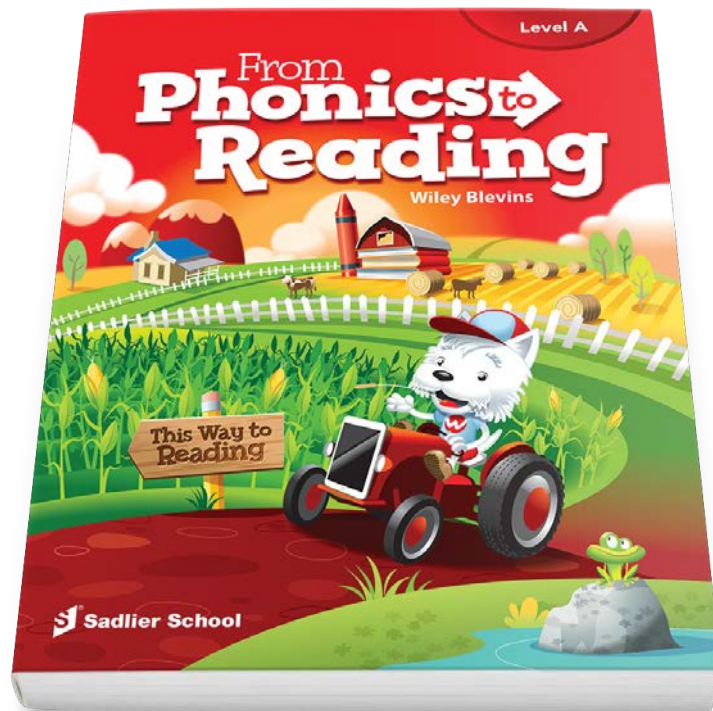


# *From Phonics to Reading*

Correlation to the Kansas Standards for  
English Language Arts ADOPTED NOVEMBER 2017

**Grade 1**



**Key Aligned Content**

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## Key Aligned Content

READING: FOUNDATIONAL	
Grade 1 ELA Standards	From Phonics to Reading, Level A
<b>Print Concepts</b>	
<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.	
<b>RF.1.1.a</b> Demonstrate book orientation knowledge.	<p><u>DIGITAL RESOURCES</u>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• What Are Print Concepts? (how to hold a book/identify the front, back, and a page within a book)—p. 1</li> <li>• Print Concepts Assessment/What Can You Do with the Assessment Results? (model how to properly handle a book)</li> </ul>
<b>RF.1.1.b</b> Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).	<p><u>DIGITAL RESOURCES</u>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• What Are Print Concepts? (letters, words, sentences, books)—p. 1</li> <li>• Teacher’s Guide to Print Concepts                             <ul style="list-style-type: none"> <li>◦ Supporting Instruction of Print Concepts—pp. 1-2                                     <ul style="list-style-type: none"> <li>◦ Alphabet Recognition</li> <li>◦ Words and Spaces</li> <li>◦ Sentences (groups of words are organized in sentences)</li> <li>◦ Basic Features of Print (specific directionality/organizational features of print)</li> </ul> </li> </ul> </li> <li>• Print Concepts Assessment/What Can You Do with the Assessment Results?</li> </ul>
<b>RF.1.1.c</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p><u>TEACHER’S EDITION</u>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><u>DIGITAL RESOURCES</u>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• Teacher’s Guide to Print Concepts                             <ul style="list-style-type: none"> <li>◦ Supporting Instruction of Print Concepts—pp. 1-2                                     <ul style="list-style-type: none"> <li>◦ Sentences (sentences start with uppercase letters and end with punctuation marks like periods, question marks, and exclamation marks)</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

**READING: FOUNDATIONAL**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<ul style="list-style-type: none"> <li>• Print Concepts Assessment/What Can You Do with the Assessment Results?                             <ul style="list-style-type: none"> <li>◦ Identify the difference between a word and a sentence.</li> </ul> </li> </ul> <p>See model sentences in context</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>Phonological Awareness</b></p>	
<p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and phonemes.</p>	<p><b>DIGITAL RESOURCES</b> <b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>◦ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>◦ Phonological Awareness—pp. 15-18</li> </ul> </li> </ul> </li> <li>• Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>◦ Video: Phonological Awareness</li> </ul> </li> </ul> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>◦ Five Basic Types of Activities—pp. 2-3</li> </ul> </li> <li>• Modeling the Tasks—pp. 4-12</li> <li>• Assessment—p. 13</li> <li>• Grade-Level Expectations—p. 14</li> <li>• Instructional Sequence: A Rationale—pp. 15-16</li> <li>• Additional Phonological Awareness Guiding Principles in <i>From Phonics to Reading</i>—pp. 16-17</li> <li>• Common Instructional Issues Addressed in <i>From Phonics to Reading</i>—pp. 17-18</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness Assessment</li> </ul>
<p><b>RF.1.2.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Unit 1 Short Vowels with Single Consonants</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short <i>a</i>—pp. 9-22</li> <li>• Lesson 2 Short <i>i</i>—pp. 23-36</li> <li>• Lesson 3 Short <i>o</i>—pp. 37-50</li> <li>• Lesson 4 Short <i>u</i>—pp. 51-64</li> <li>• Lesson 5 Short <i>e</i>—pp. 65-78</li> </ul> <p><b>Unit 3 Final e</b></p> <ul style="list-style-type: none"> <li>• Lesson 12 <i>a_e, i_e</i>—pp. 167-180</li> <li>• Lesson 13 <i>o_e, u_e, e_e</i>—pp. 181-194</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**READING: FOUNDATIONAL**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p><b>Unit 4 Long Vowels</b></p> <ul style="list-style-type: none"> <li>● Lesson 14 Single Letter Long Vowels <i>e, i, o</i>—pp. 197–210</li> <li>● Lesson 15 Long <i>a</i> (<i>ai, ay</i>)—pp. 211–224</li> <li>● Lesson 16 Long <i>e</i> (<i>ee, ea</i>)—pp. 225–238</li> <li>● Lesson 17 Long <i>o</i> (<i>oa, ow</i>)—pp. 239–252</li> <li>● Lesson 19 Long <i>u</i> (<i>u, ew, ue</i>)—pp. 267–280</li> </ul> <p><b>Unit 6 More Long Vowel Spellings</b></p> <ul style="list-style-type: none"> <li>● Lesson 28 Long <i>i</i> and Long <i>o</i> [<i>i(ld), i(nd), o(ld)</i>]—pp. 397–410</li> <li>● Lesson 29 Long <i>i</i> and Long <i>o</i> (<i>ie, oe</i>)—pp. 411–424</li> <li>● Lesson 30 Long <i>e</i> (<i>y, ey, ie</i>)—pp. 425–438</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>● Distinguish Long and Short Vowel Sounds—TE pp. 173, 187, 217</li> </ul>
<p><b>RF.1.2.b</b></p> <p>Orally produce single-syllable words by blending phonemes, including consonant blends.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>● Learn and Blend/Blend 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</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>● Oral Blending—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, 411, 425</li> </ul> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>● Learn and Blend/Blend It—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, 411, 425</li> </ul> <p><u>DIGITAL RESOURCES</u></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>● Professional Development Planning Guide             <ul style="list-style-type: none"> <li>○ Video Viewing Guide                     <ul style="list-style-type: none"> <li>○ Blending—pp. 19–22</li> <li>○ Word Building—pp. 35–38</li> </ul> </li> </ul> </li> <li>● High-Impact Routines by Wiley Blevins             <ul style="list-style-type: none"> <li>○ Video: Blending</li> <li>○ Video: Word Building (Blending Focus)</li> </ul> </li> </ul> <p><b>Interactive Instructional Resources</b> (each lesson)</p> <ul style="list-style-type: none"> <li>● Blend It</li> </ul>
<p><b>RF.1.2.c</b></p> <p>Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**READING: FOUNDATIONAL**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>● Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>○ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>○ Phonological Awareness (Oddity Tasks)—pp. 15–18</li> </ul> </li> </ul> </li> </ul> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>● Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>○ Five Basic Types of Activities                                     <ul style="list-style-type: none"> <li>○ Activity Type 2: Oddity Tasks (phoneme categorization)—p. 3</li> </ul> </li> </ul> </li> <li>● Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>○ Video: Phonological Awareness                                     <ul style="list-style-type: none"> <li>○ Oddity Tasks (categorization: beginning, medial, and ending sounds)</li> </ul> </li> </ul> </li> </ul>
<p><b>RF.1.2.d</b>                      Orally segment single-syllable words into their complete sequence of individual phonemes.</p>	<p><b><u>TEACHER'S EDITION</u></b></p> <p>The Phonemic Awareness activities for Day 2 and Day 5 of the five-day lesson plan include oral segmentation instruction and practice.</p> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>● [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</li> <li>● [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</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>● Professional Development Planning Guide                             <ul style="list-style-type: none"> <li>○ Video Viewing Guide                                     <ul style="list-style-type: none"> <li>○ Phonological Awareness—pp. 15–18</li> </ul> </li> </ul> </li> <li>● Instructional Support by Wiley Blevins                             <ul style="list-style-type: none"> <li>○ Video: Phonological Awareness (oral segmentation)</li> </ul> </li> </ul> <p><b>Instructional Guides</b></p> <ul style="list-style-type: none"> <li>● Phonological Awareness Scope and Sequence Rationale                             <ul style="list-style-type: none"> <li>○ Five Basic Types of Activities                                     <ul style="list-style-type: none"> <li>○ Activity Type 4: Oral Segmentation phoneme by phoneme)—p.</li> </ul> </li> <li>○ Modeling the Tasks                                     <ul style="list-style-type: none"> <li>○ Oral Segmentation Routine (Sound by Sound)—pp. 6–7</li> </ul> </li> </ul> </li> </ul>

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READING: FOUNDATIONAL	
Grade 1 ELA Standards	From Phonics to Reading, Level A
<b>Phonics and Word Recognition</b>	
<p><b>RF.1.3</b>                      Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p><b>RF.1.3</b>                      Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Unit 1 Short Vowels with Single Consonants</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short a—pp. 9–22</li> <li>• Lesson 2 Short i—pp. 23–36</li> <li>• Lesson 3 Short o—pp. 37–50</li> <li>• Lesson 4 Short u—pp. 51–64</li> <li>• Lesson 5 Short e—pp. 65–78</li> </ul> <p><b>Unit 2 Short Vowels with Single Consonants</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 l-Blends—pp. 81–94</li> <li>• Lesson 7 s-Blends—pp. 95–108</li> <li>• Lesson 8 r-Blends—pp. 109–122</li> <li>• Lesson 9 Digraphs sh, th—pp. 123–136</li> <li>• Lesson 10 Digraphs ch, tch, wh—pp. 137–150</li> <li>• Lesson 11 Digraphs ng, nk—pp. 151–164</li> </ul> <p><b>Unit 3 Final e</b></p> <ul style="list-style-type: none"> <li>• Lesson 12 a_e, i_e—pp. 167–180</li> <li>• Lesson 13 o_e, u_e, e_e—pp. 181–194</li> </ul> <p><b>Unit 4 Long Vowels</b></p> <ul style="list-style-type: none"> <li>• Lesson 14 Single Letter Long Vowels e, i, o—pp. 197–210</li> <li>• Lesson 15 Long a (ai, ay)—pp. 211–224</li> <li>• Lesson 16 Long e (ee, ea)—pp. 225–238</li> <li>• Lesson 17 Long o (oa, ow)—pp. 239–252</li> <li>• Lesson 18 Long i (y, igh)—pp. 253–266</li> <li>• Lesson 19 Long u (u, ew, ue)—pp. 267–280</li> </ul> <p><b>Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs</b></p> <ul style="list-style-type: none"> <li>• Lesson 20 r-Controlled ar—pp. 283–296</li> <li>• Lesson 21 r-Controlled er, ir, ur—pp. 297–310</li> <li>• Lesson 22 r-Controlled or, ore, oar—pp. 311–324</li> <li>• Lesson 23 Short oo, Long oo (oo, ou, ew, ue, u_e)—pp. 325–338</li> <li>• Lesson 24 Diphthong /ou/ (ou, ow)—pp. 339–352</li> <li>• Lesson 25 Diphthong /oi/ (oi, oy)—pp. 353–366</li> <li>• Lesson 26 Complex Vowel /ô/ [au, aw, a(lk), a(lt), a(lI)]—pp. 367–380</li> <li>• Lesson 27 r-Controlled are, air, ear—pp. 381–394</li> </ul> <p><b>Unit 6 More Long Vowel Spellings</b></p> <ul style="list-style-type: none"> <li>• Lesson 28 Long i and Long o [i(ld), i(nd), o(ld)]—pp. 397–410</li> <li>• Lesson 29 Long i and Long o (ie, oe)—pp. 411–424</li> <li>• Lesson 30 Long e (y, ey, ie)—pp. 425–438</li> </ul>

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**READING: FOUNDATIONAL**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<p><b>RF.1.3.a</b> Know the spelling-sound correspondences for common consonant digraphs.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Unit 2 Short Vowels with Blends and Digraphs</b></p> <ul style="list-style-type: none"> <li>● Lesson 9 Digraphs sh, th—pp. 123–136</li> <li>● Lesson 10 Digraphs ch, tch, wh—pp. 137–150</li> <li>● Lesson 11 Digraphs ng, nk—pp. 151–164</li> </ul>
<p><b>RF.1.3.b</b> Decode regularly spelled one-syllable words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Introduction</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> </ul>
<p><b>RF.1.3.c</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Unit 3 Final e</b></p> <ul style="list-style-type: none"> <li>● Lesson 12 a_e, i_e—pp. 167–180</li> <li>● Lesson 13 o_e, u_e, e_e—pp. 181–194</li> </ul>
<p><b>RF.1.3.d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Introduction</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>● Phonemic Manipulation (clap/say syllables)—TE pp. 101, 129, 157, 203, 231, 245, 259, 273, 287, 292, 294, 301, 306, 308, 315, 320, 322, 331, 345, 359, 371, 373, 378, 385, 387, 392, 403, 417, 431</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>● Word Study: Transition to Longer Words (identify, segment/divide into/draw line between syllables, then blend syllables to read the word)—TE pp. 292, 294, 306, 308, 364, 390, 392, 406, 408, 420, 422, 434, 436</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**READING: FOUNDATIONAL**

Grade 1 ELA Standards	From Phonics to Reading, Level A
	<p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<p><b>RF.1.3.e</b> Use vowel patterns to decode two-syllable words by breaking the words into syllables.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Introduction</b></p> <ul style="list-style-type: none"> <li>Blend It/Introduce (decode two-syllable words)—pp. 151, 225, 239, 267, 353, 425</li> <li>Blend It/Challenge (decode two-syllable words)—pp. 151, 167, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>Learn and Blend/Blend It (chorally read/decode two-syllable words)—TE pp. 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p><b>Sound-Spelling Blending</b></p> <ul style="list-style-type: none"> <li>Blend It (chorally read/decode two-syllable words)—TE pp. 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> <li>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</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Word Study: Inflectional Endings (decode two-syllable words)—TE pp. 146, 190</li> <li>Prefixes (decode two-syllable words)—TE pp. 206, 320</li> <li>Compound Words (decode two-syllable words)—TE pp. 220, 276, 348</li> <li>Comparatives and Superlatives (decode two-syllable words)—TE p. 262</li> <li>Transition to Longer Words (decode two-syllable words)—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<p><b>RF.1.3.f</b> Read words with inflectional endings (e.g., makes, walked, ended, played, going).</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Inflectional Ending -s—p. 31</li> <li>Inflectional Ending -ed—p. 131</li> <li>Inflectional Ending -ing and -ed—p. 189</li> <li>Inflectional Endings (-s, -ed, -ing)—p. 375</li> <li>Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>Word Study: Inflectional Ending -s—TE pp. 32, 34</li> <li>Word Study: Inflectional Ending -ed—TE pp. 132, 134</li> <li>Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**READING: FOUNDATIONAL**

Grade 1 ELA Standards	From Phonics to Reading, Level A
	<ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending (Review)—TE pp. 376, 378</li> <li>• Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 436</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE p. 32</li> <li>• Word Study: Inflectional Ending -ed—TE p. 132</li> <li>• Word Study: Inflectional Ending -ing and -ed—TE p. 189</li> <li>• Word Study: Inflectional Ending (Review)—TE p. 376</li> <li>• Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<p><b>RF.1.3.g</b> Recognize and read grade-appropriate words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><u>TEACHER'S EDITION</u> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>
<p><b>Fluency</b></p>	
<p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>	
<p><b>RF.1.4.a</b> Read on-level text with purpose and understanding.</p> <p><b>RF.1.4.b</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

<b>READING: FOUNDATIONAL</b>	
<b>Grade 1 ELA Standards</b>	<b>From Phonics to Reading, Level A</b>
	<p>73–274, 289–290, 303–304, 317–318, 331–332, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432</p> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● 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</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> </ul> <p><b>Home-School Connection</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>● Understanding How Sentences Work (read with strong feeling when a sentence ends in an exclamation point)—TE p. 333</li> </ul> <p><b>Read Children's Books</b> (trade books with grade-level text)</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Unit 3—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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<b>READING: FOUNDATIONAL</b>	
<b>Grade 1 ELA Standards</b>	<b>From Phonics to Reading, Level A</b>
	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● 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</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>● Professional Development Planning Guide             <ul style="list-style-type: none"> <li>○ Video Viewing Guide                     <ul style="list-style-type: none"> <li>○ Decodable Texts—pp. 23–26</li> </ul> </li> </ul> </li> <li>● High-Impact Routines by Wiley Blevins             <ul style="list-style-type: none"> <li>○ Video: Decodable Texts</li> </ul> </li> </ul> <p><b>Student and Family Resources</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>● From Fluency to Comprehension: Routines and Minilessons             <ul style="list-style-type: none"> <li>○ Level A—pp. 8–12                     <ul style="list-style-type: none"> <li>○ Repeated Reading Fluency Routine</li> <li>○ Fluency Minilessons (one minilesson per unit)—1. Model Fluency; 2. Introduce the Repeated Reading; 3. Model Fluency; Intonation (end punctuation); 4. Echo Read; 5. Choral Read; 6. Oral Recitation; 7. Model Fluency: Pauses Between Words; 8. Model Fluency: Return Sweep Eye Movements; 9. Paired Repeated Readings; 10. 2-Minute Drills; 11. Reader's Theater; 12. Oral Recitation; 13. Audiobook Modeling; 14. Model Fluency: Intonation (end punctuation); 15. Echo Read; 16. Choral Read; 17. Oral Reading; 18. Oral Recitation; 19. Model Fluency: Intonation (end punctuation); 20. Repeated Readings;</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

READING: FOUNDATIONAL	
Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	21. Paired Repeated; 22. 2-Minute Drills; 23. Reader's Theater; 24. Oral Recitation; 25. Repeated Readings; 26. Audiobook Modeling; 27. Model Fluency: Intonation (end punctuation); 28. Paired Repeated; 29. 2-Minute Drills; 30. *Assess Fluency
<p><b>RF.1.4.c</b>                      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (reread sentence with difficult word/use context clues to self-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</li> <li>• 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</li> </ul>

## Additional Aligned Content

WRITING	
Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<b>Text Types and Purposes</b>	
<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Check Comprehension (express opinions)—Why do you like this animal?, TE p. 30; What kind of things do you like to</li> </ul> <p style="text-align: right;"><i>continued</i></p>
	<p>do when you play with friends?, TE p. 116; How do you think they feel as they sit and hear the clock tick?, TE p. 144; How do you think Jill feels about going to her new school?/Why do you think this?, TE p. 204; Do you think it was right to say “no” to the people?/Why or why not?, TE p. 246; Why is it a good idea to join a club?, TE p. 360; What do you think of the wild child’s behavior?, TE p. 404; How do you think he feels?, TE p. 418</p>
<p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>Write About It (describe what you 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</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li>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</li> </ul>

WRITING	
Grade 1 ELA Standards	From Phonics to Reading, Level A
<b>Production and Distribution of Writing</b>	
<b>W.1.4</b> (Begins in grade 3)	
<b>W.1.5</b> <i>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.</i>	<b>TEACHER'S EDITION</b> <b>Writing Extension</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>W.1.6</b> <i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>	Related content <b>TEACHER'S EDITION</b> <b>Learning Center</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>Research to Build and Present Knowledge</b>	
<b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Related content <b>TEACHER'S EDITION</b> <b>Unit Opener</b> <ul style="list-style-type: none"> <li>Read Children’s Books (children’s literature/library books that apply specific phonics skills)—TE pp. 7 &amp; 8, 79 &amp; 80, 165 &amp; 166, 195 &amp; 196, 281 &amp; 282, 395 &amp; 396</li> </ul> <b>Writing Extension</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>W.1.8</b> <i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>	<b>TEACHER'S EDITION</b> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
<b>W.1.9</b> (Begins in grade 4)	

**WRITING**

**Grade 1 ELA Standards**

**From Phonics to Reading, Level A**

**Language in Writing**

**W.1.10**

Demonstrate command of the conventions of standard English grammar and usage when writing.

**W.1.10.a**

Print all upper- and lowercase letters.

**DIGITAL RESOURCES**

**Letter Formation**

- Letter Formation Instruction
  - 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

**Letter Formation Chart**

**Letter Formation Practice**

**Letter Formation Assessment**

**W.1.10.b**

Use common, proper, and possessive nouns when writing.

Related content/modeling (context for instruction)

**STUDENT BOOK/TEACHER'S EDITION**

**High-Frequency Words**

- Read-Spell-Write (common nouns)—pp. 82, 168, 198, 198, 240, 240, 326, 412, 412

**Word Study**

- Possessives—p. 89

**TEACHER'S EDITION**

**Word Study**

- Possessives (add apostrophe and the letter s)—TE p. 89

**Print Concepts**

- Understanding How Sentences Work (capitalize proper nouns/proper names)—TE pp. 131, 219, 291, 305, 419

**W.1.10.c**

Use singular and plural nouns with matching verbs in basic sentences.

Related content/modeling (context for instruction)

**STUDENT BOOK/TEACHER'S EDITION**

**Introduction**

- Blend It: Challenge (plurals)—p. 9

**Word Study**

- Plurals (add s to singular form)—pp. 17, 73

**High-Frequency Words**

- Use in Context (are)—p. 52

*continued*

<b>WRITING</b>	
<b>Grade 1 ELA Standards</b>	<b><i>From Phonics to Reading, Level A</i></b>
	<p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Interact with the Text (is)—p. 183</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Plurals—TE pp. 17, 73</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>Word Study: Plurals (singular and plural word pairs)—TE p. 18, 20, 76</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Word Study: Plurals (write singular and plural nouns)—TE pp. 18, 74</li> </ul>
<p><b>W.1.10.d</b></p> <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my)..</p>	<p>Related content/modeling (context for instruction)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Possessives (my)—p. 89</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>Build Fluency (his)—p. 91</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text (it)—pp. 369, 427</li> <li>Interact with the Text—I, p. 97; he, 111</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context (who)—p. 152</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>Understanding How Sentences Work (pronouns they and we)—TE p. 175</li> </ul> <p><b>Home-School Connection</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>W.1.10.e</b></p> <p>Use verbs to convey a sense of past, present and future when writing.</p>	<p>Related content/modeling (context for instruction)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write—are/were, pp. 52, 124; give/gave, pp. 66, 124</li> </ul> <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>



**WRITING**

Grade 1 ELA Standards	From Phonics to Reading, Level A
<p><b>W.1.10.f</b> Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing.</p>	<p>Related content/modeling (context for instruction)</p> <p><b>ADJECTIVES</b></p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text (describing words)—TE p. 11</li> <li>Take-Home Book: Check Comprehension (describing words)—TE pp. 30, 72, 88, 174, 388, 432</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Comparatives and Superlatives (er, est) (add to describing words)—TE p. 261</li> </ul> <p><b>CONJUNCTIONS</b></p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write—and, p. 38; or, p. 240; because, p. 298</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text—but, pp. 39, 199; so, pp. 53, 231, 383</li> </ul> <p><u>TEACHER'S EDITION</u> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Extend (create oral sentences/combine two ideas using and)—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</li> </ul> <p><b>DETERMINERS</b> (articles, demonstratives)</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context—the, p. 10; this, what, p. 23; these, p. 81; there, p. 110; that, p. 168</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text—the, pp. 51, 81, 151, 167, 187, 213, 425; a, pp. 241, 253, 353, 397</li> <li>Take-Home Book—these, p. 81; the, pp. 151, 167, 197, 218, 225, 253, 283, 311, 367; a, pp. 181, 218, 297, 353, 381</li> </ul> <p><b>PREPOSITIONS</b></p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context—to, p. 24; with, p. 52; for, p. 66; from, p. 96; of, p. 168; around, under, p. 226; into, through, p. 254; after, p. 340; before, p. 368; upon, p. 382; over, p. 412; off, p. 426</li> </ul>

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**WRITING**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<p><b>W.1.10.g</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Related content/modeling (context for instruction)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (exclamation marks/exclamatory sentences)—pp. 39, 199, 241, 285</li> <li>• 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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Build Fluency (complete an imperative sentence)—pp. 75, 119, 177, 191, 207, 221, 249, 263, 335, 377, 391</li> <li>• Build Fluency (complete/write an interrogative sentence)—pp. 105, 119, 133, 161, 207, 221, 335</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (sentences that end with exclamation marks)—TE pp. 39, 199, 241, 285</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Understanding How Sentences Work (exclamation point/exclamatory sentence)—TE pp. 45, 117, 145, 189, 199, 319, 333</li> </ul>
<p><b>W.1.11</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p><b>W.1.11.a</b> Capitalize dates and names of people.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (capitalize the first word in a sentence)—TE pp. 131, 207, 219, 243</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Think and Write (uppercase / is also the word /)—TE p. 29</li> </ul>

**WRITING**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<p><b>W.1.11.b</b> Use end punctuation for sentences.</p>	<p><u>TEACHER'S EDITION</u> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>W.1.11.c</b> Use commas in dates and to separate single words in a series.</p>	<p><u>TEACHER'S EDITION</u> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>Understanding How Sentences Work (commas to separate items in a list)—TE pp. 247, 419</li> </ul>
<p><b>W.1.11.d</b> Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Daily Practice</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>TEACHER'S EDITION</u> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>Spelling Patterns—TE pp. 10, 168, 212, 340, 368</li> <li>Vowel Spelling Patterns—TE p. 326</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

**WRITING**

Grade 1 ELA Standards	From Phonics to Reading, Level A
<p><b>W.1.11.e</b>                      Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>Spelling with Digraphs—TE pp. 124, 152</li> <li>Spelling with <i>r</i>-Controlled Vowels—TE p. 284</li> <li>Spelling with Long Vowels—TE p. 412</li> </ul>

## SPEAKING AND LISTENING

### Grade 1 ELA Standards

### From Phonics to Reading, Level A

#### Comprehension and Collaboration

##### SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

##### SL.1.1.a

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

##### SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

##### SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

##### STUDENT BOOK/TEACHER'S EDITION

##### Daily Practice (do one activity each day)

- 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

##### TEACHER'S EDITION

##### Word Sort

- 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

##### Read Connected Text

- 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

##### Writing Extension

- Write About It (share responses with partners)—TE pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437

##### Independent/Partner Work

- 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
- 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

*continued*

<b>SPEAKING AND LISTENING</b>	
<b>Grade 1 ELA Standards</b>	<b>From Phonics to Reading, Level A</b>
	<p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
<p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>Presentation of Knowledge and Ideas</b>	
<p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## SPEAKING AND LISTENING

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p>177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435</p> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• Draw and Write (draw a picture for the word/partner guesses word based on the picture)—TE pp. 24, 226, 382</li> </ul>
<p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)t</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>Language in Speaking and Listening</b></p>	
<p><b>SL.1.7</b> Demonstrate command of the conventions of standards English grammar and usage when speaking.</p>	
<p><b>SL.1.7.a</b> Use common, proper, and possessive nouns when speaking.</p>	<p>Models (context for instruction)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write (common nouns)—pp. 82, 168, 198, 198, 240, 240, 326, 412, 412</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Possessives—p. 89</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**SPEAKING AND LISTENING**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Possessives (add apostrophe and the letter s)—TE p. 89</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• Understanding How Sentences Work (capitalize proper nouns/proper names)—TE pp. 131, 219, 291, 305, 419</li> </ul>
<p><b>SL.1.7.b</b></p> <p>Use singular and plural nouns with matching verbs in basic sentences when speaking.</p>	<p>Models (context for instruction)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Blend It: Challenge (plurals)—p. 9</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Plurals (add s to singular form)—pp. 17, 73</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Use in Context (are)—p. 52</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Interact with the Text (is)—p. 183</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Plurals—TE pp. 17, 73</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>• Word Study: Plurals (singular and plural word pairs)—TE p. 18, 20, 76</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Plurals (write singular and plural nouns)—TE pp. 18, 74</li> </ul>
<p><b>SL.1.7.d</b></p> <p>Use verbs to convey a sense of past, present, and future when speaking.</p>	<p>Models (context for instruction)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write—are/were, pp. 52, 124; give/gave, pp. 66, 124</li> </ul> <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>



**SPEAKING AND LISTENING**

Grade 1 ELA Standards	From Phonics to Reading, Level A
<p><b>SL.1.7.e</b>                      Use frequently-occurring adjectives, conjunctions, articles, and prepositions when speaking.</p>	<p>Models (context for instruction)</p> <p><b>ADJECTIVES</b></p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (describing words)—TE p. 11</li> <li>• Take-Home Book: Check Comprehension (describing words)—TE pp. 30, 72, 88, 174, 388, 432</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Comparatives and Superlatives (er, est) (add to describing words)—TE p. 261</li> </ul> <p><b>CONJUNCTIONS</b></p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write—and, p. 38; or, p. 240; because, p. 298</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text—but, pp. 39, 199; so, pp. 53, 231, 383</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Extend (create oral sentences/combine two ideas using and)—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</li> </ul> <p><b>DETERMINERS</b> (articles, demonstratives)</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write/Use in Context—the, p. 10; this, what, p. 23; these, p. 81; there, p. 110; that, p. 168</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text—the, pp. 51, 81, 151, 167, 187, 213, 425; a, pp. 241, 253, 353, 397</li> <li>• Take-Home Book—these, p. 81; the, pp. 151, 167, 197, 218, 225, 253, 283, 311, 367; a, pp. 181, 218, 297, 353, 381</li> </ul> <p><b>PREPOSITIONS</b></p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read-Spell-Write/Use in Context—to, p. 24; with, p. 52; for, p. 66; from, p. 96; of, p. 168; around, under, p. 226; into, through, p. 254; after, p. 340; before, p. 368; upon, p. 382; over, p. 412; off, p. 426</li> </ul>

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## SPEAKING AND LISTENING

Grade 1 ELA Standards	From Phonics to Reading, Level A
<p><b>SL.1.7.f</b> Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Models (context for instruction)</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (exclamation marks/exclamatory sentences)—pp. 39, 199, 241, 285</li> <li>• 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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Build Fluency (complete an imperative sentence)—pp. 75, 119, 177, 191, 207, 221, 249, 263, 335, 377, 391</li> <li>• Build Fluency (complete/write an interrogative sentence)—pp. 105, 119, 133, 161, 207, 221, 335</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (sentences that end with exclamation marks)—TE pp. 39, 199, 241, 285</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Understanding How Sentences Work (exclamation point/exclamatory sentence)—TE pp. 45, 117, 145, 189, 199, 319, 333</li> </ul>
<p><b>SL.1.8</b> 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 (e.g., because).</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## SPEAKING AND LISTENING

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>See also the following conjunctions</p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write—and, p. 38; or, p. 240; because, p. 298</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Teacher Table: English Language Learners</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

## READING: LITERATURE

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<b>Key Ideas and Details</b>	
<p><b>RL.1.1</b> Ask and answer questions about key details in a text.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

**READING: LITERATURE**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<p><b>RL.1.3</b> Describe character, settings, and major events in a story, using key details.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b>  <ul style="list-style-type: none"> <li>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</li> </ul> <b>Writing Extension</b>  <ul style="list-style-type: none"> <li>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</li> </ul> <u>TEACHER'S EDITION</u>  <b>Read Connected Text</b>  <ul style="list-style-type: none"> <li>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</li> </ul> </p>
<p><b>Craft and Structure</b></p>	
<p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p><u>TEACHER'S EDITION</u>  <b>Teacher Table: English Learners</b>  <ul style="list-style-type: none"> <li>Vocabulary (pantomime feeling words)—TE pp. 9, 37, 397, 425</li> </ul> </p>
<p><b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <b>Read Connected Text</b>  <ul style="list-style-type: none"> <li>Take-Home Books: “Books, Books, Books!” (distinguish between informational text and made-up stories)—pp. 331–332</li> </ul> <u>TEACHER'S EDITION</u>  <b>Read Connected Text</b>  <ul style="list-style-type: none"> <li>Take-Home Book: Comprehension (different types of books/topics)—TE p. 332</li> </ul> </p>
<p><b>RL.1.6</b> Identify who is telling the story at various points in a text.</p>	<p><u>TEACHER'S EDITION</u>  <b>Print Concepts</b>  <ul style="list-style-type: none"> <li>Understanding How Sentences Work (who is speaking)—TE pp. 103, 131, 145, 205, 247, 305, 389, 419</li> </ul> <b>Read Connected Text</b>  <ul style="list-style-type: none"> <li>Take-Home Book: Retell and Write (narrator)—TE pp. 249, 377</li> </ul> </p>

## READING: LITERATURE

### Grade 1 ELA Standards

### From Phonics to Reading, Level A

#### Integration of Knowledge and Ideas

<p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>RL.1.8</b> (Not applicable to literature)</p>	
<p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b> <b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>Word Study: Comparatives and Superlatives (explain how -er, -est help us compare people and things.)—TE p. 264</li> </ul>

#### Language in Reading: Literature

<p><b>RL.1.10</b> (Begins in Grade 2)</p>	
<p><b>RL.1.11</b> Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.</p>	
<p><b>RL.1.11.a</b> Use sentence-level context as a clue to the meaning of a word.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>RL.1.11.b</b> Use frequently-occurring affixes as a clue to the meaning of a word or phrase.</p> <p><b>RL.1.11.c</b> Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Inflectional Ending -s—p. 31</li> <li>Inflectional Ending -ed—p. 131</li> <li>Inflectional Ending -ing and -ed—p. 189</li> <li>Inflectional Endings (-s, -ed, -ing)—p. 375</li> <li>Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433</li> </ul> <p style="text-align: right;"><i>continued</i></p>

<b>READING: LITERATURE</b>	
<b>Grade 1 ELA Standards</b>	<b>From Phonics to Reading, Level A</b>
	<p><b>TEACHER'S EDITION</b></p> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE pp. 32, 34</li> <li>• Word Study: Inflectional Ending -ed—TE pp. 132, 134</li> <li>• Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192</li> <li>• Word Study: Inflectional Ending (Review)—TE pp. 376, 378</li> <li>• Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 436</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE p. 32</li> <li>• Word Study: Inflectional Ending -ed—TE p. 132</li> <li>• Word Study: Inflectional Ending -ing and -ed—TE p. 189</li> <li>• Word Study: Inflectional Ending (Review)—TE p. 376</li> <li>• Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<p><b>RL.1.12</b></p> <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p><b>RL.1.12.a</b></p> <p>Sort words into categories to gain a sense of the concepts the categories represent.</p> <p><b>RL.1.12.b</b></p> <p>Define words by category and by one or more key attributes.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Sort It Out</b> (sort words by category/use a graphic organizer)—pp. 12, 26, 40, 54, 68, 84, 98, 112, 126, 140, 154, 170, 184, 200, 214, 228, 242, 256, 270, 286, 300, 314, 328, 342, 356, 370, 384, 400, 414, 428</li> </ul>
<p><b>RL.1.12.c</b></p> <p>Identify real-life connections between words and their uses.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Home/School Connection</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>RL.1.12.d</b></p> <p>Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b></p> <p><b>Teacher Table: English Learners</b></p> <ul style="list-style-type: none"> <li>• Vocabulary (use pantomime to demonstrate action words)—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</li> </ul>

**READING: LITERATURE**

**Grade 1 ELA Standards**

**From Phonics to Reading, Level A**

**Range of Reading and Level of Text Complexity**

**RL.1.13**

With prompting and support, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.

**STUDENT BOOK/TEACHER'S EDITION**

**Read Connected Text**

- 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

**TEACHER’S EDITION**

**Read Children’s Books** (trade books that reinforce newly learned skills)

- **Unit 1**—TE pp. 7 and 8: *The Cat in the Hat* by Dr. Seuss, *Whistle for Willie* by Ezra Jack Keats, *Flossie and the Fox* by Patricia McKissack, *Umbrella* by Taro Yashima, *Elephant in a Well* by Marie Hall Ets
- **Unit 2**—TE pp. 79 and 80: *The Day I Had to Play with My Sister* by Crosby Bonsall, *The Snail’s Spell* by Joanne Ryder, *Grasshopper on the Road* by Arnold Lobel, *What’s So Funny, Ketu?* by Verna Aardema, *Shy Charles* by Rosemary Wells, *Where the Wild Things Are* by Maurice Sendak
- **Unit 3**—TE pp. 165 and 166: *Frog and Toad Are Friends* by Arnold Lobel, *Going Home* by Margaret Wild
- **Unit 4**—TE pp. 195 and 196: *Bringing the Rain to Kapiti Plain* by Verna Aardema, *Miss Nelson Has a Field Day* by Harry Allard, *Toad on the Road* by Susan Schade and Jon Buller, *Night Sounds* by Rosemary Wells, *Tell Me a Trudy* by Lore Segal *Shy Charles* by Rosemary Wells, *Where the Wild Things Are* by Maurice Sendak

*continued*

## READING: LITERATURE

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<ul style="list-style-type: none"> <li>● <b>Unit 3</b>—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild</li> <li>● <b>Unit 4</b>—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</li> <li>● <b>Unit 5</b>—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</li> <li>● <b>Unit 6</b>—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</li> </ul>

## READING: INFORMATIONAL

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<b>Key Ideas and Details</b>	
<p><b>RI.1.1</b>                      Ask and answer questions about key details in a text.</p>	<p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>● Check Comprehension (ask and answer questions about the text)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> </ul>
<p><b>RI.1.2</b>                      Identify the main topic and retell key details of a text.</p>	<p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul>
<p><b>RI.1.3</b>                      Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b>  <b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>● Word Study: Comparatives and Superlatives (explain how -er, -est help us compare people and things.)—TE p. 264</li> </ul>



**READING: INFORMATIONAL**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
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**Craft and Structure**

<p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text—pp. 97, 111, 213, 255, 269, 299, 355, 427</li> <li>• Take-Home Book—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (confirm word is correct using context clues)—TE pp. 97, 111, 213, 255, 269, 299, 355, 427</li> <li>• 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</li> </ul>
<p><b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (title/bullet points/numbered items)—pp. 97, 111, 213, 255, 269, 299, 355, 427</li> <li>• Take-Home Book (title)—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Preview and Predict/Check Comprehension (title)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> </ul>
<p><b>RI.1.6</b> Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Preview and Predict/Check Comprehension (find details in text or illustrations)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> </ul>

**Integration of Knowledge and Ideas**

<p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Take-Home Book—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Preview and Predict/Check Comprehension (use illustrations and details to describe key ideas)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> </ul>
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READING: INFORMATIONAL	
Grade 1 ELA Standards	From Phonics to Reading, Level A
<p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Book—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332</li> </ul>
<p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	N/A
<p><b>Language in Reading: Informational</b></p>	
<p><b>RI.1.10</b> (Begins in Grade 2)</p>	
<p><b>RI.1.11</b> Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.</p>	
<p><b>RI.1.11.a</b> Use sentence-level context as a clue to the meaning of a word.</p>	<p><u>TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>RI.1.11.b</b> Use frequently-occurring affixes as a clue to the meaning of a word or phrase.</p> <p><b>RI.1.11.c</b> Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Inflectional Ending -s—p. 31</li> <li>Inflectional Ending -ed—p. 131</li> <li>Inflectional Ending -ing and -ed—p. 189</li> <li>Inflectional Endings (-s, -ed, -ing)—p. 375</li> <li>Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>Word Study: Inflectional Ending -s—TE pp. 32, 34</li> <li>Word Study: Inflectional Ending -ed—TE pp. 132, 134</li> <li>Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192</li> <li>Word Study: Inflectional Ending (Review)—TE pp. 376, 378</li> <li>Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 436</li> </ul> <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL	
Grade 1 ELA Standards	From Phonics to Reading, Level A
	<p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• Word Study: Inflectional Ending -s—TE p. 32</li> <li>• Word Study: Inflectional Ending -ed—TE p. 132</li> <li>• Word Study: Inflectional Ending -ing and -ed—TE p. 189</li> <li>• Word Study: Inflectional Ending (Review)—TE p. 376</li> <li>• Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<p><b>RI.1.12</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	
<p><b>RI.1.12.a</b> Sort words into categories to gain a sense of the concepts the categories represent.</p> <p><b>RI.1.12.b</b> Define words by category and by one or more key attributes.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• Sort It Out (sort words/organize into categories 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</li> </ul>
<p><b>RI.1.12.c</b> Identify real-life connections between words and their uses.</p>	<p><b>TEACHER'S EDITION</b> <b>Home/School Connection</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>RI.1.12.d</b> Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b> <b>Teacher Table: English Learners</b></p> <ul style="list-style-type: none"> <li>• Vocabulary (use pantomime to demonstrate action words)—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</li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RI.1.13</b> <i>With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.</i></p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text—Bulleed 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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL	
Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<ul style="list-style-type: none"><li>• 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</li></ul>