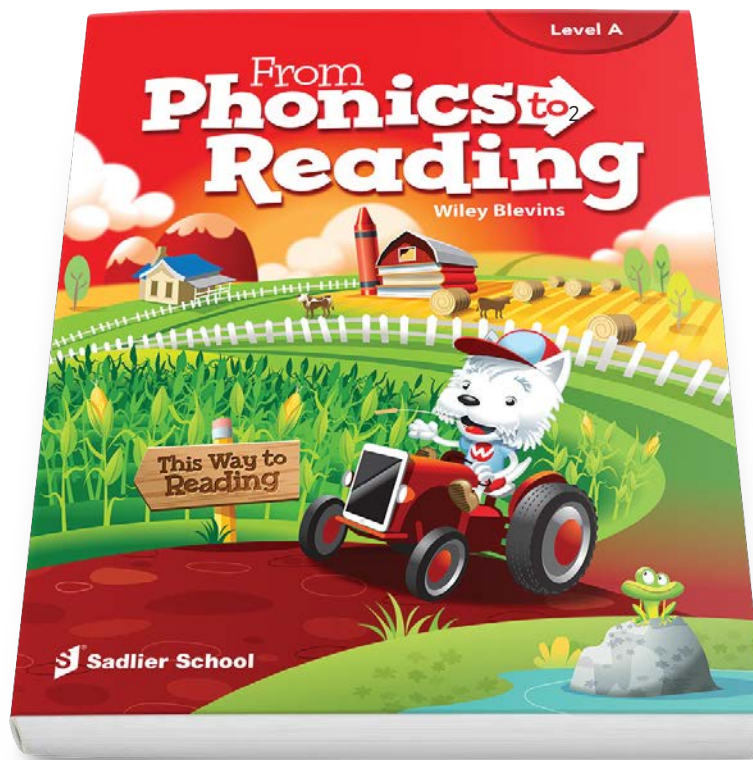


From Phonics to Reading

Correlation to the 2020 Colorado Academic Standards in Reading, Writing, and Communicating

Grade 1



Key Aligned Content

Standard 2. Reading for All Purposes	
3. Refine foundational reading skills through understanding word structure, word relationships, and word families.	2

Additional Aligned Content

Standard 1. Oral Expression and Listening.	17
Standard 2. Reading for All Purposes.	20
Standard 3. Writing and Composition.	27
Standard 4. Research Inquiry and Design.	35

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Key Aligned Content

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
<p><i>Students Can:</i></p> <p>a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)</p>	
<p>i. Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (CCSS: RF.1.1a) *</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>DIGITAL 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) • 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>b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)</p>	<p>DIGITAL RESOURCES Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Phonological Awareness—pp. 15–18 • Instructional Support by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Phonological Awareness <p>Instructional Guides</p> <ul style="list-style-type: none"> • Phonological Awareness Scope and Sequence Rationale <ul style="list-style-type: none"> ◦ Five Basic Types of Activities—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 style="text-align: right;"><i>continued</i></p>

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First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
<p>i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a) *</p>	<p>Assessment</p> <ul style="list-style-type: none"> Phonological Awareness Assessment <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 1 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> Lesson 1 Short <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 3 Final e</p> <ul style="list-style-type: none"> Lesson 12 <i>a_e, i_e</i>—pp. 167-180 Lesson 13 <i>o_e, u_e, e_e</i>—pp. 181-194 <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 (ai, ay)</i>—pp. 211-224 Lesson 16 Long <i>e (ee, ea)</i>—pp. 225-238 Lesson 17 Long <i>o (oa, ow)</i>—pp. 239-252 Lesson 19 Long <i>u (u, ew, ue)</i>—pp. 267-280 <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(ld), i(nd), o(ld)]</i>—pp. 397-410 Lesson 29 Long <i>i</i> and Long <i>o (ie, oe)</i>—pp. 411-424 Lesson 30 Long <i>e (y, ey, ie)</i>—pp. 425-438 <p>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Distinguish Long and Short Vowel Sounds—TE pp. 173, 187, 217
<p>ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (adapted from CCSS: RF.1.2b) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> Learn and Blend/Blend It—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>TEACHER'S EDITION</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Blending—TE 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 style="text-align: right;"><i>continued</i></p>

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
	<p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Blend/Blend It—TE 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>DIGITAL 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>iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> Think and Write (isolate/pronounce word sounds in spoken single-syllable 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 <p>TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> Think and Write (isolate single-syllable word sounds)—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>DIGITAL 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)

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
<p>iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d) *</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Dictation</p> <ul style="list-style-type: none"> • Think and Write (segment spoken single-syllable words into complete sequence of individual sounds)—pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Oral Segmentation—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Think and Write (orally segment complete word sounds/connect each sound with a spelling)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430 <p><u>DIGITAL RESOURCES</u></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>c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Unit 1 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> • Lesson 1 Short a—pp. 9–22 • Lesson 2 Short i—pp. 23–36 • Lesson 3 Short o—pp. 37–50 • Lesson 4 Short u—pp. 51–64 • Lesson 5 Short e—pp. 65–78 <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
	<p>Unit 2 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> Lesson 6 l-Blends—pp. 81–94 Lesson 7 s-Blends—pp. 95–108 Lesson 8 r-Blends—pp. 109–122 Lesson 9 Digraphs sh, th—pp. 123–136 Lesson 10 Digraphs ch, tch, wh—pp. 137–150 Lesson 11 Digraphs ng, nk—pp. 151–164 <p>Unit 3 Final e</p> <ul style="list-style-type: none"> Lesson 12 a_e, i_e—pp. 167–180 Lesson 13 o_e, u_e, e_e—pp. 181–194 <p>Unit 4 Long Vowels</p> <ul style="list-style-type: none"> Lesson 14 Single Letter Long Vowels e, i, o—pp. 197–210 Lesson 15 Long a (ai, ay)—pp. 211–224 Lesson 16 Long e (ee, ea)—pp. 225–238 Lesson 17 Long o (oa, ow)—pp. 239–252 Lesson 18 Long i (y, igh)—pp. 253–266 Lesson 19 Long u (u, ew, ue)—pp. 267–280 <p>Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs</p> <ul style="list-style-type: none"> Lesson 20 r-Controlled ar—pp. 283–296 Lesson 21 r-Controlled er, ir, ur—pp. 297–310 Lesson 22 r-Controlled or, ore, oar—pp. 311–324 Lesson 23 Short oo, Long oo (oo, ou, ew, ue, u_e)—pp. 325–338 Lesson 24 Diphthong /ou/ (ou, ow)—pp. 339–352 Lesson 25 Diphthong /oi/ (oi, oy)—pp. 353–366 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 <p>Unit 6 More Long Vowel Spellings</p> <ul style="list-style-type: none"> 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
<p>i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Unit 2 Short Vowels with Blends and Digraphs</p> <ul style="list-style-type: none"> Lesson 9 Digraphs sh, th—pp. 123–136 Lesson 10 Digraphs ch, tch, wh—pp. 137–150 Lesson 11 Digraphs ng, nk—pp. 151–164

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
<p>ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)</p>	<p>STUDENT BOOK/TEACHER'S EDITION 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>TEACHER'S EDITION 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>iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c) *</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>iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction</p> <ul style="list-style-type: none"> Learn and Blend/Blend It (vowel and vowel team sound-spellings)—pp. 9, 23, 37, 51, 65, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>TEACHER'S EDITION Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Segmentation (count the number of sounds/syllables in a word)—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 Phonemic Manipulation (clap/say syllables)—TE pp. 359, 371, 373, 385, 387, 403, 417, 431 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Think and Write (connect correct spelling with vowel sounds/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

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First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
<p>v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION Introduction Blend It</p> <ul style="list-style-type: none"> • Introduce (decode two-syllable words by putting together sounds)—pp. 151, 225, 239, 267, 353, 425 • 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 Introduce Sound-Spelling</p> <ul style="list-style-type: none"> • Learn and Blend/Blend It (chorally read/decode two-syllable words by putting together sounds)—TE pp. 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>Sound-Spelling Blending</p> <ul style="list-style-type: none"> • Blend It (chorally read/decode two-syllable words by putting together sounds)—TE pp. 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 • Cumulative Quick Check (decode two-syllable words)—TE pp. 160, 176, 190, 206, 220, 234, 248, 262, 276, 292, 306, 320, 334, 348, 362, 376, 390, 406, 420, 434 <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>vi. Read words with inflectional endings. (CCSS: RF.1.3f) *</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—pp. 291, 305, 361, 389, 405, 419, 433 <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
	<p>TEACHER'S EDITION</p> <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> • Word Study: Inflectional Ending -s—TE pp. 32, 34 • Word Study: Inflectional Ending -ed—TE pp. 132, 134 • Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192 • Word Study: Inflectional Ending (Review)—TE pp. 376, 378 • Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 4366 <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>vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.1.3g) *</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>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read/Spell/Write—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 • Review/Extend—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 • Review/Use in Context—TE pp. 15, 29, 43, 57, 71, 87, 101, 115, 129, 143, 157, 173, 187, 203, 217, 231, 245, 259, 273, 289, 303, 317, 331, 345, 359, 373, 387, 403, 417, 431 • Build Fluency (chorally read words and sentences)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408, 422, 436

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
<p>viii. Use onsets and rimes to create new words (for example: <i>ip</i> to make <i>dip, lip, slip, ship</i>) *</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> 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><u>DIGITAL RESOURCES</u> Professional Development</p> <ul style="list-style-type: none"> • Professional Development Planning Guide <ul style="list-style-type: none"> ◦ Video Viewing Guide <ul style="list-style-type: none"> ◦ Blending—pp. 19–22 ◦ Word Building—pp. 35–38 • High-Impact Routines by Wiley Blevins <ul style="list-style-type: none"> ◦ Video: Blending
<p>ix. Accurately decode unknown words that follow a predictable letter/sound relationship *</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Lesson Unit 6 More Long Vowel Spellings</p> <ul style="list-style-type: none"> • Lesson 28 Long i and Long o [i(l)d, i(nd), o(l)d]—pp. 397–410 <p>Lesson Activities 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>d. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)</p>	
<p>i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 • Take-Home Books—pp. 15–16, 29–30, 43–44, 57–58, 71–72, 87–88, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 187–188, 203–204, 217–218, 231–232, 245–246, 259–260, 273–274, 289–290, 303–304, 317–318, 331–332, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432 <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
	<p>TEACHER'S EDITION</p> <p>Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> • Unit 1—TE pp. 7 and 8: <i>The Cat in the Hat</i> by Dr. Seuss, <i>Whistle for Willie</i> by Ezra Jack Keats, <i>Flossie and the Fox</i> by Patricia McKissack, <i>Umbrella</i> by Taro Yashima, <i>Elephant in a Well</i> by Marie Hall Ets • Unit 2—TE pp. 79 and 80: <i>The Day I Had to Play with My Sister</i> by Crosby Bonsall, <i>The Snail's Spell</i> by Joanne Ryder, <i>Grasshopper on the Road</i> by Arnold Lobel, <i>What's So Funny, Ketu?</i> by Verna Aardema, <i>Shy Charles</i> by Rosemary Wells, <i>Where the Wild Things Are</i> by Maurice Sendak • Unit 3—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild • Unit 4—TE pp. 195 and 196: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema, <i>Miss Nelson Has a Field Day</i> by Harry Allard, <i>Toad on the Road</i> by Susan Schade and Jon Buller, <i>Night Sounds</i> by Rosemary Wells, <i>Tell Me a Trudy</i> by Lore Segal • Unit 5—TE pp. 281 and 282: <i>Ox-cart Man</i> by Donald Hall, <i>A House for Hermit Crab</i> by Eric Carle, <i>One Monday Morning</i> by Uri Shulevitz, <i>Everybody Cooks Rice</i> by Norah Dooley, <i>Too Many Babas</i> by Carolyn Croll, <i>The Boy Who Didn't Believe in Spring</i> by Lucille Clifton, <i>Counting Cows</i> by Woody Jackson, <i>Mr. Tall and Mr. Small</i> by Barbara Brenner, <i>Hairs/Pelitos</i> by Sandra Cisneros • Unit 6—TE pp. 395 and 396: <i>Jamaica's Find</i> by Juanita Havill, <i>When I Am Old With You</i> by Angela Johnson, <i>The Giant's Toe</i> by Brock Cole, <i>Grandfather's Journey</i> by Allen Say <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (check comprehension)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 • Take-Home Book: Preview and Predict/First Read (Read Together)/Check Comprehension—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
<p>ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)</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 (point to words as they read text chorally/ provide corrective feedback for difficult words)—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: 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

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
<p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (reread sentence with difficult word/use context clues to correct/confirm correct word)—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) (reread/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>e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (CCSS: L.1.4)</p>	
<p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a) *</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>ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Prefixes (re-, un-)—p. 205 • Suffixes (-ful, -less)—p. 237 • Prefixes (dis-, pre-)—p. 311 • Suffixes (-ly, -y)—p. 325 <p>TEACHER'S EDITION 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 • Word Study: Suffixes (-ful, -less)—TE p. 248 • Word Study: Suffixes (-ly, -y)—TE p. 334

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
<p>iii. Identify frequently occurring root words (for example: look) and their inflectional forms (for example: <i>looks, looked, looking</i>).* (CCSS: L.1.4c)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Inflectional Ending -s—p. 32 • Inflectional Ending -ed—p. 131 • Inflectional Ending -ing and -ed—p. 189 • Inflectional Endings (-s, -ed, -ing)—p. 375 • Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 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. 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>iv. Identify and understand compound words. *</p>	<p>STUDENT BOOK/TEACHER'S EDITION Word Study</p> <ul style="list-style-type: none"> • Compound Words—p. 219 <p>TEACHER'S EDITION Teacher Table: Intervention</p> <ul style="list-style-type: none"> • Compound Words—TE pp. 220, 276, 348
<p>f. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)</p>	
<p>i. Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)</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 style="text-align: right;"><i>continued</i></p>

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
	<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>ii. Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)</p>	<p>N/A</p>
<p>iii. Identify real-life connections between words and their use (for example: note places at home that are cozy). (CCSS: L.1.5c)</p>	<p>TEACHER'S EDITION Home/School Connection</p> <ul style="list-style-type: none"> • Build Fluency (alternative: write sentences reflecting home and school experiences with words containing target skills)—TE pp. 15, 29, 43, 57, 71, 87, 101, 115, 129, 143, 157, 173, 187, 203, 217, 231, 245, 259, 273, 289, 303, 317, 331, 345, 359, 373, 387, 403, 417, 431
<p>iv. Distinguish shades of meaning among verbs differing in manner (for example: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example: large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)</p>	<p>N/A</p>

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

Evidence Outcomes	From Phonics to Reading, Level A
<p>g. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: because). (CCSS: L.1.6)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Use in Context—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency (use lesson words)—pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (use words acquired through conversation/reading/responding to texts)—pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437 <p>See also the following conjunctions</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—<i>and</i>, p. 38; <i>or</i>, p. 240; <i>because</i>, p. 298 <p>TEACHER'S EDITION</p> <p>Teacher Table: English Language Learners</p> <ul style="list-style-type: none"> • Vocabulary—TE pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397

Additional Aligned Content

First Grade, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

1. Communicate using verbal and nonverbal language to express and receive information.

Evidence Outcomes	From Phonics to Reading, Level A
<p><i>Students Can:</i></p>	
<p>a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)</p> <p>i. Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a)</p> <p>ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)</p> <p>iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Daily Practice (do one activity each day)</p> <ul style="list-style-type: none"> Build Fluency (read to a partner)/Spell It (partners speak and write each word)—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</p> <p>Word Sort</p> <ul style="list-style-type: none"> Open Sort (discuss with partners ways to sort words)—TE p. 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>Read Connected Text</p> <ul style="list-style-type: none"> Retell and Write (retell story to a partner in their own words)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <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>Independent/Partner Work</p> <ul style="list-style-type: none"> Build Fluency (reread 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 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 <p style="text-align: right;"><i>continued</i></p>

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First Grade, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

1. Communicate using verbal and nonverbal language to express and receive information.

Evidence Outcomes	From Phonics to Reading, Level A
	<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>Learning Center</p> <ul style="list-style-type: none"> • Work with 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
b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)	<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
c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)	<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

First Grade, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

2. Use multiple strategies to develop and expand oral communication.

Evidence Outcomes	From Phonics to Reading, Level A
<i>Students Can:</i>	
a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (express orally ideas and feelings about the story in complete sentences)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427 <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

2. Use multiple strategies to develop and expand oral communication.

Evidence Outcomes	From Phonics to Reading, Level A
	<ul style="list-style-type: none"> • Retell and Write (retell story to a partner using 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>High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create oral sentences/expand on one sentence by adding descriptive 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>b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)</p>	<p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Retell and Write (use drawings when writing a response to the story)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>Learning Center</p> <ul style="list-style-type: none"> • Draw and Write (draw a picture for the word/partner guesses word based on the picture)—TE pp. 24, 226, 382
<p>c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Interact with the Text (answer question to a partner then write a complete sentence about it)—pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427, 432 <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell (write a complete sentence dictated by the teacher)—pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429 <p>Cumulative Review</p> <ul style="list-style-type: none"> • Build Fluency (write a complete sentence using each word pair)—pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (answer comprehension questions in complete sentences)—TE pp. 11, 16, 25, 30, 39, 44, 53, 58, 67, 72, 83, 88, 97, 102, 111, 116, 125, 130, 139, 144, 153, 158, 169, 174, 183, 188, 199, 204, 213, 218, 227, 232, 241, 246, 255, 260, 269, 274, 285, 290, 299, 304, 313, 318, 327, 332, 341, 346, 355, 360, 369, 374, 383, 388, 399, 404, 413, 418, 427, 432

First Grade, Standard 1. Oral Expression and Listening

GRADE LEVEL EXPECTATION

2. Use multiple strategies to develop and expand oral communication.

Evidence Outcomes	From Phonics to Reading, Level A
d. Give and follow simple two-step directions.	Children have opportunities receive, follow, and share directions throughout the program.

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Apply foundational reading strategies to fluently read and comprehend literary texts.

Evidence Outcomes	From Phonics to Reading, Level A
<i>Students Can:</i> a. Use Key Ideas and Details to:	
i. Ask and answer questions about key details in a text. (CCSS: RL.1.1) *	<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)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432
ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)	<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

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Apply foundational reading strategies to fluently read and comprehend literary texts.

Evidence Outcomes	From Phonics to Reading, Level A
<p>iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3) *</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Books—pp. 15–16, 43–44, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 203–204, 217–218, 245–246, 289–290, 303–304, 317–318, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432 <p>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>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (describe and analyze characters, action, and ideas in the story)— TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (describe what they learned about 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>iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. *</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Preview and Predict/Check Comprehension—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432
<p><i>Students Can:</i> b. Use Craft and Structure to:</p>	
<p>i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)</p>	<p>TEACHER'S EDITION Teacher Table: English Learners</p> <ul style="list-style-type: none"> Vocabulary (pantomime feeling words)—TE pp. 9, 37, 397, 425

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Apply foundational reading strategies to fluently read and comprehend literary texts.

Evidence Outcomes	From Phonics to Reading, Level A
ii. Explain major differences between books that tell stories and books that give information. (adapted from CCSS: RL.1.5) *	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Books: "Books, Books, Books!" (informational text/made-up stories)—pp. 331–332 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (write what you have learned about books)—p. 337 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Comprehension (different types of books)—TE p. 332
iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6) *	<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
iv. Follow and replicate patterns in predictable poems.	<p>See modeling</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <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><i>Students Can:</i> c. Use Integration of Knowledge and Ideas to:</p>	
i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)	<p>TEACHER'S EDITION Read Connected Text</p> <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
ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9) *	<p>Related content</p> <p>TEACHER'S EDITION Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Word Study: Comparatives and Superlatives (explain how -er, -est help us compare people and things.)—TE p. 264

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Apply foundational reading strategies to fluently read and comprehend literary texts.

Evidence Outcomes	From Phonics to Reading, Level A
<p><i>Students Can:</i></p> <p>d. Use Range of Reading and Level of Text Complexity to:</p>	
<p>i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—Poem: “My Cat,” p. 11; Story: “The Big Bag,” p. 25; Story: “Bob’s Job,” p. 39; Story: “Fun in the Sun,” p. 53; Letter: “Get Well, Ted!,” p. 67; Story: “This and That,” p. 125; Story: “Our Dog Butch,” p. 139; Story: “The Rink,” p. 153; Story: “The Plane Ride,” p. 169; Poem: “My Garden,” p. 183; Story: “Bo’s First Day,” p. 199; Poem: “Good Deeds,” p. 227; Story: “Let’s Go Camping,” p. 241; Story: “Art Day,” p. 285; Story: “Sports Fans,” p. 313; Letter: “Hi Grandma,” p. 327; Poem: “Flowers All Around,” p. 341; Story: “What is it?,” p. 369; Story: “Fran and Jan,” p. 383; Story: “A Good Pet,” p. 399; Story: “What Is It?,” p. 413 • Take-Home Books—“What Do We Like?,” pp. 15–16; “Frog,” pp. 43–44; “The Best Snack,” pp. 101–102; “Brad and Trent,” pp. 115–116; “The Big Wish,” pp. 129–130; “Will We Win?,” pp. 143–144; “The King’s Song,” pp. 157–158; “The Big Race,” pp. 173–174; “The New School,” pp. 203–204; “My Big Trip,” pp. 217–218; “The Boat,” pp. 245–246; “On the Farm,” pp. 289–290; “Pam Gets Hurt,” pp. 303–304; “Stores at the Mall,” pp. 317–318; “The Parade Is in Town,” pp. 345–346; “Join a Club!,” pp. 359–360; “A Walk in the Park,” pp. 373–374; “The Three Bears: A Retelling,” pp. 387–388; “Kind Child, Wild Child,” pp. 403–404; “Moe’s Diner,” pp. 417–418; “My Super Silly Story,” pp. 431–432 <p>Read Children’s Books (trade books with grade-level text)</p> <ul style="list-style-type: none"> • Unit 1—TE pp. 7 and 8: <i>The Cat in the Hat</i> by Dr. Seuss, <i>Whistle for Willie</i> by Ezra Jack Keats, <i>Flossie and the Fox</i> by Patricia McKissack, <i>Umbrella</i> by Taro Yashima, <i>Elephant in a Well</i> by Marie Hall Ets • Unit 2—TE pp. 79 and 80: <i>The Day I Had to Play with My Sister</i> by Crosby Bonsall, <i>The Snail’s Spell</i> by Joanne Ryder, <i>Grasshopper on the Road</i> by Arnold Lobel, <i>What’s So Funny, Ketu?</i> by Verna Aardema, <i>Shy Charles</i> by Rosemary Wells, <i>Where the Wild Things Are</i> by Maurice Sendak • Unit 3—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

1. Apply foundational reading strategies to fluently read and comprehend literary texts.

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

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

2. Apply foundational reading strategies to fluently read and comprehend informational texts.

Evidence Outcomes	From Phonics to Reading, Level A
<p><i>Students Can:</i></p> <p>a. Use Key Ideas and Details to:</p>	
<p>i. Ask and answer questions about key details in a text. (CCSS: RI.1.1) *</p>	<p>TEACHER'S EDITION Read Connected Text</p> <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
<p>ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2)</p>	<p>TEACHER'S EDITION Read Connected Text</p> <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
<p>iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) *</p>	N/A

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

2. Apply foundational reading strategies to fluently read and comprehend informational texts.

Evidence Outcomes	From Phonics to Reading, Level A
iv. Activate schema and background knowledge to construct meaning	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Preview and Predict—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
<p><i>Students Can:</i> b. Use Craft and Structure to:</p>	
i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)	<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 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)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
ii. Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5) *	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (title/bullet points/numbered items)—pp. 97, 111, 213, 255, 269, 299, 355, 427 Take-Home Book (title)—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332 <p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (title/bulleted or numbered items)—TE pp. 97, 111, 213, 255, 269, 299, 355, 427 Preview and Predict/Check Comprehension (title)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book (illustrations/details in text)—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 (find details in text or illustrations)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332

First Grade, Standard 2. Reading for All Purposes

GRADE LEVEL EXPECTATION

2. Apply foundational reading strategies to fluently read and comprehend informational texts.

Evidence Outcomes	From Phonics to Reading, Level A
<p><i>Students Can:</i> c. Use Integration of Knowledge and Ideas to:</p>	
<p>i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)</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>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Preview and Predict/Check Comprehension (use illustrations and details to describe key ideas)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
<p>ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) *</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>iii. Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.1.9) *</p>	N/A
<p><i>Students Can:</i> d. Use Range of Reading and Level of Text Complexity to:</p>	
<p>i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—Bulleted List: “Skip, Stomp, and Spin,” p. 97; Clues: “What Is It?,” p. 111; Clues: “What Will I Paint?,” p. 213; How-To List: “How to Grow a Bean Plant,” p. 255; Clues: “Where Could I Find?,” p. 269; How-To List: “How to Make a Sandcastle,” p. 299; How-To List: “How to Make a Royal Meal,” p. 355; How-To List: “How to Have Fun at the Zoo,” p. 427 Take-Home Books—“What Is It?,” pp. 29–30; “Little Bugs, Big Bugs,” pp. 57–58; “Birds and Their Nests,” pp. 71–72; “What Are These Things?,” pp. 87–88; “Let’s Bake a Cake!,” pp. 187–188; “The Seaside,” pp. 231–232; “The Night Sky,” pp. 259–260; “Let’s Make Music!,” pp. 273–274; “Books, Books, Books!,” pp. 331–332 <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

1. Write an opinion supported by reasons..

Evidence Outcomes	From Phonics to Reading, Level A
<i>Students Can:</i>	
<ul style="list-style-type: none"> a. Introduce the topic or name the book they are writing about. (adapted from CCSS: W.1.1) b. State an opinion. (adapted from CCSS: W.1.1) c. Supply a reason for the opinion. (adapted from CCSS: W.1.1) d. Provide some sense of closure. (adapted from CCSS: W.1.1) 	<p>Modeling (context for learning)</p> <p>TEACHER'S EDITION</p> <p>4. Read Connected Text</p> <ul style="list-style-type: none"> • Check Comprehension (express opinions)—Why do you like this animal?, TE p. 30; What kind of things do you like to do when you play with friends?, TE p. 116; How do you think they feel as they sit and hear the clock tick?, TE p. 144; How do you think Jill feels about going to her new school?/Why do you think this?, TE p. 204; Do you think it was right to say “no” to the people?/Why or why not?, TE p. 246; Why is it a good idea to join a club?, TE p. 360; What do you think of the wild child’s behavior?, TE p. 404; How do you think he feels?, TE p. 418

First Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.

Evidence Outcomes	From Phonics to Reading, Level A
<i>Students Can:</i>	
<ul style="list-style-type: none"> a. Name a topic. (CCSS: W.1.2) b. Supply some facts about the topic. (CCSS: W.1.2) c. Provide some sense of closure. (CCSS: W.1.2) 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>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>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Retell and Write (write about the story)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435

First Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

3. Recount real or imagined, sequenced events that include details and a sense of closure.

Evidence Outcomes	From Phonics to Reading, Level A
<i>Students Can:</i>	
a. Recount two or more appropriately sequenced events. (CCSS: W.1.3) b. Include some details regarding what happened. (CCSS: W.1.3) c. Provide some sense of closure. (CCSS: W.1.3)	<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

First Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate grammar, spelling, capitalization, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level A
<i>Students Can:</i>	
a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.1.1)	
i. Print all upper- and lowercase letters. (CCSS: L.1.1a)	Modeling (context for learning) TEACHER'S EDITION Print Concepts <ul style="list-style-type: none"> • Understanding How Sentences Work (use of capital letters)—TE pp. 17, 31, 45, 59, 73, 89, 103, 117, 131, 159, 175, 219, 261, 291, 305, 319, 333, 347, 405, 419, 433, 17, 31, 45, 59, 73, 89, 103, 117, 131, 159, 175, 219, 261, 291, 305, 319, 333, 347, 405, 419, 433
ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)	Modeling (context for learning) STUDENT BOOK/TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> • Read-Spell-Write (common nouns)—pp. 82, 168, 198, 198, 240, 240, 326, 412, 412 Word Study <ul style="list-style-type: none"> • Possessives—p. 89 TEACHER'S EDITION Word Study <ul style="list-style-type: none"> • Possessives (add apostrophe and the letter s)—TE p. 89 <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate grammar, spelling, capitalization, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level A
	<p>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
<p>iii. Use singular and plural nouns with matching verbs in basic sentences (for example: He hops; We hop). (CCSS: L.1.1c)</p>	<p>Modeling (context for learning)</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Introduction</p> <ul style="list-style-type: none"> Blend It: Challenge (plurals)—p. 9 <p>Word Study</p> <ul style="list-style-type: none"> Plurals (add <i>s</i> to singular form)—pp. 17, 73 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Use in Context (<i>are</i>)—p. 52 <p>Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (<i>is</i>)—p. 183 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Plurals—TE pp. 17, 73 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Word Study: Plurals (singular and plural word pairs)—TE p. 18, 20, 76 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Word Study: Plurals (write singular and plural nouns)—TE pp. 18, 74
<p>iv. Use personal, possessive, and indefinite pronouns (for example: I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)</p>	<p>Modeling (context for learning)</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Possessives (<i>my</i>)—p. 89 <p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency (<i>his</i>)—p. 91 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (<i>it</i>)—pp. 369, 427 Interact with the Text—<i>I</i>, p. 97; <i>he</i>, 111 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context (<i>who</i>)—p. 152 <p>TEACHER'S EDITION</p> <p>Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (pronouns <i>they</i> and <i>we</i>)—TE p. 175 <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate grammar, spelling, capitalization, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level A
	<p>Home-School Connection</p> <ul style="list-style-type: none"> • Build Fluency—<i>I, we</i>, TE pp. 57; <i>I, her</i>, TE p. 71; <i>you, she, our</i>, TE p. 87; <i>my, us, we</i>, TE p. 101; <i>I, his</i>, TE p. 128; <i>we, he, I, my</i>, TE p. 203; <i>I, we, our</i>, TE p. 431
<p>v. Use verbs to convey a sense of past, present, and future (for example: Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—<i>are/were</i>, pp. 52, 124; <i>give/gave</i>, pp. 66, 124 <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>vi. Use frequently occurring adjectives. (CCSS: L.1.1f)</p>	<p>Modeling (context for learning)</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 (frequently occurring adjectives)—pp. 52, 66, 82, 124, 182, 198, 212, 240, 254, 254, 284, 284, 312, 326, 354, 354, 354, 368, 368, 382, 398, 398, 398, 412, 426 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (describing words)—TE p. 11 • Take-Home Book: Check Comprehension (describing words)—TE pp. 30, 72, 88, 174, 388, 432 <p>Word Study</p> <ul style="list-style-type: none"> • Comparatives and Superlatives (<i>er, est</i>) (add to describing words)—TE p. 261
<p>vii. Use frequently occurring conjunctions (for example: and, but, or, so, because). (CCSS: L.1.1g)</p>	<p>Modeling (context for learning)</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write—<i>and</i>, p. 38; <i>or</i>, p. 240; <i>because</i>, p. 298 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—<i>but</i>, pp. 39, 199; <i>so</i>, pp. 53, 231, 383 <p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Extend (create oral sentences/combine two ideas using <i>and</i>)—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

First Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate grammar, spelling, capitalization, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level A
<p>viii. Use determiners (for example: articles, demonstratives). (CCSS: L.1.1h)</p>	<p>Modeling (context for learning)</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—<i>the</i>, p. 10; <i>this, what</i>, p. 23; <i>these</i>, p. 81; <i>there</i>, p. 110; <i>that</i>, p. 168 <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—<i>the</i>, pp. 51, 81, 151, 167, 187, 213, 425; <i>a</i>, pp. 241, 253, 353, 397 • Take-Home Book—<i>these</i>, p. 81; <i>the</i>, pp. 151, 167, 197, 218, 225, 253, 283, 311, 367; <i>a</i>, pp. 181, 218, 297, 353, 381
<p>ix. Use frequently occurring prepositions (for example: during, beyond,* toward*). (CCSS: L.1.1i)</p>	<p>Modeling (context for learning)</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—<i>to</i>, p. 24; <i>with</i>, p. 52; <i>for</i>, p. 66; <i>from</i>, p. 96; <i>of</i>, p. 168; <i>around, under</i>, p. 226; <i>into, through</i>, p. 254; <i>after</i>, p. 340; <i>before</i>, p. 368; <i>upon</i>, p. 382; <i>over</i>, p. 412; <i>off</i>, p. 426
<p>x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)</p>	<p>Modeling (context for learning)</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (exclamation marks/exclamatory sentences)—pp. 39, 199, 241, 285 • 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 • Build Fluency (complete an imperative sentence)—pp. 75, 119, 177, 191, 207, 221, 249, 263, 335, 377, 391 • Build Fluency (complete/write an interrogative sentence)—pp. 105, 119, 133, 161, 207, 221, 335 <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate grammar, spelling, capitalization, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level A
	<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 • Understanding How Sentences Work (exclamation point/exclamatory sentence)—TE pp. 45, 117, 145, 189, 199, 319, 333
b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)	
i. Write complete simple sentences.	<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
ii. Capitalize dates and names of people. (CCSS: L.1.2a)	<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. 291, 419
iii. Use end punctuation for sentences. (CCSS: L.1.2b)	<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
iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)	<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

First Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate grammar, spelling, capitalization, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level A
<p>v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)</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>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write/Use in Context—pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words (write/spell words based on common spelling patterns)—pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430 <p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> • Read-Spell-Write: Spell—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426 <p>Word Building</p> <ul style="list-style-type: none"> • Make New Words (write/spell words based on common spelling patterns)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430 <p>Dictation</p> <ul style="list-style-type: none"> • Listen and Spell—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435 <p>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>vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)</p>	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> • Think and Write/Listen and Spell (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 <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 3. Writing and Composition

GRADE LEVEL EXPECTATION

4. Use appropriate grammar, spelling, capitalization, and punctuation.

Evidence Outcomes	From Phonics to Reading, Level A
	<p>Word Building</p> <ul style="list-style-type: none"> • 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 <p>TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> • 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 <p>Word Building</p> <ul style="list-style-type: none"> • 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 <p>Learning Center</p> <ul style="list-style-type: none"> • Spelling with Digraphs—TE pp. 124, 152 • Spelling with r-Controlled Vowels—TE p. 284 • Spelling with Long Vowels—TE p. 412
<p>c. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)</p>	<p>TEACHER'S EDITION</p> <p>Writing Extension</p> <ul style="list-style-type: none"> • Write About It (get feedback from partners/revise writing as needed)—TE pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437
<p>d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)</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

First Grade, Standard 4. Research Inquiry and Design

GRADE LEVEL EXPECTATION

1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.

Evidence Outcomes	From Phonics to Reading, Level A
<i>Students Can:</i>	
a. Participate in shared research and writing projects. For example: explore a number of “how-to” books on a given topic and use them to write a sequence of instructions. (CCSS: W.1.7)	<p>Related content</p> <p>TEACHER'S EDITION Unit Opener</p> <ul style="list-style-type: none"> Read Children's Books (children's literature/library books that apply specific phonics skills)—TE pp. 7 & 8, 79 & 80, 165 & 166, 195 & 196, 281 & 282, 395 & 396 <p>Writing Extension</p> <ul style="list-style-type: none"> Write About It (shared writing projects/get feedback from partners)—TE pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437
b. Write or dictate questions for inquiry that arise during instruction.	N/A
c. With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.	N/A
d. Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Preview and Predict/Check Comprehension (note details in illustrations/find details in illustrations to support answers/examine characters, setting, or events 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
e. Identify a clear and significant purpose for research. (for example: Is my purpose for researching frogs clear and is it important to understanding more about mammals?)	N/A
f. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)	<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 <p style="text-align: right;"><i>continued</i></p>

First Grade, Standard 4. Research Inquiry and Design

GRADE LEVEL EXPECTATION

1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.

Evidence Outcomes	<i>From Phonics to Reading, Level A</i>
	<ul style="list-style-type: none">• 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