262, 276, 292, 306, 320, 334, 348, 362, 376, 390, 406, 420, 434 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Compound Words—TE pp. 220, 276, 348 • Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ◦ Multisyllabic Words—pp. 51-54 • High-Impact Route by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Multisyllabic Words
<p>Benchmark Clarifications: Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p>	

FOUNDATIONAL SKILLS

ELA.1.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p>	<p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Program Introduction—pp. 7-11 ◦ Differentiation—pp. 39-42 • Introduction by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Introduction: 7 Characteristics of Strong Phonics Instruction • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Differentiation: Phonics Instruction (Strong Phonics Instruction) ◦ Video: Differentiation: Above-Level, English Learners
<p>a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</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>b. Decode simple words with r-controlled vowels.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <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
<p>c. Decode and encode regularly spelled one-syllable words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It (decode regularly spelled one-syllable words)/Daily Practice: Spell It (encode regularly spelled one-syllable words)—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"> • Think and Write/Listen and Spell (encode/write the spelling for each sound)—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>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 style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL SKILLS

■ ELA.1.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<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 • Word Ladder (use clues to write new words/spell words aloud)—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>TEACHER'S EDITION</p> <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Blend It (decode one-syllable words by putting together sounds)— TE pp. 13, 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 • Cumulative Quick Check (decode one-syllable words)—TE pp. 15, 18, 29, 32, 43, 46, 57, 60, 71, 74, 87, 90, 101, 104, 115, 118, 129, 132, 143, 146, 157, 160, 173, 176, 187, 190, 203, 206, 217, 220, 231, 234, 245, 248, 259, 262, 273, 276, 289, 292, 303, 306, 317, 320, 331, 334, 345, 348, 359, 362, 373, 376, 387, 390, 403, 406, 417, 420, 431, 434, 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>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>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ◦ Dictation (guided spelling)—pp. 27–30 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Dictation <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.1.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Oral Segmentation Routine (Sound by Sound) <ul style="list-style-type: none"> ◦ Connect to Spelling—p. 7 • Spelling Instructional Guide <ul style="list-style-type: none"> ◦ What Is the Role of Spelling in From Phonics to Reading? ◦ Grade 1 (Level A) Spelling Guide—pp. 9–111 ◦ Grade 1 (Level A) Writing Notebook Mastery Checklist—12–1313 <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Video: Using Interactive Instructional Resources at Home • Think and Write • Make New Words
<p>d. Decode words with inflectional endings.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—p. 31 • Inflectional Ending -ed—p. 131 • Inflectional Ending -ing and -ed—p. 189 • Inflectional Endings (-s, -ed, -ing)—p. 375 • Transition to Longer Words—-ing, -ly, pp. 361; -ing, p. 389; -ed, -est, -ing, -ly, p. 405; -es, -ing, p. 419; -es, -ful, -ly, p. 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 • Word Study: Inflectional Ending (Review)—TE pp. 376, 378 • Word Study: Transition to Longer Words—TE pp. 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. 362, 390, 406, 420, 434

FOUNDATIONAL SKILLS

■ ELA.1.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>e. Decode two-syllable words with regular patterns by breaking the words into syllables.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction</p> <ul style="list-style-type: none"> • Blend It <ul style="list-style-type: none"> ○ Introduce (decode two-syllable words by breaking the words into syllables then blending them)—pp. 151, 225, 239, 267, 353, 425 ○ Challenge (decode two-syllable words by breaking the words into syllables then blending them)—pp. 151, 167, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p><u>TEACHER'S EDITION</u> Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It (chorally read/decode two-syllable words by putting together sounds)—TE pp. 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>Sound-Spelling Blending</p> <ul style="list-style-type: none"> • Blend It (chorally read/decode two-syllable words by putting together sounds)—TE pp. 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 • Cumulative Quick Check (decode two-syllable words)—TE pp. 160, 176, 190, 206, 220, 234, 248, 262, 276, 292, 306, 320, 334, 348, 362, 376, 390, 406, 420, 434 • 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 Endings (decode two-syllable words)—TE pp. 146, 190 • Prefixes—TE pp. 206, 320 • Compound Words—TE pp. 220, 276, 348 • Comparatives and Superlatives—TE p. 262 • Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434 <p><u>ONLINE RESOURCES</u> Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ○ Video Viewing Guide <ul style="list-style-type: none"> ○ Multisyllabic Words—pp. 51-54 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ○ Video: Multisyllabic Words

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FOUNDATIONAL SKILLS

ELA.1.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>f. Decode words that use final -e and vowel teams to make long-vowel sound.</p>	<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 <p>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 18 Long i (y, igh)—pp. 253–266 Lesson 19 Long u (u, ew, ue)—pp. 267–280 <p>Unit 6 More Long Vowel Spellings</p> <ul style="list-style-type: none"> Lesson 29 Long i and Long o (ie, oe)—pp. 411–424 Lesson 30 Long e (y, ey, ie)—pp. 425–438 <p>Unit 6 More Long Vowel Spellings</p> <ul style="list-style-type: none"> Lesson 29 Long i and Long o (ie, oe)—pp. 411–424 Lesson 30 Long e (y, ey, ie)—pp. 425–438
<p>Benchmark Clarifications: Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>	

Fluency

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (chorally 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 <p style="text-align: right;"><i>continued</i></p>

FOUNDATIONAL SKILLS

ELA.1.F.1 Learning and Applying Foundational Reading Skills

Fluency

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together) (chorally 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 • 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>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 (read with strong feeling when a sentence ends in an exclamation point)—TE p. 333 <p>Read Children's Books (trade books with grade-level text)</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>

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FOUNDATIONAL SKILLS

ELA.1.F.1 Learning and Applying Foundational Reading Skills

Fluency

1ST GRADE ELA STANDARDS	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 • 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 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness—pp. 23–26 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Decodable Texts <p>Student and Family Resources</p> <ul style="list-style-type: none"> ◦ Student Fluency Sentences (each unit)—Student Fluency Sentences may be used in class to model fluent reading for students. As students read the fluency sentence aloud at home, family members should remind students to pay attention to end punctuation to ensure that expression and intonation convey the meaning. Family members should also provide feedback if students have not self-corrected errors such as omitting or adding words or reading a word incorrectly. <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Video: Using Interactive Instructional Resources at Home • Take-Home Book (each lesson) <p>Fluency</p> <ul style="list-style-type: none"> • Teacher's Guide to Fluency <ul style="list-style-type: none"> ◦ What Is Fluency? ◦ Supporting Fluency Development <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.1.F.1 Learning and Applying Foundational Reading Skills

Fluency

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>From Fluency to Comprehension</p> <ul style="list-style-type: none"> • From Fluency to Comprehension: Routines and Minilessons <ul style="list-style-type: none"> ◦ Level A—pp. 8–12 <ul style="list-style-type: none"> ◦ Repeated Reading Fluency Routine ◦ Fluency Minilessons (one minilesson per unit)—1. Model Fluency; 2. Introduce the Repeated Reading; 3. Model Fluency: Intonation (end punctuation); 4. Echo Read; 5. Choral Read; 6. Oral Recitation; 7. Model Fluency: Pauses Between Words; 8. Model Fluency: Return Sweep Eye Movements; 9. Paired Repeated Readings; 10. 2-Minute Drills; 11. Reader’s Theater; 12. Oral Recitation; 13. Audiobook Modeling; 14. Model Fluency: Intonation (end punctuation); 15. Echo Read; 16. Choral Read; 17. Oral Reading; 18. Oral Recitation; 19. Model Fluency: Intonation (end punctuation); 20. Repeated Readings; 21. Paired Repeated; 22. 2-Minute Drills; 23. Reader’s Theater; 24. Oral Recitation; 25. Repeated Readings; 26. Audiobook Modeling; 27. Model Fluency: Intonation (end punctuation); 28. Paired Repeated; 29. 2-Minute Drills; 30. *Assess Fluency
<p>a. Recognize and read with automaticity the grade-level sight words.</p>	<p><u>STUDENT BOOK/TEACHER’S EDITION</u></p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It/Daily Practice: Build Fluency (recognize and practice reading high-frequency words)—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 Sort</p> <ul style="list-style-type: none"> • Sort It Out (read and sort high-frequency words)—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>Cumulative Assessment</p> <ul style="list-style-type: none"> • Fluency Check (assess ability to read high-frequency words)—pp. 21, 36, 50, 64, 78, 94, 108, 122, 136, 150, 164, 180, 194, 210, 224, 238, 252, 266, 280, 296, 310, 324, 338, 352, 366, 380, 394, 410, 424, 438 <p style="text-align: right;"><i>continued</i></p>

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FOUNDATIONAL SKILLS

■ ELA.1.F.1 Learning and Applying Foundational Reading Skills

Fluency

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>End-of-Student-Book Resources</p> <ul style="list-style-type: none"> • Word Cards (high-frequency/sight words)—pp. 439, 441, 443, 445, 447 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31–34 • High Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: High-Frequency Words <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Teacher's Guide to High-Frequency Words <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ High-Frequency Words—pp. 31–34 • High-Frequency Word Assessments <ul style="list-style-type: none"> ◦ Directions/Next Steps ◦ Forms <ul style="list-style-type: none"> ◦ High-Frequency Word Assessment: Teacher Form (Level A)—pp. 4–5 ◦ High-Frequency Word Assessment: Student Form (Level A)—pp. 6–7 ◦ High-Frequency Word Assessment: Optional Teacher Form (Level A)—pp. 8–9
<p>Benchmark Clarifications:</p> <p>Clarification 1: See Dolch and Fry word lists.</p> <p>Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p>Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.</p> <p>Clarification 4: “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.</p> <p>Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>	

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Additional Aligned Content

READING

ELA.1.R.1 Reading Prose and Poetry

Literary Elements

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.R.1.1: Identify and describe the main story elements in a story.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books—pp. 15–16, 43–44, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 203–204, 217–218, 245–246, 289–290, 303–304, 317–318, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432 <p>TEACHER'S EDITION 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 and events in stories)—pp. 21, 49, 107, 121, 135, 149, 163, 179, 209, 223, 251, 295, 309, 323, 351, 365, 379, 393, 409, 423, 437
<p>Benchmark Clarifications:</p> <p>Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.</p> <p>Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.</p> <p>Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.</p>	

Theme

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.R.1.2: Identify and explain the moral of a story.</p>	<p>Related content</p> <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (children explore story themes)—friendship, TE p. 116; dad and son teamwork, TE p. 144; making music together, TE p. 158; friendly bike race, TE p. 174; making new friends through kindness, TE p. 204; sharing, TE p. 246; hard work is satisfying, TE p. 290; joining a club, TE p. 360; taking without permission, TE p. 388; comparing a wild and kind child, TE p. 404 <p style="text-align: right;"><i>continued</i></p>

READING

ELA.1.R.1 Reading Prose and Poetry

Theme

1ST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

Benchmark Clarifications:

Clarification 1: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.

Perspective and Point of View

1ST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

ELA.1.R.1.3: Explain who is telling the story using context clues.

TEACHER'S EDITION

Print Concepts

- **Understanding How Sentences Work** (who is speaking)—TE pp. 103, 131, 145, 205, 247, 305, 389, 419

Read Connected Text

- **Take-Home Book: Retell and Write** (narrator)—TE pp. 249, 377

Benchmark Clarifications:

Clarification 1: Students will use the term "narrator" to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.

Poetry

1ST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

ELA.1.R.1.4: Identify stanzas and line breaks in poems.

See modeling

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- **Connected Text**—Poem: "My Cat," p. 11; Poem: "My Garden," p. 183; Poem: "Good Deeds," p. 227; Poem: "Flowers All Around," p. 341

Benchmark Clarifications:

Clarification 1: This benchmark can be paired with R.1.1, R.1.2, R.1.3 and R.3.2 for instruction with story poems.

READING

ELA.1.R.2 Reading Informational Text

Structure

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p>	<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/illustrations)—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 (illustrations/title)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332

Central Idea

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.R.2.2: Identify the topic of and relevant details in a text.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (identify topic and supporting details of the text)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332

Purpose and Perspective

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational text.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (children examine the illustrations for details that support the text)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
<p>Benchmark Clarifications:</p> <p>Clarification 1: When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.</p> <p>Clarification 2: During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>	

READING

ELA.1.R.2 Reading Informational Text

Argument

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.R.2.4: Identify an author's opinion(s) about the topic.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text— What does the author think of this game? TE p. 97; What does the author think about Butch? TE p. 139; How does the author feel at the end of the story? TE p. 153; How do you think the author feels about camping? TE p. 241; What does the author want you to do? TE pp. 269, 369

ELA.1.R.3 Reading Across Genres

Interpreting Figurative Language

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.R.3.1: Identify and explain descriptive words and phrases in text(s).</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (add descriptive or specific details)—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>Benchmark Clarifications: Clarification 1: Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.</p>	

Paraphrasing and Summarizing

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.R.3.2: Retell a text to enhance comprehension.</p>	
<p>a. Use main story elements at the beginning, middle, and end for a literary text.</p>	<p>TEACHER'S EDITION Home Connection</p> <ul style="list-style-type: none"> • Dear Family Letter (child tells about Take-Home Book)—pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 326 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (children retell literary text 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

READING

ELA.1.R.3 Reading Across Genres

Paraphrasing and Summarizing

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>b. Use topic and important details for an informational text.</p>	<p>TEACHER'S EDITION Home Connection</p> <ul style="list-style-type: none"> • Dear Family Letter (child tells about Take-Home Book)—pp. 7 & 8, 77 & 78, 139 & 140, 201 & 202, 263 & 263, 325 & 326 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (children retell in their own words the informational text to a partner)—TE pp. 33, 61, 75, 91, 191, 235, 263, 277, 335
<p>Benchmark Clarifications: Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>	

Comparative Reading

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.R.3.3: Compare and contrast two texts on the same topic.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books: "Kind Child, Wild Child" (compare and contrast children's behavior)—pp. 403-404
<p>Benchmark Clarifications: Clarification 1: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>	

COMMUNICATION

■ ELA.1.C.1 Communicating Through Writing

Handwriting

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.C.1.1: Print all upper- and lowercase letters.</p>	<p>Children practice forming letters and developing handwriting skills as they write words and sentences in exercises throughout the program.</p> <p>ONLINE RESOURCES Letter Formation</p> <ul style="list-style-type: none"> • Letter Formation Instruction <ul style="list-style-type: none"> ○ Pencil Grip—p. 1 ○ Posture—p. 2 ○ Spacing—p. 3 ○ Strokes—p. 3 ○ General Tips—p. 4 ○ Lesson Sequence—p. 4 ○ Letter Formation Guide—pp. 5–8 ○ Level A (Grade One) Handwriting Scope and Sequence—pp. 12–14 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>
<p>Benchmark Clarifications: Clarification 1: Students should have adequate spacing between letters and/or words.</p>	

Narrative Writing

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day)</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>Benchmark Clarifications: Clarification 1: See Writing Types.</p>	

COMMUNICATION

■ ELA.1.C.1 Communicating Through Writing

Argumentative Writing

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p>Related content</p> <p>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
<p>Benchmark Clarifications: Clarification 1: See Writing Types.</p>	

Expository Writing

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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>Benchmark Clarifications: Clarification 1: See Writing Types.</p>	

COMMUNICATION

■ ELA.1.C.1 Communicating Through Writing

Improve Writing

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.</p>	<p>TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Write About It (get feedback from partners/revise writing as needed)—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>Benchmark Clarifications: Clarification 1: As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.</p>	

■ ELA.1.C.2 Communicating Orally

Oral Presentation

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.C.2.1: Present information orally using complete sentences and appropriate volume.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (discuss then give answers in complete sentences)—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 (discuss answers to comprehension questions with a partner/answer in complete sentences)—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 (discuss answers to comprehension questions with a partner/answer in complete sentences)—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>Benchmark Clarifications: Clarification 1: For further guidance, see the Elementary Oral Communication Rubric.</p>	

COMMUNICATION

ELA.1.C.3 Following Conventions

Conventions

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	
<p>Benchmark Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows:</p>	
<ul style="list-style-type: none"> • Capitalize proper nouns. 	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (capitalize proper nouns/proper names)—TE pp. 131, 219, 291, 305, 419
<ul style="list-style-type: none"> • Form and use simple verb tenses for regular verbs by adding the affix -ed. 	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -ed—p. 131 • Inflectional Ending -ing and -ed—p. 189 • Inflectional Endings (-ed)—p. 375 • Transition to Longer Words (-ed)—p. 405 <p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -ed—TE p. 131 • Inflectional Ending -ing and -ed—TE p. 189 • Inflectional Ending (Review)—TE p. 375 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • 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. 392, 406, 408 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • 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 p. 406
<ul style="list-style-type: none"> • Form and use complete simple sentences. 	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (answer question to a partner then write a complete sentence about it)—pp. 11, 25, 39, 53, 67, 83, <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

ELA.1.C.3 Following Conventions

Conventions

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>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> <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (write a complete sentence 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 (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>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (answer comprehension questions in complete sentences)—TE pp. 11, 16, 25, 30, 39, 44, 53, 58, 67, 72, 83, 88, 97, 102, 111, 116, 125, 130, 139, 144, 153, 158, 169, 174, 183, 188, 199, 204, 213, 218, 227, 232, 241, 246, 255, 260, 269, 274, 285, 290, 299, 304, 313, 318, 327, 332, 341, 346, 355, 360, 369, 374, 383, 388, 399, 404, 413, 418, 427, 432 <p>Print Concepts</p> <ul style="list-style-type: none"> • Comparing Sentences and Phrases (complete sentences)—TE p. 59 • Understanding How Sentences Work (complete sentences)—TE pp. 73, 375, 433
<ul style="list-style-type: none"> • Use possessives. 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Possessives—p. 89 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> • Possessives (add apostrophe and the letter s)—TE p. 89 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Possessives—TE p. 92
<ul style="list-style-type: none"> • Use subject-verb agreement in simple sentences. 	<p>Subject-verb agreement is modeled in simple sentences found in reading selections and practice exercises throughout the program.</p>

COMMUNICATION

■ ELA.1.C.3 Following Conventions

Conventions

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
Skills to be implemented but not yet mastered are as follows:	
<ul style="list-style-type: none"> Form plurals -y to -ies. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book—stories/story, p. 431 <p>See also Level B/Grade 2</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Inflectional Endings (change y to i)—story/stories, puppy/puppies, penny/pennies, p. 130
<ul style="list-style-type: none"> Conjugate regular and irregular verb tenses. 	N/A
<ul style="list-style-type: none"> Form and use regular and frequently occurring irregular plural nouns. 	<p>See Level B/Grade 2</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Irregular Plurals—p. 232 More Irregular Plurals—p. 284
<ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> Listen and Spell—sat, ran, p. 13 <p>Word Building</p> <ul style="list-style-type: none"> Make New Words—sat, ran, p. 14; had, hid, p. 28; lit, p. 42; dug, p. 56; led, p. 70; sang, p. 156; came, p. 172; got, p. 202; got, p. 244 <p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency—hid, ran, p. 19; found, pp. 363, 407 <p>Word Building</p> <ul style="list-style-type: none"> Word Ladder—ran, p. 20 <p>Introduction</p> <ul style="list-style-type: none"> Blend It—got, p. 65; came, p. 167; came, broke, rode, p. 181; grew, p. 325; lost, p. 353; saw, p. 367 <p>Independent Practice</p> <ul style="list-style-type: none"> Read and Write—cut, hit, ran, p. 60; rode, p. 190 <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

ELA.1.C.3 Following Conventions

Conventions

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—gave, p. 124; made, p. 152 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—grew, p. 125 • Take-Home Book—went, pp. 217, 387; taught, p. 373; ate, pp. 387, 388 <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—got, p. 200; found, p. 342
<ul style="list-style-type: none"> • Use apostrophes to form 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>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (contractions)—TE pp. 347, 405
<ul style="list-style-type: none"> • Appropriately use pronouns. 	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—my, she, me, p. 11; it, p. 25; he, his, p. 39; we, our, p. 53; you, I, p. 67 <p>Word Study</p> <ul style="list-style-type: none"> • Possessives—my, p. 89 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency—his, p. 91 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—it, pp. 369, 427 • Interact with the Text—I, p. 97; he, p. 111 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—who, p. 152 <p>TEACHER'S EDITION</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work—they, we, TE p. 175 <p style="text-align: right;"><i>continued</i></p>

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COMMUNICATION

■ ELA.1.C.3 Following Conventions

Conventions

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	Home-School Connection <ul style="list-style-type: none"> • Build Fluency—I, we, TE pp. 57; I, her, TE p. 71; you, she, our, TE p. 87; my, us, we, TE p. 101; I, his, TE p. 128; we, he, I, my, TE p. 203; I, we, our, TE p. 431
<ul style="list-style-type: none"> • Use commas in a series. 	TEACHER'S EDITION Print Concepts <ul style="list-style-type: none"> • Understanding How Sentences Work (commas to separate items in a list)—TE pp. 247, 419
<ul style="list-style-type: none"> • Use plural possessives. 	Related content TEACHER'S EDITION Sound-Spelling/Blending <ul style="list-style-type: none"> • Word Study: Possessives (distinguish possessives from plurals)—TE p. 92
<ul style="list-style-type: none"> • Use interjections. 	See modeling STUDENT BOOK/TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Take-Home Book—Plop! Stop! p. 43; Chomp! p. 143; Bam, Puff, Ting, p. 273; Hmm, p. 303; Wow! p. 345
Clarification 2: See Convention Progression by Grade Level for more information.	

■ ELA.1.C.4 Researching

Researching and Using Information

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
ELA.1.C.4.1: Participate in research to gather information to answer a question about a single topic.	Related content TEACHER'S EDITION Unit Opener <ul style="list-style-type: none"> • Read Children's Books (use the library to locate children's books that apply specific phonics skills)—TE pp. 7 & 8, 79 & 80, 165 & 166, 195 & 196, 281 & 282, 395 & 396 <p style="text-align: right;"><i>continued</i></p>

COMMUNICATION

■ ELA.1.C.4 Researching

Researching and Using Information

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (shared writing projects/get feedback from 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>Benchmark Clarifications: Clarification 1: The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.</p>	

■ ELA.1.C.5 Creating and Collaborating

Multimedia

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.C.5.1: Use a multimedia element to enhance oral or written tasks.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (sort word cards/write and read aloud word lists in each box)—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"> • Make New Words (use letter cards to build words/say then write each word)—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>End-of-Student-Book Resources</p> <ul style="list-style-type: none"> • Letter Cards and Word Cards—pp. 439–448 <p>TEACHER'S EDITION</p> <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Sort Words (sort word cards/read completed sorts aloud)—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>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 style="text-align: right;"><i>continued</i></p>

COMMUNICATION

■ ELA.1.C.5 Creating and Collaborating

Multimedia

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>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 <p>End-of-Teacher's-Edition Resources</p> <ul style="list-style-type: none"> • Reproducible Sound-Spelling Cards and Sound-Spelling Letter Cards—TE pp. 449–458 • Reproducible Sorting Boxes—TE pp. 459–460 <p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Instructional Guides <ul style="list-style-type: none"> ○ Multisensory/Multimodal Instruction: The Latest Research <p>Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Word Cards • Letter Cards • Sound-Spelling Cards • Sound-Spelling Letter Cards • Sorting Boxes • Sound Boxes • Large Word Cards • Large Letter Cards <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Video: Using Interactive Instructional Resources at Home • Blend It • Interact with the Text • Sort It Out • Think and Write • Make New Words • Take-Home Book
<p>Benchmark Clarifications:</p> <p>Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.</p>	

COMMUNICATION

■ ELA.1.C.5 Creating and Collaborating

Technology in Communication

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.C.5.2: Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.</p>	<p>Related content TEACHER'S EDITION Learning Center • Computer games/digital tools/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>

VOCABULARY

■ ELA.1.V.1 Finding Meaning

Academic Vocabulary

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.V.1.1: Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Blend It: Challenge (grade-level academic vocabulary)—pp. 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411 <p>Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> • Write About It (use unit words)—pp. 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (use words, including academic vocabulary, acquired through conversation and reading)—pp. 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437
<p>Benchmark Clarifications: Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>	

Morphology

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.V.1.2 Identify and use frequently occurring base words and their common inflections in grade-level content.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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 • Prefixes (re-, un-)—p. 205 • Suffixes (-ful, -less)—p. 237 • Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433 • Prefixes (dis-, pre-)—p. 311 • Suffixes (-ly, -y)—p. 325 • Inflectional Endings (-s, -ed, -ing)—p. 375 <p>TEACHER'S EDITION 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 <p style="text-align: right;"><i>continued</i></p>

VOCABULARY

■ ELA.1.V.1 Finding Meaning

Morphology

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • 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>Independent/Partner Work</p> <ul style="list-style-type: none"> • Word Study: Prefixes— re-, un-, TE p. 206; dis-, pre-, TE p. 320 • Word Study: Suffixes—-ful, -less, TE p. 248; -ly, -y, TE p. 334
<p>Benchmark Clarifications:</p> <p>Clarification 1: See Base Words for frequently occurring base words.</p> <p>Clarification 2: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.</p> <p>Example: Regular verbs add the inflectional ending -ed to indicate the past tense.</p>	

Context and Connotation

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>ELA.1.V.1.3 Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (use context clues to help understand the meaning of an unfamiliar word in read-aloud text)—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 (use context clues to help understand the meaning of an unfamiliar word in chorally read text)—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>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> • Vocabulary (demonstrate new words in a concrete way, with a picture or acting out the meanings)—TE pp. 9, 23, 37, 51, 65, <p style="text-align: right;"><i>continued</i></p>

VOCABULARY

■ ELA.1.V.1 Finding Meaning

Context and Connotation

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	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>Benchmark Clarifications: Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships.</p>	