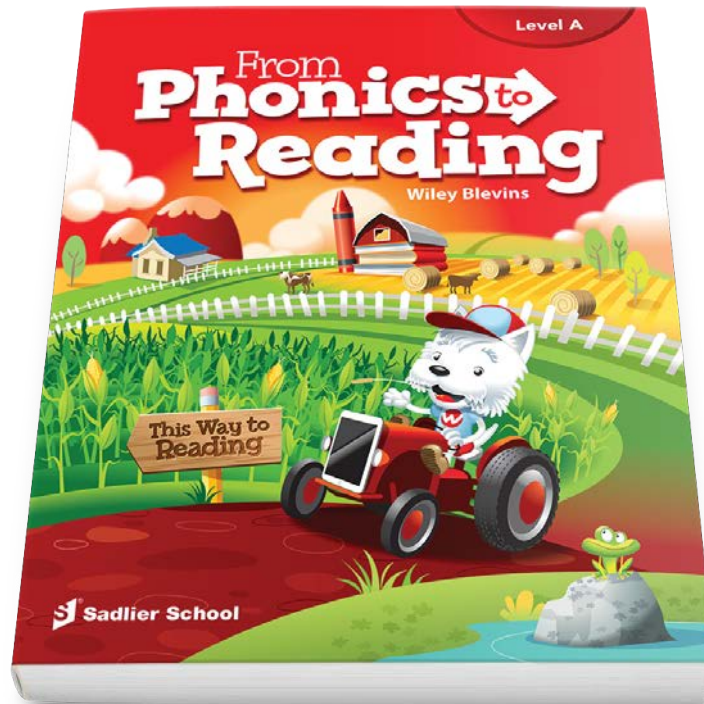


From Phonics to Reading

Correlation to the Indiana Academic Standards
English Language Arts

Grade 1



KEY ALIGNED CONTENT

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ADDITIONAL ALIGNED CONTENT

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Key Aligned Content

READING: FOUNDATIONS

Print Concepts

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</i></p>	<p>TEACHER'S EDITION Dictation</p> <ul style="list-style-type: none"> • Think and Write (model reading from left to right)—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 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 (model reading left to right, top to bottom, page by page/return sweep to correctly find the next line of text/where to begin reading and what to do at the end of a page) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Understand that text is read from left to right and top to bottom on a page.
<p>1.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.RF.2.2 Recognize that written words are made up of sequences of letters.</i></p>	<p>ONLINE RESOURCES Print Concepts</p> <ul style="list-style-type: none"> • Teacher's Guide to Print Concepts <ul style="list-style-type: none"> ◦ Supporting Instruction of Print Concepts—pp. 1-2 <ul style="list-style-type: none"> ◦ Words and Spaces (difference between a single letter and a word made up of more than one letter/space between one word and the next) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ◦ Identify the difference between a letter and a word.
<p>1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (begin with a capital letter/ending punctuation/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 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) <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONS

Print Concepts

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • 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 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
<p>1.RF.2.4 Learn and apply knowledge of alphabetical order.</p>	<p>See Level K/Kindergarten</p> <p>TEACHER'S EDITION Alphabet Sequence</p> <ul style="list-style-type: none"> • Letter Sequence (letters in the alphabet have a certain order/sequence)—TE pp. 10, 22

Phonological Awareness

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RF.3.1 Produce rhyming words.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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 Phonemic Awareness</p> <ul style="list-style-type: none"> • Recognize and Produce Rhyme—TE pp. 15, 43, 71 <p>ONLINE RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness (rhyme)—pp. 15–18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <ul style="list-style-type: none"> ◦ Rhyme <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONS

Phonological Awareness

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ 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>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</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</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Blending—pp. 19–22 ◦ 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>1.RF.3.3 Orally blend sounds in words.</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 style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONS

Phonological Awareness

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>ONLINE RESOURCES</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Blending—pp. 19–22 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Blending • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness (oral blending, 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 3: Oral Blending (phoneme by phoneme)—p. 3 ◦ Modeling the Tasks <ul style="list-style-type: none"> ◦ Oral Blending Routine (Sound by Sound)—p. 5 <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Blend It
<p>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.</p>	<p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> • Think and Write (segment spoken words into initial, medial, and final phonemes)—pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>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 (Oddity Tasks)—pp. 15–18 <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 2: Oddity Tasks (phoneme categorization)—p. 3 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <ul style="list-style-type: none"> ◦ Oddity Tasks (categorization: beginning, medial, and ending sounds)

READING: FOUNDATIONS

Phonological Awareness

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RF.3.5 Segment the individual sounds in one-syllable words.</p>	<p>TEACHER'S EDITION The Phonemic Awareness activities for Day 2 and Day 5 of the five-day lesson plan include oral segmentation instruction and practice.</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • [Day 2] Oral Segmentation—TE pp. 13, 27, 41, 55, 69; digraphs and blends: 85, 99, 113, 127, 141, 155; 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 • [Day 5] Oral Segmentation—TE pp. 20, 34, 48, 62, 76; digraphs and blends: 92, 106, 120, 134, 148, 162; 178, 192, 208, 222, 236, 250, 264, 336, 350, 364, 408, 422, 436 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write (orally segment words)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156; 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430 <p>ONLINE RESOURCES</p> <p>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

Phonics

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Unit 1 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> • Lesson 1 Short a—pp. 9–22 • Lesson 2 Short i—pp. 23–36 • Lesson 3 Short o—pp. 37–50 • Lesson 4 Short u—pp. 51–64 • Lesson 5 Short e—pp. 65–78 <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONS

Phonics

1ST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

Unit 2 Short Vowels with Single Consonants

- 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

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

continued

READING: FOUNDATIONS

Phonics

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> ○ Lesson 8: Short u, Ww ○ Lesson 9: Jj, Kk ○ Lesson 10: Short e, Vv ○ Lesson 11: Yy, Zz ○ Lesson 12: Xx, Qq, qu
<p>1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Introduction</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It (decode one-syllable words by putting together sounds)—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><u>TEACHER'S EDITION</u> Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Blend It (reread Blend It lines with a partner/decode one-syllable words by putting together sounds)— TE pp. 13, 31, 45, 59, 73, 89, 103, 117, 131, 145, 159, 175, 189, 205, 219, 233, 247, 261, 275, 291, 305, 319, 333, 347, 361, 375, 389, 405, 419, 433 • Cumulative Quick Check (decode one-syllable words)—TE pp. 15, 18, 29, 32, 43, 46, 57, 60, 71, 74, 87, 90, 101, 104, 115, 118, 129, 132, 143, 146, 157, 160, 173, 176, 187, 190, 203, 206, 217, 220, 231, 234, 245, 248, 259, 262, 273, 276, 289, 292, 303, 306, 317, 320, 331, 334, 345, 348, 359, 362, 373, 376, 387, 390, 403, 406, 417, 420, 431, 434
<p>1.RF.4.3 Apply knowledge of final -e and common vowel teams (vowel digraphs) for representing long vowel sounds.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Unit 3 Final e</p> <ul style="list-style-type: none"> • Lesson 12 a_e, i_e—pp. 167-180 • Lesson 13 o_e, u_e, e_e—pp. 181-194 <p>Unit 4 Long Vowels</p> <ul style="list-style-type: none"> • Lesson 15 Long a (ai, ay)—pp. 211-224 • Lesson 16 Long e (ee, ea)—pp. 225-238 • Lesson 17 Long o (oa, ow)—pp. 239-252 • Lesson 18 Long i (y, igh)—pp. 253-266 • Lesson 19 Long u (u, ew, ue)—pp. 267-280 <p>Unit 6 More Long Vowel Spellings</p> <ul style="list-style-type: none"> • Lesson 29 Long i and Long o (ie, oe)—pp. 411-424 • Lesson 30 Long e (y, ey, ie)—pp. 425-438

READING: FOUNDATIONS

Phonics

1ST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).

Further guidance for support will be provided in the Literacy Framework.

STUDENT BOOK/TEACHER'S EDITION

Introduction

- **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

High-Frequency Words

- **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

Word Sort

- **Sort It Out** (read and sort high-frequency words)—pp. 12, 26, 40, 54, 68, 84, 98, 112, 126, 140, 154, 170, 184, 200, 214, 228, 242, 256, 270, 286, 300, 314, 328, 342, 356, 370, 384, 400, 414, 428

Cumulative Assessment

- **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

End-of-Student-Book Resources

- **Word Cards** (high-frequency/sight words)—pp. 439, 441, 443, 445, 447

ONLINE RESOURCES

Professional Development

- **Professional Development Planning Guide**
 - **Video Viewing Guide**
 - **High-Frequency Words**—pp. 31-34
- **High Impact Routines by Wiley Blevins**
 - **Video: High-Frequency Words**

High-Frequency Words

- **Teacher's Guide to High-Frequency Words**
 - **Video Viewing Guide**
 - **High-Frequency Words**—pp. 31-34
- **High-Frequency Word Assessments**
 - **Directions/Next Steps**
 - **Forms**
 - **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

READING: FOUNDATIONS

Phonics

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RF.4.5 Read words in common word families (e.g., -at, -ate).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Sort <ul style="list-style-type: none"> • Sort It Out (read and sort words based on word families/ common 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 <u>TEACHER'S EDITION</u> Independent/Partner Work <ul style="list-style-type: none"> • Sort Words (read and sort word cards based on common spelling patterns)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408 </p>
<p>1.RF.4.6 Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, - est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p>Root Words and Affixes <u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study <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 <u>TEACHER'S EDITION</u> Sound-Spelling/Blending <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 Teacher Table: Intervention <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 Compound Words <u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study <ul style="list-style-type: none"> • Compound Words—pp. 219, 275, 347 <p style="text-align: right;"><i>continued</i></p> </p>

READING: FOUNDATIONS

Phonics

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • [Day 4] Word Study: Compound Words—TE pp. 220, 234, 276, 348 • [Day 5] Word Study: Compound Words—TE pp. 222, 236, 278, 350 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Compound Words—TE pp. 220, 276, 348 <p>Contractions</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"> • [Day 4] Word Study: Contractions—TE p. 118 • [Day 5] Word Study: Contractions—TE p. 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

Fluency

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 • Take-Home Books—pp. 15–16, 29–30, 43–44, 57–58, 71–72, 87–88, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 187–188, 203–204, 217–218, 231–232, 245–246, 259–260, 273–274, 289–290, 303–304, 317–318, 331–332, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (chorally read aloud)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Fluency

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • Take-Home Book: First Read (Read Together) (chorally read aloud)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432 • Take-Home Book: Second Read (Develop Fluency) (whisper-read or read to a partner)—TE pp. 20, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (reread previous Take-Home Books to a partner)—TE pp. 12, 21, 26, 35, 40, 49, 54, 63, 68, 77, 84, 93, 98, 107, 112, 121, 126, 135, 140, 149, 154, 163, 170, 179, 184, 193, 200, 209, 214, 223, 228, 237, 242, 251, 256, 265, 270, 279, 286, 295, 300, 309, 314, 323, 328, 337, 342, 351, 356, 365, 370, 379, 384, 393, 400, 409, 414, 423, 428, 437 • Reread Connected Text—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>Home-School Connection</p> <ul style="list-style-type: none"> • Build Fluency (read Take-Home Books with families)—TE pp. 15, 29, 43, 57, 71, 87, 101, 115, 129, 143, 157, 173, 187, 203, 217, 231, 245, 259, 273, 289, 303, 317, 331, 345, 359, 373, 387, 403, 417, 431 <p>Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (read with strong feeling when a sentence ends in an exclamation point)—TE p. 333 <p>Read Children’s Books (trade books with grade-level text)</p> <ul style="list-style-type: none"> • Unit 1—TE pp. 7 and 8: <i>The Cat in the Hat</i> by Dr. Seuss, <i>Whistle for Willie</i> by Ezra Jack Keats, <i>Flossie and the Fox</i> by Patricia McKissack, <i>Umbrella</i> by Taro Yashima, <i>Elephant in a Well</i> by Marie Hall Ets • Unit 2—TE pp. 79 and 80: <i>The Day I Had to Play with My Sister</i> by Crosby Bonsall, <i>The Snail’s Spell</i> by Joanne Ryder, <i>Grasshopper on the Road</i> by Arnold Lobel, <i>What’s So Funny, Ketu?</i> by Verna Aardema, <i>Shy Charles</i> by Rosemary Wells, <i>Where the Wild Things Are</i> by Maurice Sendak • Unit 3—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild • Unit 4—TE pp. 195 and 196: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema, <i>Miss Nelson Has a Field Day</i> by Harry Allard, <i>Toad on the Road</i> by Susan Schade and Jon Buller, <i>Night Sounds</i> by Rosemary Wells, <i>Tell Me a Trudy</i> by Lore Segal <p style="text-align: right;"><i>continued</i></p>

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READING: FOUNDATIONS

Fluency

1ST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

- **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.

Interactive Instructional Resources (each lesson)

- **Video: Using Interactive Instructional Resources at Home**
- **Take-Home Book** (each lesson)

Fluency

- **Teacher's Guide to Fluency**
 - **What Is Fluency?**
 - **Supporting Fluency Development**
- **From Fluency to Comprehension: Routines and Minilessons**
 - **Level A**—pp. 8–12
 - **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

continued

READING: FOUNDATIONS

Fluency

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	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

Additional Aligned Content

READING: LITERATURE

Key Ideas and Textual Support

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RL.2.1 Ask and answer questions about main idea and key details in a text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books—pp. 15–16, 43–44, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 203–204, 217–218, 245–246, 289–290, 303–304, 317–318, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about the text/find details in the text)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432
<p>1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.</p> <p><i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books—pp. 15–16, 43–44, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 203–204, 217–218, 245–246, 289–290, 303–304, 317–318, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (retell story to a partner in their own words)—TE pp. 19, 47, 105, 119, 133, 147, 161, 177, 207, 221, 249, 293, 307, 321, 349, 363, 377, 391, 407, 421, 435
<p>1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books—pp. 15–16, 43–44, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 203–204, 217–218, 245–246, 289–290, 303–304, 317–318, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (describe characters and events in stories)—pp. 21, 49, 107, 121, 135, 149, 163, 179, 209, 223, 251, 295, 309, 323, 351, 365, 379, 393, 409, 423, 437 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (describe and analyze characters, action, and ideas in the story)— TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432

READING: LITERATURE

Key Ideas and Textual Support

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RL.2.4 Make and confirm predictions about what will happen next in a story.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books—pp. 15–16, 43–44, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 203–204, 217–218, 245–246, 289–290, 303–304, 317–318, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Preview and Predict (ask children to predict what they think the text is about)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432

Structural Elements and Organization

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Books: “Books, Books, Books!” (distinguish between informational text and made-up stories)—pp. 331–332 <p><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Comprehension (different types of books/topics)—TE p. 332
<p>1.RL.3.2 Identify who is telling the story at various points in a text.</p>	<p><u>TEACHER'S EDITION</u> 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

READING: LITERATURE

Connection of Ideas

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Preview and Predict/Check Comprehension (note details in illustrations/find details in illustrations to support answers)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432
1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories.	Related content TEACHER'S EDITION Sound-Spelling/Blending <ul style="list-style-type: none"> • Word Study: Comparatives and Superlatives (explain how -er, -est help us compare people and things.)—TE p. 264

READING: NONFICTION

Key Ideas and Textual Support

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Check Comprehension (ask and answer questions about the text)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
1.RN.2.2 Retell main ideas and key details of a text.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (retell key details of the text to a partner in their own words)—TE pp. 33, 61, 75, 91, 191, 235, 263, 277, 335
1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A

READING: NONFICTION

Structural Elements and Organization

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RN.3.1 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.</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)—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"> • Preview and Predict/Check Comprehension (title)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
<p>1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.</p>	N/A
<p>1.RN.3.3 Standard begins at second grade. <i>2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.</i></p>	

Connection of Ideas

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RN.4.1 Identify the reasons the author gives to support points in a text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332
<p>1.RN.4.2 Identify basic similarities in and differences between two texts on the same topic.</p>	N/A
<p>1.RN.4.3 Standard begins at sixth grade: <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i></p>	

READING: VOCABULARY

Vocabulary Building

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RV.2.1 Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.</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>1.RV.2.2 Define and sort words into categories (e.g., antonyms, living things, synonyms).</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Sort</p> <ul style="list-style-type: none"> • Sort It Out—pp. 12, 26, 40, 54, 68, 84, 98, 112, 126, 140, 154, 170, 184, 200, 214, 228, 242, 256, 270, 286, 300, 314, 328, 342, 356, 370, 384, 400, 414, 428 <p>TEACHER'S EDITION Word Sort</p> <ul style="list-style-type: none"> • Open Sort/Closed Sort/Check and Discuss—TE pp. 12, 26, 40, 54, 68, 84, 98, 112, 126, 140, 154, 170, 184, 200, 214, 228, 242, 256, 270, 286, 300, 314, 328, 342, 356, 370, 384, 400, 414, 428 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Sort Words (with word cards)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408
<p>1.RV.2.3 Standard begins at sixth grade. <i>6.RV.2.3: Distinguish among the connotations of words with similar denotations</i></p>	
<p>1.RV.2.4 Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word. <i>Further guidance for support will be provided in the Literacy Framework.</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—p. 145 • Inflectional Ending -ing and -ed—p. 189 • Prefixes (re-, un-)—p. 205 • Suffixes (-ful, -less)—p. 247 • Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433 • Prefixes (dis-, pre-)—p. 311 • Suffixes (-ly, -y)—p. 333 • Inflectional Endings (-s, -ed, -ing)—p. 375 <p>TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—TE p. 31 • Inflectional Ending -ed—TE p. 131 <p style="text-align: right;"><i>continued</i></p>

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READING: VOCABULARY

Vocabulary Building

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> • Inflectional Ending -ing and -ed—TE p. 189 • Inflectional Ending (Review)—TE p. 375 • Transition to Longer Words—TE pp. 291, 305, 361, 389, 405, 419, 433 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE pp. 32, 34 • Word Study: Inflectional Ending -ed—TE pp. 132, 134 • Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192 • Word Study: Inflectional Ending (Review)—TE pp. 376, 378 • Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 436 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE p. 32 • Word Study: Inflectional Ending -ed—TE p. 132 • Word Study: Inflectional Ending -ing and -ed—TE p. 189 • Word Study: Inflectional Ending (Review)—TE p. 376 • Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Word Study: Prefixes—re-, un-, TE p. 206; dis-, pre-, TE p. 320 • Word Study: Suffixes—-ful, -less, TE p. 248; -ly, -y, TE p. 334
<p>1.RV.2.5 Standard begins at second grade.</p> <p><i>2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</i></p>	

Vocabulary in Literature and Nonfiction Texts

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).</p>	<p>TEACHER'S EDITION</p> <p>Teacher Table: English Learners</p> <ul style="list-style-type: none"> • Vocabulary (pantomime feeling words)—TE pp. 9, 37, 397, 425

READING: VOCABULARY

Vocabulary in Literature and Nonfiction Texts

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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 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>1.RV.3.3 Standard begins at third grade. <i>3.RV.3.3: Recognize the meanings of idioms in context.</i></p>	

WRITING

Handwriting

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.W.2.1 Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.</p>	<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 style="text-align: right;"><i>continued</i></p>

WRITING

Handwriting

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<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>
<p>1.W.2.2 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>K.W.2.2 Write by moving from left to right and top to bottom.</i></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 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) • Print Concepts Assessment/What Can You Do with the Assessment Results? <ul style="list-style-type: none"> ○ Understand that text is read from left to right and top to bottom on a page.

Writing Genres

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.W.3.1 Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.</p>	<p>Related content</p> <p>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</p> <p style="text-align: right;"><i>continued</i></p>

WRITING

Writing Genres

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	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>1.W.3.2 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.</p>	<p>Related content</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 (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>1.W.3.3 Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.</p>	<p>STUDENT BOOK/TEACHER’S EDITION Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> • Write About It (use unit words to create a story)—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425

The Writing Process

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.W.4 Apply the writing process to –</p>	
<p>a. With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.</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>b. Use available technology to produce and publish legible documents.</p>	<p>Related content</p> <p>TEACHER’S EDITION 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

WRITING

The Research Process

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.W.5 With support, conduct simple research on a topic –</p> <ol style="list-style-type: none"> Identify several sources of information and indicate the sources. Organize information, using graphic organizers or other aids. Make informal presentations on information gathered. 	<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>Related content</p> <p>TEACHER'S EDITION 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

Conventions of Standard English

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p>	
<p>1.W.6.1a Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.</p>	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write (common nouns)—pp. 82, 168, 198, 198, 240, 240, 326, 412, 412 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (it)—pp. 369, 427 Interact with the Text—I, p. 97; he, 111 <p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (capitalize proper nouns/proper names)—TE pp. 131, 219, 291, 305, 419; (pronouns they and we)—TE p. 175 <p>Home-School Connection</p> <ul style="list-style-type: none"> Build Fluency—I, we, TE pp. 57; I, her, TE p. 71; you, she, our, TE p. 87; my, us, we, TE p. 101; I, his, TE p. 128; we, he, I, my, TE p. 203; I, we, our, TE p. 431

WRITING

Conventions of Standard English

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.W.6.1b Verbs – Writing sentences using verbs to convey a sense of past, present, and future.</p>	<p>STUDENT BOOK/TEACHER'S EDITION High-Frequency Words • Read-Spell-Write—are/were, pp. 52, 124; give/gave, pp. 66, 124</p> <p>*Connected Text selections feature verbs in the present tense. Verbs in past and future tenses are presented in selected activities, such as Word Building: Word Ladder (see pp. 20, 76, 178); Dictation: Listen and Spell (see pp. 27, 215); Home-School Connection (see TE pp. 57, 387); High-Frequency Words: Use in Context (see pp. 66, 391, 412); Cumulative Review: Build Fluency (see pp. 75, 161, 407).</p>
<p>1.W.6.1c Adjectives/ Adverbs – Standard begins at second grade.</p> <p><i>2.W.6.1c: Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs</i></p>	
<p>1.W.6.1d Prepositions – Standard begins at fourth grade.</p> <p><i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i></p>	
<p>1.W.6.1e Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text • Connected Text (exclamation marks/exclamatory sentences)—pp. 39, 199, 241, 285</p> <p>Read Connected Text • 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> <p>Dictation • 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> <p>Cumulative Review • 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,</p> <p style="text-align: right;"><i>continued</i></p>

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WRITING

Conventions of Standard English

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>335, 377, 391; (complete/write an interrogative sentence), pp. 105, 119, 133, 161, 207, 221, 335</p> <p>TEACHER'S EDITION 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>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>1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	
<p>1.W.6.2a Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun <i>I</i>.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (capitalize first word in a sentence, 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>1.W.6.2b Punctuation –</p>	
<p>a. Correctly using a period, question mark, and exclamation mark at the end of a sentence.</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>b. Using commas in dates and to separate items in a series.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> • Understanding How Sentences Work (commas to separate items in a list)—TE pp. 247, 419

WRITING

Conventions of Standard English

1ST GRADE ELA STANDARDS

FROM PHONICS TO READING, LEVEL A / GRADE 1

1.W.6.2c Spelling -

- a. Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.

STUDENT BOOK/TEACHER'S EDITION

Dictation

- **Think and Write/Listen and Spell** (guided spelling/write spelling for each sound/spell words)—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

Word Building

- **Make New Words** (write/spell words phonetically following a spelling pattern)—pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430
- **Word Ladder** (use clues to write/spell new words/spell words aloud)—pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408, 422, 436

TEACHER'S EDITION

Dictation

- **Think and Write** (connect phonics skills to spelling)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430
- **Listen and Spell** (write/spell words based on phonemic awareness)—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

Word Building

- **Make New Words** (write/spell words based on phonemic awareness)—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

Learning Center

- **Spelling with Digraphs**—TE pp. 124, 152
- **Spelling with r-Controlled Vowels**—TE p. 284
- **Spelling with Long Vowels**—TE p. 412

ONLINE RESOURCES

Professional Development

- **Professional Development Planning Guide**
 - **Video Viewing Guide**
 - **Dictation** (guided spelling)—pp. 27–30
- **High Impact Routines by Wiley Blevins**
 - **Video: Dictation**

continued

WRITING

Conventions of Standard English

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ○ Oral Segmentation Routine (Sound by Sound) <ul style="list-style-type: none"> ◦ Connect to Spelling—p. 7 • Spelling Instructional Guide <ul style="list-style-type: none"> ○ What Is the Role of Spelling in From Phonics to Reading? ○ Level A (Grade 1) Spelling Guide—pp. 9–11 ○ Writing Notebook Mastery Checklist—pp. 12–13
<p>b. Correctly spelling words with common spelling patterns.</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Daily Practice</p> <ul style="list-style-type: none"> • Spell It—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words (write/spell words based on common spelling patterns)—pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430 <p>TEACHER'S EDITION</p> <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words (write/spell words based on common spelling patterns)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430 <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Learning Center</p> <ul style="list-style-type: none"> • Spelling Patterns—TE pp. 10, 168, 212, 340, 368 • Vowel Spelling Patterns—TE p. 326 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Spell Words (complete Daily Practice Spell It activity with a partner)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404
<p>c. Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.</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—pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 <p style="text-align: right;"><i>continued</i></p>

WRITING

Conventions of Standard English

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write: Spell—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426

SPEAKING AND LISTENING

Discussion and Collaboration

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions about text read aloud)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 • Take-Home Book: Check Comprehension (discuss answers questions about text read aloud)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432 • Retell and Write (retell story to a partner in their own words)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (reread Take-Home books with partners)—TE pp. 12, 21, 26, 35, 40, 49, 54, 63, 68, 77, 84, 93, 98, 107, 112, 121, 126, 135, 140, 149, 154, 163, 170, 179, 184, 193, 200, 209, 214, 223, 228, 237, 242, 251, 256, 265, 270, 279, 286, 295, 300, 309, 314, 323, 328, 337, 342, 351, 356, 365, 370, 379, 384, 393, 400, 409 • 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, <p style="text-align: right;"><i>continued</i></p>

SPEAKING AND LISTENING

Discussion and Collaboration

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>3, 89, 103, 117, 131, 145, 159, 175, 189, 205, 219, 233, 247, 261, 275, 291, 305, 319, 333, 347, 361, 375, 389, 405</p> <ul style="list-style-type: none"> • Sort Words (work with a partner)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (share responses with partners)—TE pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437 <p>Learning Center</p> <ul style="list-style-type: none"> • Work with small groups/partners—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426
<p>1.SL.2.2 Standard begins in third grade.</p> <p><i>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</i></p>	
<p>1.SL.2.3 Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.</p>	<p>Children actively listen and speak as they participate in teacher-led call and response activities in each lesson.</p> <p>STUDENT BOOK/TEACHER’S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> • Learn and Blend (listen and join in)—pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425
<p>1.SL.2.4 Ask questions to clarify information about topics and texts under discussion.</p>	<p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss with partners and answer questions about text read aloud)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432
<p>1.SL.2.5 Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>TEACHER’S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (discuss with partners and answer questions about text read aloud)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432

SPEAKING AND LISTENING

Comprehension

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.SL.3.1 Ask and answer questions about what a speaker says to clarify something that is not understood.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions about text read aloud)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427
<p>1.SL.3.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (ask and answer questions about text read aloud)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 • Preview and Predict (discuss details in illustrations)/Check Comprehension (discuss questions about text read aloud/ find supporting details in illustrations)—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

Presentation of Knowledge and Ideas

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.SL.4.1 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p>	<p>TEACHER'S EDITION High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create and share oral sentences for each word with a partner/expand on one sentence by adding descriptive or specific details)—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (retell story or poem to a partner in their own words)—TE pp. 19, 47, 105, 119, 133, 147, 161, 177, 207, 221, 249, 293, 307, 321, 349, 363, 377, 391, 407, 421, 435
<p>1.SL.4.2 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Retell and Write (use drawings when writing a response to the story)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Learning Center</p> <ul style="list-style-type: none"> • Draw and Write (draw a picture for the word/partner guesses word based on the picture)—TE pp. 24, 226, 382

SPEAKING AND LISTENING

Presentation of Knowledge and Ideas

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.SL.4.3 Give and follow three- and four-step directions.</p>	<p>Children listen to, follow, and share with partners multi-step directions for activities throughout the program.</p>

MEDIA LITERACY

Media Literacy

1ST GRADE ELA STANDARDS	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>1.ML.4.1 Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (children write about the recently read 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><u>TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Take-Home Book: Check Comprehension (ask and answer questions about the text/describe and analyze characters, action, and ideas in the text)—TE pp. 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 (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><u>ONLINE RESOURCES</u> Professional Development</p> <ul style="list-style-type: none"> • Instructional Guides <ul style="list-style-type: none"> ◦ Multisensory/Multimodal Instruction: The Latest Research <p>Interactive Instructional Resources (each lesson)</p> <ul style="list-style-type: none"> • Video: Using Interactive Instructional Resources at Home • Blend It • Interact with the Text • Sort It Out • Think and Write • Make New Words • Take-Home Book

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1.ML.2.2 Standard begins in fifth grade.

5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.