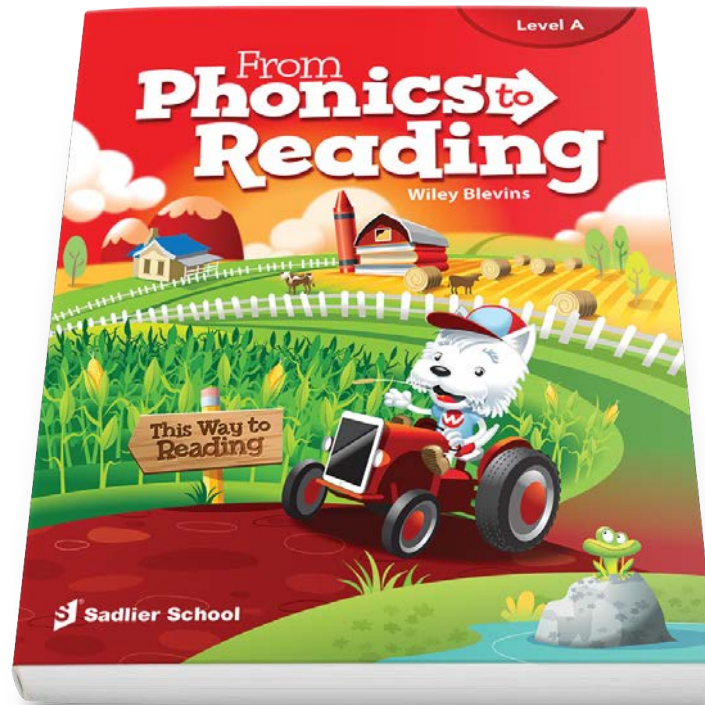


From Phonics to Reading

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade 1



KEY ALIGNED CONTENT

Literacy Foundations

Concepts of Print.....	2
Phonological Awareness/Phonemic Awareness.....	2
Phonics.....	7
Fluency.....	14

ADDITIONAL ALIGNED CONTENT

Literacy Foundations

Oral Language.....	19
Vocabulary.....	20
Comprehension.....	24
Writing.....	28

Key Aligned Content

LITERACY FOUNDATIONS

Concepts of Print

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1. Locate a book’s title, table of contents, glossary, and the names of author(s) and illustrator(s).</p> <p>a. Explain the roles of author(s) and illustrator(s).</p>	<p>ONLINE RESOURCES</p> <p>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 (locate book’s 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/Phonemic Awareness

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.</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"> ◦ 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—pp. 2-3 • Modeling the Tasks—pp. 4-12 • Assessment—p. 13 • Grade-Level Expectations—p. 14 • Instructional Sequence: A Rationale—pp. 15-16 • Additional Phonological Awareness Guiding Principles in <i>From Phonics to Reading</i>—pp. 16-17 • Common Instructional Issues Addressed in <i>From Phonics to Reading</i>—pp. 17-18 <p>Assessment</p> <ul style="list-style-type: none"> • Phonological Awareness Assessment
<p>a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.</p> <p><i>Examples: par-ti-cu-lar, cer-ti-fi-cate</i></p>	<p>TEACHER’S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Phonemic Manipulation: Delete Syllables (clap/count the syllables; delete the first syllable to make a new word)—TE pp. 359, 373, 387 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • Phonemic Manipulation: Add Syllables (say the syllable; add a syllable to make a new, polysyllabic word)—TE pp. 371 • Phonemic Manipulation: Delete and Add Syllables (clap/count the syllables; delete the first syllable to make a new word/add syllable to make a new, polysyllabic word)—TE pp. 403, 417 • Phonemic Manipulation: Delete and Add Syllables (clap/count the syllables; delete the first syllable to make a new word; add syllable to make a new, polysyllabic word)—TE pp. 403, 417, 431 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Transition to Longer Words (identify, segment/divide into/draw line between syllables, then blend syllables to read the word)—TE pp. 292, 294, 306, 308, 364, 390, 392, 406, 408, 420, 422, 434, 436 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Transition to Longer Words (segment polysyllabic words into syllables)—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 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Multisyllabic Words
<p>b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text: Interact with the Text (identify rhyming words)—pp. 11, 25, 53, 83, 87, 97, 111, 183, 199, 213, 227, 241, 255, 285, 327, 355, 369, 383, 389, 413 <p>Word Study</p> <ul style="list-style-type: none"> • Short e Spelled ea (rhyming words)—p. 233 <p>Word Building</p> <ul style="list-style-type: none"> • Word Ladder (produce rhyming word)—p. 264 <p>TEACHER’S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Recognize and Produce Rhyme—TE pp. 15, 43, 71 <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 (rhyme)—pp. 15–18 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <ul style="list-style-type: none"> ◦ Rhyme • Instructional Guides • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities <ul style="list-style-type: none"> ◦ Activity Type 1: Rhyme and Alliteration—p. 2 ◦ Activity Type 2: Oddity Tasks (rhyme)—p. 3 • Modeling the Tasks <ul style="list-style-type: none"> ◦ Rhyme Routine—p. 4
<p>c. Produce alliterative words.</p>	<p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Alliteration—TE pp. 29, 57 <p>ONLINE RESOURCES 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 <ul style="list-style-type: none"> ◦ Activity Type 1: Rhyme and Alliteration—p. 2
<p>d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.</p>	<p>Blend phonemes</p> <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>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"> ◦ Blending—pp. 19–22 ◦ Word Building—pp. 35–38 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Blending ◦ Video: Word Building (Blending Focus) <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Blend It <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Segment phonemes</p> <p>TEACHER’S EDITION</p> <p>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>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 (oral segmentation) <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 <ul style="list-style-type: none"> ◦ Activity Type 4: Oral Segmentation phoneme by phoneme)—p. ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Oral Segmentation Routine (Sound by Sound)—pp. 6–7
<p>e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.</p> <p><i>Examples: pan to pant; flight to light; cat to cap</i></p>	<p>TEACHER’S EDITION</p> <p>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

LITERACY FOUNDATIONS

Phonological Awareness/Phonemic Awareness

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>f. Distinguish long from short vowel sounds in spoken, single-syllable words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 1 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> • Lesson 1 Short <i>a</i>—pp. 9–22 • Lesson 2 Short <i>i</i>—pp. 23–36 • Lesson 3 Short <i>o</i>—pp. 37–50 • Lesson 4 Short <i>u</i>—pp. 51–64 • Lesson 5 Short <i>e</i>—pp. 65–78 <p>Unit 4 Long Vowels</p> <ul style="list-style-type: none"> • Lesson 14 Single Letter Long Vowels <i>e, i, o</i>—pp. 197–210 • Lesson 15 Long <i>a</i> (<i>ai, ay</i>)—pp. 211–224 • Lesson 16 Long <i>e</i> (<i>ee, ea</i>)—pp. 225–238 • Lesson 17 Long <i>o</i> (<i>oa, ow</i>)—pp. 239–252 • Lesson 18 Long <i>i</i> (<i>y, igh</i>)—pp. 253–266 • Lesson 19 Long <i>u</i> (<i>u, ew, ue</i>)—pp. 267–280
<p>g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.</p> <p><i>Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ë/ and /ā/, /ë/ and /ā/</i></p> <p><i>Note: This is extremely important as a foundational phonemic awareness skill for all learners.</i></p>	<p>TEACHER'S EDITION Teacher Table: English Learners</p> <ul style="list-style-type: none"> • Sound Transfer (voiced/unvoiced sounds; correct mouth position/articulation)—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
<p>h. Identify the sound substitution in words with five to six phonemes.</p> <p><i>Example: strips/straps, square/squire</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Blend It: Introduce/Challenge—pp. 253, 283, 311, 325, 339, 381, 397, 411, 425 <p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Blending—TE pp. 325, 339, 397

LITERACY FOUNDATIONS

Phonics

GRADE 1 CONTENT STANDARDS

1. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.

FROM PHONICS TO READING, LEVEL A / GRADE 1

STUDENT BOOK/TEACHER'S EDITION

Unit 1 Short Vowels with Single Consonants

- 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

Unit 2 Short Vowels with Blends and Digraphs

- Lesson 6 l-Blends—pp. 81–94
- Lesson 7 s-Blends—pp. 95–108
- Lesson 8 r-Blends—pp. 109–122
- 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

Unit 3 Final e

- Lesson 12 a_e, i_e—pp. 167–180
- Lesson 13 o_e, u_e, e_e—pp. 181–194

Unit 4 Long Vowels

- 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

Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs

- 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
- Lesson 26 Complex Vowel /ô/ [au, aw, a(lk), a(lt), a(lI)]—pp. 367–380
- Lesson 27 r-Controlled are, air, ear—pp. 381–394

Unit 6 More Long Vowel Spellings

- Lesson 28 Long i and Long o [i(ld), i(nd), o(ld)]—pp. 397–410
- Lesson 29 Long i and Long o (ie, oe)—pp. 411–424
- Lesson 30 Long e (y, ey, ie)—pp. 425–438

continued

LITERACY FOUNDATIONS

Phonics

GRADE 1 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

- a. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels.
Examples: x= /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/

ONLINE RESOURCES

ABC Express Add-on Practice and Application Activities

- Instructional Resources
 - Lesson 1: Ss
 - Lesson 2: Tt, Dd
 - Lesson 3: Short i, Pp
 - Lesson 4: Ff, Hh
 - Lesson 5: Ll, Bb
 - Lesson 6: Short o, Cc
 - Lesson 7: Rr, Gg
 - Lesson 8: Short u, Ww
 - Lesson 9: Jj, Kk
 - Lesson 10: Short e, Vv
 - Lesson 11: Yy, Zz
 - Lesson 12: Xx, Qq, qu

STUDENT BOOK/TEACHER'S EDITION

Unit 1 Short Vowels with Single Consonants

- 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

Unit 4 Long Vowels

- 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

ONLINE RESOURCES

ABC Express Add-on Practice and Application Activities

- Instructional Resources
 - Lesson 1: Ss
 - Lesson 2: Tt, Dd
 - Lesson 3: Short i, Pp
 - Lesson 4: Ff, Hh
 - Lesson 5: Ll, Bb
 - Lesson 6: Short o, Cc
 - Lesson 7: Rr, Gg
 - Lesson 8: Short u, Ww
 - Lesson 9: Jj, Kk
 - Lesson 10: Short e, Vv
 - Lesson 11: Yy, Zz
 - Lesson 12: Xx, Qq, qu

LITERACY FOUNDATIONS

Phonics

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.</p> <p><i>Note: Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Lessons</p> <p>Unit 3 Final e</p> <ul style="list-style-type: none"> • Lesson 12 a_e, i_e (sk-, cl-, pl-, sn-, st-)—pp. 167-180 • Lesson 13 o_e, u_e, e_e (br-, gl-, sm-, fl-, st-, sk-,)—pp. 181-194 <p>Lesson activities</p> <p>Word Study</p> <ul style="list-style-type: none"> • Final Blends (some words end with a pair of sounds)—p. 103 • 3-Letter Blends—p. 158 <p>TEACHER'S EDITION Learning Center</p> <ul style="list-style-type: none"> • Consonant Blends—TE p. 96 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Final Blends—TE pp. 104, 106 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend (long vowels in open syllables)—TE p. 197 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Final Blends—TE p. 104 • Word Study: Transition to Longer Words (most closed syllables have a short vowel sound)—TE p. 362 <p>Word Study</p> <ul style="list-style-type: none"> • Transition to Longer Words (most closed syllables have a short vowel sound)—TE p. 361 <p>ONLINE RESOURCES Assessment</p> <ul style="list-style-type: none"> • Comprehensive Phonics Survey: Nonsense Word Reading (consonant blends and digraphs)—p. 2
<p>c. Decode words with digraphs, trigraphs, and combinations, including digraphs <i>ck, sh, th, ch, wh, ph, ng</i>, trigraphs <i>tch</i> and <i>dge</i>, and combination <i>qu</i>.</p> <p><i>Note: Some programs/experts call wh a combination, others call it a digraph. Use common language across the school/district.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 2 Short Vowels with Blends and Digraphs</p> <ul style="list-style-type: none"> • Lesson 9 Digraphs <i>sh, th</i>—pp. 123-136 • Lesson 10 Digraphs <i>ch, tch, wh</i>—pp. 137-150 • Lesson 11 Digraphs <i>ng, nk</i>—pp. 151-164 <p>ONLINE RESOURCES ABC Express Add-on Practice and Application Activities</p> <ul style="list-style-type: none"> • Instructional Resources <ul style="list-style-type: none"> ○ Lesson 12: <i>Xx, Qq, qu</i>

LITERACY FOUNDATIONS

Phonics

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>d. Decode words with <i>a</i> after <i>w</i> read /ă/ and <i>a</i> before <i>l</i> read /â/.</p> <p><i>Examples: wash, water, wasp; tall, all, talk, small, fall</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 168 (water); 226 (wash) <p>Word Study</p> <ul style="list-style-type: none"> • Comparatives and Superlatives (er, est)—p. 261 (tall) <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—p. 370 (tall, ball, call, fall, small/talk, walk, chalk/halt, salt) <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words—p. 372 (call, ball, stall, wall, mall, tall/walk, talk/salt, malt) <p>Independent Practice</p> <ul style="list-style-type: none"> • Read and Write—p. 376 (talk, walk/call, ball, tall, hall) <p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Review/Extend—TE pp. 171, 173 (water); 229, 231 (wash) • Build Fluency—TE p. 178 (water) <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency—TE pp. 177 (water); 236 (wash) <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Word Building—TE p. 178 (call, ball, wall, small/walk, talk/malt, salt)
<p>e. With prompting and support, decode words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation.</p> <p><i>Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Soft <i>c</i> and Soft <i>g</i>—p. 175 <p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Soft <i>c</i> and Soft <i>g</i>—TE pp. 176, 178 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Soft <i>c</i> and Soft <i>g</i>—TE p. 176 <p>See also Level C/Grade 3</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Hard and Soft <i>c</i> and <i>g</i>—SB p. 85/TE p. T100

LITERACY FOUNDATIONS

Phonics

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>f. Decode words with vowel <i>y</i> in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel <i>y</i> in medial position, producing the short /i/ sound for these words.</p> <p><i>Examples: fly, my; baby, happy; myth, gym</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Lessons</p> <p>Unit 4 Long Vowels</p> <ul style="list-style-type: none"> • Lesson 18 Long <i>i</i> (<i>y, igh</i>) (long /ī/ sound in one-syllable words)—pp. 253–266 <p>Unit 6 More Long Vowel Spellings</p> <ul style="list-style-type: none"> • Lesson 30 Long <i>e</i> (<i>y, ey, ie</i>) (long /ē/ sound in two-syllable words)—pp. 425–438 <p>Lesson Activities</p> <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency—p. 335 (gym)
<p>g. Decode regularly spelled one-syllable words with vowel-r syllables, including <i>ar, er, ir, or,</i> and <i>ur.</i></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 <i>ar</i>—pp. 283–296 • Lesson 21 r-Controlled <i>er, ir, ur</i>—pp. 297–310 • Lesson 22 r-Controlled <i>or, ore, oar</i>—pp. 311–324
<p>h. With prompting and support, decode words with common vowel team syllables, including <i>ai, ay, ee, ea, igh, ie, oa,</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 4 Long Vowels</p> <ul style="list-style-type: none"> • Lesson 15 Long <i>a</i> (<i>ai, ay</i>)—pp. 211–224 • Lesson 16 Long <i>e</i> (<i>ee, ea</i>)—pp. 225–238 • Lesson 17 Long <i>o</i> (<i>oa, ow</i>)—pp. 239–252 • Lesson 18 Long <i>i</i> (<i>y, igh</i>)—pp. 253–266 • Lesson 19 Long <i>u</i> (<i>u, ew, ue</i>)—pp. 267–280 <p>Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs</p> <ul style="list-style-type: none"> • Lesson 23 Short <i>oo</i>, Long <i>oo</i> (<i>oo, ou, ew, ue, u_e</i>)—pp. 325–338
<p>i. With prompting and support, decode words that follow the <i>-ild, -ost, -old, -olt,</i> and <i>-ind</i> patterns.</p> <p><i>Examples: mild, host, fold, jolt, kind</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Lesson</p> <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(nd), o(ld)</i>]<i>]</i>—pp. 397–410 <p>Lesson Activities</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—p. 398 (most) <p>TEACHER'S EDITION</p> <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency—TE p. 407 (most)

LITERACY FOUNDATIONS

Phonics

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Blend It: Introduce (decode two-syllable words by putting together sounds)—pp. 151, 225, 239, 267, 353, 425 • Blend It: Challenge (decode two-syllable words by putting together sounds)—pp. 151, 167, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>TEACHER'S EDITION 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 <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 • Short e Spelled ea—TE p. 234 • Comparatives and Superlatives—TE p. 262 • Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434
<p>k. With prompting and support, decode words with silent letter combinations. <i>Examples: kn, wr, mb, gh, gn</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 152 (who); 326 (write) <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It—pp. 253 (right/bright/night/fight/flight/tight/sight; high/sigh); 311 (fight) <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—p. 256 (bright/fight/might/night/right) <p>Independent Practice</p> <ul style="list-style-type: none"> • Read and Write—p. 262 (high/night/light/right) <p>Word Building</p> <ul style="list-style-type: none"> • Word Ladder—pp. 278 (signal); 336 (ghost) <p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—TE p. 152 (who/words with silent letters) <p>See also Grade 2/Level B</p> <p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Silent Letters (kn, wr, gn, mb)—p. 140

LITERACY FOUNDATIONS

Phonics

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>i. With prompting and support, decode words with common prefixes including <i>un-</i>, <i>dis-</i>, <i>in-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>non-</i>, and <i>ex-</i>.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Prefixes (re-, un-)—p. 205 Prefixes (dis-, pre-)—p. 319 <p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Word Study: Prefixes (re-, un-)—TE p. 206 Word Study: Prefixes (dis-, pre-)—TE p. 322 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Word Study: Prefixes (re-, un-)—TE p. 206 Word Study: Prefixes (dis-, pre-)—TE p. 320
<p>m. With prompting and support, decode words with common suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition. <i>Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Suffixes (-ful, -less)—p. 247 Transition to Longer Words—p. 361 Suffixes (-ly, -y)—p. 333 <p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Word Study: Suffixes (-ful, -less)—TE p. 248 Word Study: Suffixes (-ly, -y)—TE p. 334 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Word Study: Suffixes (-ful, -less)—TE p. 248 Word Study: Suffixes (-ly, -y)—TE p. 334 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Word Study: Transition to Longer Words (suffixes -ly, -y)—TE p. 390
<p>n. Decode contractions with <i>am</i>, <i>is</i>, <i>has</i>, and <i>not</i>. <i>Examples: I'm, he's, she's, isn't, don't</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> Contractions—p. 117 <p>TEACHER'S EDITION 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

LITERACY FOUNDATIONS

Phonics

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</p> <p><i>Examples: saw, all, made, can, his, walk, let, open, time</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context (high-frequency words with predictable, decodable phoneme-grapheme correspondences)—pp. 10, 38, 66, 82, 96, 110, 124, 138, 152, 168, 182, 212, 226, 240, 254, 268, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 <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

Fluency

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It/Daily Practice (apply phoneme-grapheme correspondences to decodable 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>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (read decodable words in context)—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 (read decodable words in context)—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

LITERACY FOUNDATIONS

Fluency

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>9. Read grade-appropriate texts with accuracy and fluency.</p> <p>a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.</p> <p>b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>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</p> <p>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 • 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 style="text-align: right;"><i>continued</i></p>

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LITERACY FOUNDATIONS

Fluency

GRADE 1 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

Read Children’s Books (trade books with grade-level text)

- **Unit 1**—TE pp. 7 and 8: *The Cat in the Hat* by Dr. Seuss, *Whistle for Willie* by Ezra Jack Keats, *Flossie and the Fox* by Patricia McKissack, *Umbrella* by Taro Yashima, *Elephant in a Well* by Marie Hall Ets
- **Unit 2**—TE pp. 79 and 80: *The Day I Had to Play with My Sister* by Crosby Bonsall, *The Snail’s Spell* by Joanne Ryder, *Grasshopper on the Road* by Arnold Lobel, *What’s So Funny, Ketu?* by Verna Aardema, *Shy Charles* by Rosemary Wells, *Where the Wild Things Are* by Maurice Sendak
- **Unit 3**—TE pp. 165 and 166: *Frog and Toad Are Friends* by Arnold Lobel, *Going Home* by Margaret Wild
- **Unit 4**—TE pp. 195 and 196: *Bringing the Rain to Kapiti Plain* by Verna Aardema, *Miss Nelson Has a Field Day* by Harry Allard, *Toad on the Road* by Susan Schade and Jon Buller, *Night Sounds* by Rosemary Wells, *Tell Me a Trudy* by Lore Segal
- **Unit 5**—TE pp. 281 and 282: *Ox-cart Man* by Donald Hall, *A House for Hermit Crab* by Eric Carle, *One Monday Morning* by Uri Shulevitz, *Everybody Cooks Rice* by Norah Dooley, *Too Many Babas* by Carolyn Croll, *The Boy Who Didn’t Believe in Spring* by Lucille Clifton, *Counting Cows* by Woody Jackson, *Mr. Tall and Mr. Small* by Barbara Brenner, *Hairs/Pelitos* by Sandra Cisneros
- **Unit 6**—TE pp. 395 and 396: *Jamaica’s Find* by Juanita Havill, *When I Am Old With You* by Angela Johnson, *The Giant’s Toe* by Brock Cole, *Grandfather’s Journey* by Allen Say

ONLINE RESOURCES

Professional Development

- **Professional Development Planning Guide**
 - **Video Viewing Guide**
 - **Decodable Texts**—pp. 23–26
- **High-Impact Routines by Wiley Blevins**
 - **Video: Decodable Texts**

Student and Family Resources

- **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.

continued

LITERACY FOUNDATIONS

Fluency

GRADE 1 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

	<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 • 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>c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.</p> <p><i>Example: Pause between stanzas and between lines where punctuation indicates.</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—Poem: “My Cat,” p. 11; Poem: “My Garden,” p. 183; Poem: “Good Deeds,” p. 227; Poem: “Flowers All Around,” p. 341
<p>10. Read high-frequency words commonly found in grade-appropriate text.</p> <p><i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION 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, <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>242, 256, 270, 286, 300, 314, 328, 342, 356, 370, 384, 400, 414, 428</p> <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>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

Additional Aligned Content

LITERACY FOUNDATIONS

Oral Language

GRADE 1 CONTENT STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.

TEACHER'S EDITION

Read Connected Text

- **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
- **Take-Home Book: 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

Independent/Partner Work

- **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
- **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

Writing Extension

- **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

continued

LITERACY FOUNDATIONS

Oral Language

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<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>2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.</p> <p><i>Examples: read-alouds, oral dramatic activities</i></p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together)/Check Comprehension (chorally read text aloud/discuss 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>3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.</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/ask 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>4. Present information orally using complete sentences and appropriate volume.</p> <p>a. Orally describe people, places, things, and events, expressing ideas with relevant details.</p>	<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

Vocabulary

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Blend It: Challenge (new academic/content-specific/grade-level words)—pp. 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 style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Independent Practice</p> <ul style="list-style-type: none"> • Read and Write (select the correct academic/content-specific/grade-level word to match the picture/relate new words to background knowledge)—pp. 18, 32, 46, 60, 74, 90, 104, 118, 132, 146, 160, 176, 190, 206, 220, 234, 248, 262, 276, 292, 306, 320, 334, 348, 362, 376, 390, 406, 420, 434
<p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (sort words based on structure/spelling patterns)—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 (replace a letter to make a new 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 • Word Ladder (use clues to add/take away letters to spell new words)—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>12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 97, 111, 213, 255, 269, 299, 355, 427 • Take-Home Book—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332 <p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (confirm word in nonfiction text is correct using context clues)—TE pp. 97, 111, 213, 255, 269, 299, 355, 427 • Take-Home Book: First Read (Read Together) (ask and answer questions about context clues to confirm meaning of word in nonfiction text)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
<p>a. Identify possessives and plurals and use them as clues to the meaning of text. <i>Example: Jack’s coat, mom’s car; pigs, pig’s, pigs’</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It (plurals)—p. 9 <p>Word Study</p> <ul style="list-style-type: none"> • Plurals—pp. 17, 73 • Possessives—p. 89 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Plurals—TE pp. 18, 20 • Word Study: Plurals (Review)—TE pp. 76 • Word Study: Possessives—TE pp. 90, 92 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Plurals—TE p. 18 • Word Study: Plurals (Review)—TE p. 74 • Word Study: Possessives—TE p. 90
<p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.</p> <p><i>Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -e d changes a verb to past tense.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION 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 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 Endings—TE pp. 146, 190 • Word Study: Inflectional Ending -ing and -ed—TE p. 189 • Word Study: Prefixes—TE pp. 206, 320 • Word Study: Comparatives and Superlatives—TE p. 262 • Word Study: Inflectional Ending (Review)—TE p. 376 • Word Study: Transition to Longer Words—TE pp. 362, 390, 406, 420, 434
<p>c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p><i>Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous</i></p> <p style="text-align: center;"><i>continued</i></p>	<p>A discussion of the relationships in word meanings, including synonyms and antonyms, begins in Grade 3/Level C.</p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p><i>Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk.</i></p> <p><i>Discuss synonyms and antonyms.</i></p>	
<p>13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.</p>	<p>TEACHER'S EDITION 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>14. Sort and categorize groups of words or pictures based on meaning, and label each category.</p> <p><i>Examples: colors, clothes, animals with wings</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (organize words using a graphic organizer)—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>15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify describing words)—TE pp. 11, 25, 174 • Take-Home Book: Check Comprehension (discuss describing words)—TE pp. 30, 58, 72, 88, 144, 388, 432 <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (expand sentences by adding descriptive words)—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>16. Use grade-appropriate academic vocabulary in speaking and writing.</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>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: First Read (discuss challenging/academic vocabulary in 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

LITERACY FOUNDATIONS

Comprehension

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.</p>	<p>TEACHER'S EDITION Writing Extension</p> <ul style="list-style-type: none"> • Write About It (share responses to read-alouds 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>18. Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.</p>	<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 declarative sentence about it)—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>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (write a complete declarative 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—complete/write a complete declarative 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; complete an imperative sentence, pp. 75, 119, 177, 191, 207, 221, 249, 263, 335, 377, 391; complete/write an interrogative sentence, pp. 105, 119, 133, 161, 207, 221, 335 <p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work—telling or asking sentences/choose period or question mark to end sentences, TE pp. 17, 31, 45, 89, 175, 219, 233, 261, 275, 291, 319, 333, 347, 361, 405; exclamation point/exclamatory sentence, TE pp. 45, 117, 145, 189, 199, 319, 333 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (sentences that end with exclamation marks)—TE pp. 39, 199, 241, 285
<p>19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text <ul style="list-style-type: none"> ○ Poems: "My Cat," p. 11; "My Garden," p. 183; "Good Deeds," p. 227; "Flowers All Around," p. 341 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> ○ Stories: “The Big Bag,” p. 25; “Bob’s Job,” p. 39; “Fun in the Sun,” p. 53; “The Plan for the Play,” p. 83; “This and That,” p. 125; “Our Dog Butch,” p. 139; “The Rink,” p. 153; “The Plane Ride,” p. 169; “Bo’s First Day,” p. 199; “Let’s Go Camping,” p. 241; “Art Day,” p. 285; “Sports Fans,” p. 313; “Fran and Jan,” p. 383; “A Good Pet,” p. 399 ○ Informational text: “The Plan for the Play,” p. 83; “Skip, Stomp, and Spin,” p. 97; “What Is It?,” p. 111; “What Will I Paint?,” p. 213; “Where Could I Find?,” p. 269; “How to Grow a Bean Plant,” p. 255; “How to Make a Sandcastle,” p. 299; “How to Make a Royal Meal,” p. 355; “How to Have Fun at the Zoo,” p. 427
<p>20. Use text features to locate key facts or information in printed or digital text.</p> <p><i>Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations</i></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
<p>21. Identify the main topic and key details of literary and informational texts.</p>	<p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (identify and discuss main topic and details of 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: Check Comprehension (identify and discuss main topic and details of 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>22. Ask and answer questions about key details in literary and informational texts.</p>	<p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about literary and informational 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

LITERACY FOUNDATIONS

Comprehension

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
23. Identify and describe the main story elements in a literary text.	
<p>a. Describe the characters and settings, using illustrations and textual evidence from a story.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (refer to textual evidence and illustrations 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>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>b. Retell the plot or sequence of major events in chronological order.</p>	<p>TEACHER'S EDITION Home Connection: Dear Family</p> <ul style="list-style-type: none"> • Extend the Learning (recount/tell about the story in the Take-Home Book)—TE pp. 7 and 8, 79 and 80, 165 and 166, 195 and 196, 281 and 282, 395 and 396 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Retell and Write—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>24. Identify who is telling the story, using evidence from the text.</p> <p>a. Use the term <i>narrator</i> to refer to the speaker who is telling the story.</p>	<p>TEACHER'S EDITION 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
<p>25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—TE pp. 53, 341 (cause and effect); 313 (sequence/procedure) • Take-Home Book: Check Comprehension—TE pp. 188, 260 (cause and effect) 304 (problem/solution)
<p>26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.</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, <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>289–290, 303–304, 317–318, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432</p> <p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (describe central message/find textual evidence)— TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432
<p>27. Make predictions using information found within a literary text.</p>	<p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (ask children to make predictions)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432
<p>28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.</p>	<p>TEACHER’S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Second Read (Develop Fluency)—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>29. Compare and contrast texts.</p> <ol style="list-style-type: none"> Compare and contrast characters, settings, and major events in literary texts. Describe the connections between individuals, events, ideas, or pieces of information in an informational text. Point out similarities and differences between two texts on the same topic. 	<p>N/A</p>

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
30. Write legibly, using proper pencil grip.	<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 <p>Letter Formation Chart Letter Formation Practice Letter Formation Assessment</p>
a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.	Children practice handwriting skills as they write words and sentences in exercises throughout the program.
a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.	<p>Children practice handwriting skills as they write words and sentences in exercises throughout the program.</p> <p>STUDENT BOOK/TEACHER'S EDITION Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (trace and write uppercase and lowercase letters)—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>Alphabet</p> <ul style="list-style-type: none"> • Match Uppercase and Lowercase Letters (write lowercase letters)—pp. 63–64 <p>TEACHER'S EDITION Handwriting</p> <ul style="list-style-type: none"> • Trace and Write (uppercase and lowercase letters)—TE 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>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Address Fine Motor Skills (activities that develop manual dexterity)—TE pp. 27, 41, 55, 69 <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 ○ 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>

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>b. Print first and last names using proper letter formation, capitalization, and punctuation.</p> <p><i>Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker</i></p>	<p>Children print their name at the top of every two-page activity. See also Level K/Kindergarten</p> <p>STUDENT BOOK/TEACHER'S EDITION Alphabet</p> <ul style="list-style-type: none"> • About Me (children use letters of the alphabet to write their name)/begin with an uppercase letter)—p. 13
<p>c. Use lower case letters in the majority of written work, using capitals only when appropriate.</p>	<p>Children practice using lower case and capital letters as they write words and sentences in exercises throughout the program.</p>
<p>d. Write letters of the English alphabet in alphabetical order from memory.</p>	<p>Children learn alphabetical order in Kindergarten by singing the “Alphabet Song.”</p> <p>See Level K/Kindergarten</p> <p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> • Daily Practice: Sing It (sing the “Alphabet Song”)—pp. 14, 23, 51, 65 <p>Alphabet</p> <ul style="list-style-type: none"> • Lowercase Letters (sing the “Alphabet Song”)—p. 21 <p>TEACHER'S EDITION Alphabet Recognition/Review</p> <ul style="list-style-type: none"> • Sing the “Alphabet Song”—TE pp. 9, 26, 40 • Cumulative Quick Check (sing or recite letters of the alphabet)—TE pp. 21, 35 <p>Alphabet Sequence</p> <ul style="list-style-type: none"> • Lowercase Letters/Letter Sequence (sing the “Alphabet Song”)—TE p. 22 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Informal Assessment (sing the “Alphabet Song”)—TE pp. 11, 35 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (sing the “Alphabet Song”)—TE pp. 12, 19 • Alphabet Review (say or sing the alphabet)—TE pp. 28, 42, 44, 70 • Spell Words (sing the letters on the alphabet strip)—TE p. 56

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p>	
<p>a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.</p> <p><i>Examples: /k/=k before i, e, or y as in kit; /k/=c before a, o, u, or any consonant as in cup, cat, cop; /k/=-ck after an accented short vowel as in duck, back, rock, pick, deck</i></p>	<p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Transition to Longer Words (most closed syllables have a short vowel sound)—TE pp. 361 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Transition to Longer Words (most closed syllables have a short vowel sound)—TE p. 362 <p>See also Level B/Grade 2</p> <p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 11 Open Syllables—pp. 113-122
<p>b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.</p> <p><i>Examples: he, me, she, go, no</i></p>	<p>TEACHER'S EDITION Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend (long vowels in open syllables)—TE p. 197 <p>See also Level B/Grade 2</p> <p>STUDENT BOOK/TEACHER'S EDITION Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> • Lesson 11 Open Syllables—pp. 113-122
<p>c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.</p> <p><i>Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl</i></p> <p><i>Note: Many students spell the tr blend with digraph ch because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the dr blend with the letter j because of the confusion of the coarticulation of the /d/ and /r/ sounds.</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 2 Short Vowels with Blends and Digraphs</p> <ul style="list-style-type: none"> • Lesson 6 l-Blends (bl-, cl-, fl-, gl-, pl-, sl-)—pp. 81-94 • Lesson 7 s-Blends (sc-, sk-, sl-, sm-, sn-, sp-, st-, sw-)—pp. 95-108 • Lesson 8 r-Blends (br-, cr-, dr-, fr-, gr-, pr-, tr-)—pp. 109-122
<p>d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.</p> <p><i>Examples: sh, th, ch, wh, ng, ck</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION 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

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>e. Encode words with vowel-consonant-e syllable patterns. <i>Examples: hike, spike, joke, dime, make</i></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>f. With prompting and support, encode words with the common vowel teams and diphthongs. <i>Examples: ee, ea, oa, ai, a, au, aw, oi, oy, ou, ow, oo, igh</i></p>	<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 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 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
<p>g. With prompting and support, encode words with vowel-r combinations <i>ar, or, er, ir, and ur</i>.</p>	<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
<p>h. With prompting and support, encode words with final /ch/ sound spelled <i>-ch</i> and <i>-tch</i>. <i>Examples: /ch/= ch after a consonant, vowel-r, or vowel team as in munch, bunch, porch, smooch</i> <i>/ch/= tch after a short vowel sound as in hatch, crutch, ditch</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 2 Short Vowels with Blends and Digraphs</p> <ul style="list-style-type: none"> • Lesson 10 Digraphs ch, tch, wh—pp. 137–150
<p>i. With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound. <i>Examples: cliff, hill, pass</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Double Final Consonants (ll, ss, zz)—p. 45 • Double Final Consonants (dd, ll, zz)—p. 59 • Transition to Longer Words—p. 361 • Suffixes (-ly, -y)—p. 333 <p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Double Final Consonants (ll, ss, zz)—TE pp. 46, 48 • Word Study: Double Final Consonants (dd, ll, zz)—TE pp. 60, 62 <p style="text-align: right;"><i>continued</i></p>

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LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Word Study: Double Final Consonants (ll, ss, zz)—p. 46 • Word Study: Double Final Consonants (dd, ll, zz)—p. 60
<p>j. Encode words with final /v/ sound, using knowledge that no English word ends with a v. <i>Examples: have, give, save</i></p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 52 (have); 66 (give) <p>Read Connected Text</p> <ul style="list-style-type: none"> • Conexted Text—p. 67 (have) <p>Word Study</p> <ul style="list-style-type: none"> • Inflectional Endings—TE p. 375 (save/saved) <p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Review—TE p. 71 (give) • Build Fluency—TE p. 76 (give) <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Segmentation—TE p. 215 (save)
<p>k. Encode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences. <i>Examples: am, at, can, he, we, be, in, it, came, like</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context (high-frequency words with predictable, decodable phoneme-grapheme correspondences)—pp. 10, 38, 66, 82, 96, 110, 124, 138, 152, 168, 182, 212, 226, 240, 254, 268, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 <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"> ◦ 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
<p>l. Encode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern. <i>Examples: said, are, to</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context (high-frequency words with regular and irregular phoneme-grapheme correspondences)—pp. 10, 38, 66, 82, 96, 110, 124, 138, 152, 168, 182, 212, 226, 240, 254, 268, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>m. Encode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.</p> <p><i>Examples: said, are, to</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context (high-frequency words with regular and irregular phoneme-grapheme correspondences)—pp. 10, 38, 66, 82, 96, 110, 124, 138, 152, 168, 182, 212, 226, 240, 254, 268, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 <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"> ◦ 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
<p>n. Encode words with suffixes <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, and <i>-est</i>.</p> <p><i>Examples: dogs, wishes, jumping, jumped, faster, fastest</i></p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Suffixes (<i>-ful</i>, <i>-less</i>)—p. 247 • Transition to Longer Words—p. 361 • Suffixes (<i>-ly</i>, <i>-y</i>)—p. 333 <p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Suffixes (<i>-ful</i>, <i>-less</i>)—TE p. 248 • Word Study: Suffixes (<i>-ly</i>, <i>-y</i>)—TE p. 334 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Word Study: Suffixes (<i>-ful</i>, <i>-less</i>)—TE p. 248 • Word Study: Suffixes (<i>-ly</i>, <i>-y</i>)—TE p. 334 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Transition to Longer Words (suffixes <i>-ly</i>, <i>-y</i>)—TE p. 390
<p>o. With prompting and support, encode words with common prefixes <i>re-</i>, <i>un-</i>, and <i>mis-</i>.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Prefixes (<i>re-</i>, <i>un-</i>)—p. 205 • Transition to Longer Words—pp. 389, 405, 419, 433 • Prefixes (<i>dis-</i>, <i>pre-</i>)—p. 319 <p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Prefixes (<i>re-</i>, <i>un-</i>)—TE p. 206 • Word Study: Prefixes (<i>dis-</i>, <i>pre-</i>)—TE p. 322 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Word Study: Prefixes (re-, un-)—TE p. 206 • Word Study: Prefixes (dis-, pre-)—TE p. 320
<p>p. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.</p> <p><i>Examples: hear/here; for/four; to/too/two.</i></p> <p><i>Note: To is a preposition which begins a prepositional phrase or an infinitive. Too is an adverb meaning “excessively” or “also.” Two is a number. Many other words in English which reflect the number two are spelled with tw: twin, twice, between, tweezers.</i></p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (remember which homophones have which spelling.)—p. 384
<p>32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	
<p>a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.</p>	<p>TEACHER’S EDITION</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (begin with a capital letter/ending punctuation/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>ONLINE RESOURCES</p> <p>Print Concepts</p> <ul style="list-style-type: none"> • Teacher’s Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ◦ Sentences (sentences start with uppercase letters and end with punctuation marks like periods, question marks, and exclamation marks) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify the difference between a word and a sentence. <p>See also model sentences in context</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>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, 431–432

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>b. Transcribe spoken words to demonstrate that print represents oral language.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Dictation • 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>
<p>c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.</p>	<p>TEACHER'S EDITION Independent/Partner Work • Reread Connected Text (write a new verse/sentence)—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 Learning Center • Write Sentences—TE pp. 182, 354</p>
<p>d. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.</p>	<p>TEACHER'S EDITION Read Connected Text • Take-Home Book: First Read (Read Together) (determine if an unknown word is a noun or verb)—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>
<p>e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.</p>	<p>ONLINE RESOURCES Print Concepts • Teacher's Guide to Print Concepts ◦ Supporting Instruction of Print Concepts—pp. 1-2 ◦ Words and Spaces (point out spaces between one word and the next/model clapping for each word, counting the words in a sentence) ◦ Sentences (groups of words are organized in sentences) • Print Concepts Assessment/What Can You Do with the Assessment Results? ◦ Understand that words are separated by spaces (model pointing to each words as you say it and note how each word is separated by a space). ◦ Identify the difference between a word and a sentence (ask students to count the words in the sentence). See also Level K/Kindergarten TEACHER'S EDITION Phonemic Awareness • Identify Words in Spoken Sentences (recognize/count words in the sentence)—TE pp. 24, 38, 52, 66 Print Concepts • Understanding How Sentences Work (count the words in the sentence)—TE pp. 26, 40, 54, 68, 269, 331</p>

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>f. Begin each sentence with a capital letter.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (capitalize first word in a sentence)—TE pp. 89, 131, 219, 275, 333, 347, 405, 419
<p>g. Capitalize the pronoun / and names of individuals.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (capitalize proper nouns, including titles and names)—TE pp. 17, 59, 73, 89, 131, 159, 175, 219, 261, 275, 291, 305, 333, 347, 405, 419, 433
<p>h. Use commas in dates and words in a series.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (use commas to separate things in a list)—TE pp. 247, 419
<p>i. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.</p> <p><i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences</i></p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (end punctuation)—TE pp. 17, 31, 45, 59, 73, 89, 103, 117, 131, 145, 175, 189, 205, 219, 233, 247, 261, 275, 291, 305, 319, 333, 347, 361, 405, 433 <p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> ◦ Sentences (sentences end with punctuation marks like periods, question marks, and exclamation marks) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify punctuation marks and understand their purpose.
<p>33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (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

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day) <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>
<p>35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Interact with the Text (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 Writing Extension <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>
<p>36. With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.</p>	<p>Related content TEACHER'S EDITION Read Connected Text 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>
<p>37. With prompting and support, write simple poems about a chosen subject.</p>	<p>See modeling STUDENT BOOK/TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Connected Text/Interact with the Text (write about the text)—Poem: "My Cat," p. 11; Poem: "My Garden," p. 183; Poem: "Good Deeds," p. 227; Poem: "Flowers All Around," p. 341 </p>

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>38. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (left to right, top to bottom)—TE pp. 83, 85, 94–95 <p>ONLINE RESOURCES Letter Formation</p> <ul style="list-style-type: none"> • Letter Formation Instruction <ul style="list-style-type: none"> ◦ Spacing (space between each word and sentence should be the same)i—p. 3 <p>Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1–2 <ul style="list-style-type: none"> ◦ Basic Features of Print (left to right, top to bottom, page by page) ◦ Words and Spaces (point out spaces between one word and the next) ◦ Sentences (groups of words are organized in sentences) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Understand the difference between a letter and a word. ◦ Understand that words are separated by spaces (note how each word is separated by a space). ◦ Understand that text is read from left to right and top to bottom on a page.
<p>39. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.</p>	<p>TEACHER'S EDITION Writing Extension</p> <p>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>
<p>40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (expand on one sentence by adding descriptive details/adjectives)—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>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

LITERACY FOUNDATIONS

Writing

GRADE 1 CONTENT STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>41. Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.</p>	<p>Related content</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Sort</p> <ul style="list-style-type: none"> • Sort It Out (use a graphic organizer)—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>See related content in Level K/Kindergarten</p> <p>TEACHER'S EDITION</p> <p>Alphabet Sequence</p> <ul style="list-style-type: none"> • Letter Sequence (alphabetical order/letters in the alphabet have a specific sequence)—TE pp. 10, 22
<p>42. Participate in shared research and writing projects to answer a question or describe a topic.</p> <p>a. Recall information from experiences to contribute to shared research and writing projects.</p> <p>b. Gather information from provided sources.</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Check Comprehension (recall information to answer questions/relate to personal experience)—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 (recall information)—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</p> <p>TEACHER'S EDITION</p> <p>Unit Opener</p> <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>43. Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.</p>	<p>Related content</p> <p>TEACHER'S EDITION</p> <p>Learning Center</p> <ul style="list-style-type: none"> • 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