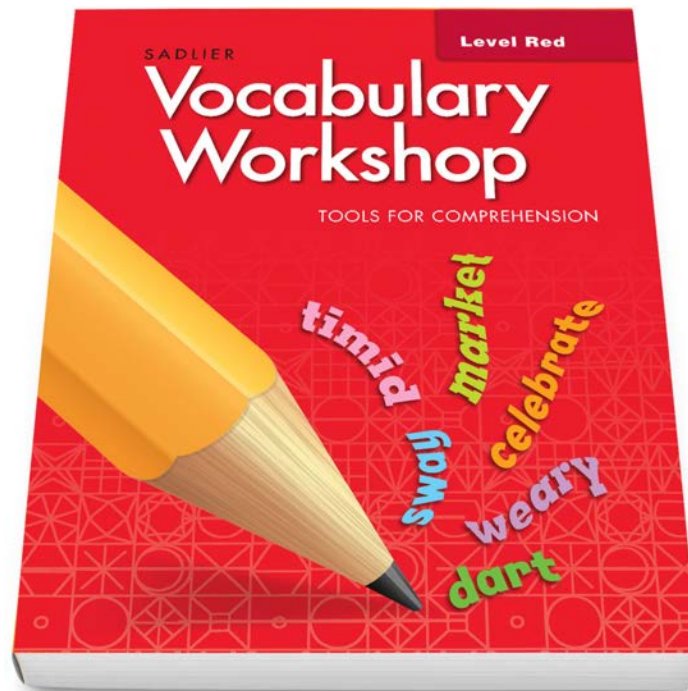


# Vocabulary Workshop

Tools for Comprehension

Correlation to the Pennsylvania Department of Education  
Academic Standards for English Language Arts March 1, 2014

**Grade 1**



**Key Aligned Content**

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## Key Aligned Content

### 1.1 Foundational Skills

#### Fluency

##### CC.1.1.1.E

Read emergent-reader text with purpose and understanding.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “The Most Precious Gift” (Folktale), pp. 6–7</li> <li>• Unit 2 “A Trip to Muir Woods” (Realistic Fiction), pp. 14–15</li> <li>• Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), pp. 24–25</li> <li>• Unit 4 “An Emperor Penguin Grows Up” (Informational Text), pp. 32–33</li> <li>• Unit 5 “The Skating Lesson” (Poem), pp. 42–43</li> <li>• Unit 6 “The Amazing Jumping Spider” (Informational Text), pp. 50–51</li> <li>• Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), pp. 60–61</li> <li>• Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), pp. 68–69</li> <li>• Unit 9 “Let’s Make Art!” (Narrative Nonfiction), pp. 78–79</li> <li>• Unit 10 “The Fisherman and the Bear” (Tall Tale), pp. 86–87</li> <li>• Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), pp. 96–97</li> <li>• Unit 12 “Wind and Sun” (Fable), pp. 104–105</li> </ul>	<p>In <b>Introducing the Words</b>, the ten unit words are presented in the context of a read-aloud selection passage. These selections can be found in the Teacher’s Edition and are available at SadlierConnect.com. A variety of genres and themes are represented.</p> <p>The teacher reads the selection aloud twice.</p> <p>After the first reading, <b>Introducing the Words</b> activities introduce the first five unit words in the context of complete sentences, each reinforced with its own Picture Card.</p> <p>During the second reading, the teacher calls attention to the first five unit words as they occur in context.</p> <p>Following the second reading, <b>Introducing the Words</b> activities are used to introduce the second set of five unit words in the context of complete sentences, again reinforced with a Picture Card for each word.</p>
<p><b>Introducing the Words: Follow-Up Activities</b></p> <p>Sentence Stems—TE pp. T6, T10a, T14, T18a, T24, T28a, T32, T36a, T42, T46a, T50, T54a, T60, T64a, T68, T72a, T78, T82a, T86, T90a, T96, T100a, T104</p>	<p>To complete the <b>Follow-Up Activities: Sentence Stems</b> exercises, students use context clues to explain unit words.</p>

## 1.1 Foundational Skills

### Fluency

#### CC.1.1.1.E

Read emergent-reader text with purpose and understanding.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Completing the Sentence</b>  <u>Units 1–6</u>                      Unit 1, pp. 9, 11; Unit 2, pp. 17, 19; Unit 3, pp. 27, 29; Unit 4, pp. 35, 37; Unit 5, pp. 45, 47; Unit 6, pp. 53, 55</p> <p><u>Units 7–12</u>                      Unit 7, pp. 63, 65; Unit 8, pp. 71, 73; Unit 9, pp. 81, 83; Unit 10, pp. 89, 91; Unit 11, pp. 99, 101; Unit 12, pp. 107, 109</p>	<p>For units 1 through 6, the <b>Completing the Sentence</b> lesson has children listen to five unit words in the context of a complete sentence (provided in <b>Discuss the Words</b> in the Teacher’s Edition). Next, children listen to teacher-dictated sentences (found in <b>Use the Words</b>) before using context clues to determine which of two unit words best completes the <b>Completing the Sentence</b> exercise. They circle the correct choice then write the word in the lined space provided.</p> <p>Beginning in Unit 7, each <b>Completing the Sentence</b> exercise contains two sentences. The first sentence provides a restatement context clue to help children determine which of two given unit words best completes the second sentence. As in units 1 through 6, they circle the correct word then write it in the lined space provided.</p>
<p><b>Review the Meanings</b>                      Unit 1, pp. 12–13; Unit 2, pp. 20–21; Unit 3, pp. 30–31; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 56–57; Unit 7, pp. 66–67; Unit 8, pp. 74–75; Unit 9, pp. 84–85; Unit 10, pp. 92–93; Unit 11, pp. 102–103; Unit 12, pp. 110–111</p>	<p>For <b>Review the Meanings</b>, children see the unit words in context then fill in the Yes bubble if the sentence makes sense or the No bubble if it does not make sense.</p> <p>Additional review sentences with unit words in context are provided in the <b>Discuss the Words</b> section of the lesson plan in the Teacher’s Edition.</p>
<p><b>Word Study: Context Clues</b>                      Unit 10, p. 94</p>	<p>In <b>Word Study: Context Clues</b>, children use other words in a sentence to figure out the meaning of an unknown word. For the exercises, they underline the words that help them determine the meaning of the word in dark print.</p>
<p><b>Word Study: Context Clues</b>                      Optional Activity: Find Unknown Words in Readers—                      Unit 10, p. T94</p>	<p>For <b>Optional Activity: Find Unknown Words in Readers</b>, each child works with a partner to search for two or three unfamiliar words in a reader. They use context clues to help figure out the meaning of the unfamiliar words.</p>

## 1.2 Reading Informational Text

### Craft and Structure: Vocabulary

#### CC.1.2.1.F

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words: Discuss the Words</b></p> <ul style="list-style-type: none"> <li>Unit 1 “The Most Precious Gift” (Folktale), pp. 6–7</li> <li>Unit 2 “A Trip to Muir Woods” (Realistic Fiction), pp. 14–15</li> <li>Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), pp. 24–25</li> <li>Unit 4 “An Emperor Penguin Grows Up” (Informational Text), pp. 32–33</li> <li>Unit 5 “The Skating Lesson” (Poem), pp. 42–43</li> <li>Unit 6 “The Amazing Jumping Spider” (Informational Text), pp. 50–51</li> <li>Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), pp. 60–61</li> <li>Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), pp. 68–69</li> <li>Unit 9 “Let’s Make Art!” (Narrative Nonfiction), pp. 78–79</li> <li>Unit 10 “The Fisherman and the Bear” (Tall Tale), pp. 86–87</li> <li>Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), pp. 96–97</li> <li>Unit 12 “Wind and Sun” (Fable), pp. 104–105</li> </ul>	<p><b>First Reading: Teaching the First Group of Five Unit Words</b></p> <p>After the first reading of the selection by the teacher, the <b>Discuss the Words</b> section of the <b>Introducing the Words</b> lesson plan provides suggestions for introducing the first five unit words. Strategies include citing the context of each word in the selection, providing a definition, then showing the Picture Card, with its accompanying description and an example or question designed to help children better determine or clarify the meaning of each unit word.</p> <p><b>Second Reading: Teaching the Second Group of Five Unit Words</b></p> <p>Before reading the story a second time, the teacher reviews the first five unit words then pauses briefly to explain the meaning of each of the words within the context of the story.</p> <p>After the second reading, the teacher uses the <b>Discuss the Words</b> ideas, including the Picture Cards, to present the second set of five unit words, referencing the context of each word and concluding by all saying the word together.</p>
<p><b>Word Study: Practice/Apply</b></p> <ul style="list-style-type: none"> <li>Word Endings, TE p. T40</li> <li>Multiple-Meaning Words, TE p. T41</li> <li>Synonyms, TE p. T58</li> <li>Prefixes, TE p. T59</li> <li>Homophones, TE p. T76</li> <li>Suffixes, TE p. T77</li> <li>Context Clues, TE p. T94</li> <li>Word Choice (cry, whimper, sob), TE p. T95</li> <li>Sorting, TE p. T112</li> <li>Word Choice (mad, angry, furious), TE p. T113</li> </ul>	<p>During the <b>Practice/Apply</b> phase of the <b>Word Study</b> lessons, children answer and ask questions as they discuss how to determine the meaning of an unknown word. For the exercises, they underline the words that help them determine the meaning of the word in dark print.</p>

## 1.2 Reading Informational Text

### Vocabulary Acquisition and Use

#### CC.1.2.1.J

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Units: Instructional Activities</b></p> <ul style="list-style-type: none"> <li>• Introducing the Words</li> <li>• Match the Meaning</li> <li>• Completing the Sentence</li> </ul> <p><b>Review Units: Review/Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Review the Meanings</li> <li>• Write</li> <li>• Word Study</li> <li>• Cumulative Review</li> <li>• Writing</li> </ul> <p><b>Teacher’s Edition Activities</b></p> <ul style="list-style-type: none"> <li>• Discuss the Words</li> <li>• Use the Words</li> <li>• English Language Learners</li> <li>• Follow-Up Activity/Activities</li> <li>• Optional Activity</li> </ul>	<p>Throughout the program children build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities.</p> <p>In each unit, children listen as unit words are introduced in context in teacher-read selections. Two practice pages are provided for each group of five words.</p> <p>Each word is presented, studied, and used by children in a variety of listening, speaking, reading, and writing exercises.</p> <p>Children use unit words to respond to comprehension questions about the unit selection, as well as for Match the Meaning and Completing the Sentence lessons, and for a wide variety of Follow-Up and Optional Activities.</p>
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Sorting, p. 22</li> <li>• Antonyms, p. 23</li> <li>• Synonyms, p. 58</li> <li>• Word Choice (cry, whimper, sob), p. 95</li> <li>• Sorting, p. 112</li> <li>• Word Choice (mad, angry, furious), p. 113</li> </ul>	<p>Select <b>Word Study</b> lessons emphasize connections and relationships between words and phrases.</p>

### Vocabulary Acquisition and Use

#### CC.1.2.1.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Sorting, p. 22</li> <li>• Antonyms, p. 23</li> <li>• Word Endings, p. 40</li> <li>• Multiple-Meaning Words, p. 41</li> </ul> <p style="text-align: right;"><i>continued</i></p>	<p>Each <b>Word Study</b> lessons teaches a specific word-learning strategy that helps children build robust vocabularies. Each lesson uses a recently studied unit word as a model to demonstrate a particular skill or strategy.</p>

## 1.2 Reading Informational Text

### Vocabulary Acquisition and Use

#### CC.1.2.1.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>• Synonyms, p. 58</li> <li>• Prefixes, p. 59</li> <li>• Homophones, p. 76</li> <li>• Suffixes, p. 77</li> <li>• Context Clues, p. 94</li> <li>• Word Choice (cry, whimper, sob), p. 95</li> <li>• Sorting, p. 112</li> <li>• Word Choice (mad, angry, furious), p. 113</li> </ul>	

## 1.3 Reading Literature

### Craft and Structure: Vocabulary

#### CC.1.3.1.F

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words: Read the Selection</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “The Most Precious Gift” (Folktale), pp. T6a–T6b</li> <li>• Unit 2 “A Trip to Muir Woods” (Realistic Fiction), pp. T14a–T14b</li> <li>• Unit 5 “The Skating Lesson” (Poem), pp. T42a–T42b</li> <li>• Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), pp. T60a–T60b</li> <li>• Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), pp. T68a–T68b</li> <li>• Unit 10 “The Fisherman and the Bear” (Tall Tale), pp. T86a–T86b</li> <li>• Unit 12 “Wind and Sun” (Fable), pp. T104a–T104b</li> </ul>	<p>While reading the selections to the class, the teacher has the opportunity to emphasize action words as well as descriptive words, including adjectives and adverbs, that appeal to the senses.</p> <p>For example, consider the following instructional suggestions for presenting “The Skating Lesson”—</p> <p>“For the first reading, read aloud the entire selection without stopping so children can hear and enjoy the rhythmic flow of the poem. Briefly draw attention to how the rhyming words help guide your phrasing of the poem. Before reading the selection a second time, draw children’s attention to the first five Unit words: chatter, swift, peer, stumble, and slippery. As you read, stop briefly to explain the meaning of the words in the context of the selection.”</p>
<p><b>Word Study: Word Choice</b></p> <ul style="list-style-type: none"> <li>• Word Choice (cry, whimper, sob), p. T95</li> <li>• Word Choice (mad, angry, furious), p. T113</li> </ul>	<p>During the <b>Practice/Apply</b> step of the <b>Word Study: Word Choice</b> lesson plan, children discuss words with similar meanings but different levels of intensity. Volunteers share personal experiences related to the words.</p>

## 1.3 Reading Literature

### Vocabulary Acquisition and Use: Strategies

#### CC.1.3.1.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Sorting, p. 22</li> <li>• Antonyms, p. 23</li> <li>• Word Endings, p. 40</li> <li>• Multiple-Meaning Words, p. 41</li> <li>• Synonyms, p. 58</li> <li>• Prefixes, p. 59</li> <li>• Homophones, p. 76</li> <li>• Suffixes, p. 77</li> <li>• Context Clues, p. 94</li> <li>• Word Choice (cry, whimper, sob), p. 95</li> <li>• Sorting, p. 112</li> <li>• Word Choice (mad, angry, furious), p. 113</li> </ul>	<p>Each <b>Word Study</b> lessons teaches a specific word-learning strategy that helps children build robust vocabularies. Each lesson uses a recently studied unit word as a model to demonstrate a particular skill or strategy.</p>

### Vocabulary Acquisition and Use

#### CC.1.3.1.J

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Units: Instructional Activities</b></p> <ul style="list-style-type: none"> <li>• Introducing the Words</li> <li>• Match the Meaning</li> <li>• Completing the Sentence</li> </ul> <p><b>Review Units: Review/Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Review the Meanings</li> <li>• Write</li> <li>• Word Study</li> <li>• Cumulative Review</li> <li>• Writing</li> </ul> <p><b>Teacher's Edition Activities</b></p> <ul style="list-style-type: none"> <li>• Discuss the Words</li> <li>• Use the Words</li> <li>• English Language Learners</li> <li>• Follow-Up Activity/Activities</li> <li>• Optional Activity</li> </ul>	<p>Throughout the program children build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities.</p> <p>In each unit, children listen as unit words are introduced in context in teacher-read selections. Two practice pages are provided for each group of five words.</p> <p>Each word is presented, studied, and used by children in a variety of listening, speaking, reading, and writing exercises.</p> <p>Children use unit words to respond to comprehension questions about the unit selection, as well as for Match the Meaning and Completing the Sentence lessons, and for a wide variety of Follow-Up and Optional Activities.</p>



## 1.3 Reading Literature

### Vocabulary Acquisition and Use

#### CC.1.3.1.J

Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<b>Word Study</b> <ul style="list-style-type: none"><li>• Sorting, p. 22</li><li>• Antonyms, p. 23</li><li>• Synonyms, p. 58</li><li>• Word Choice (cry, whimper, sob), p. 95</li><li>• Sorting, p. 112</li><li>• Word Choice (mad, angry, furious), p. 113</li></ul>	Select <b>Word Study</b> lessons emphasize connections and relationships between words and phrases.



## Additional Aligned Content

### 1.1 Foundational Skills

#### Fluency

##### CC.1.1.2.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words: Read the Selection</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “The Most Precious Gift” (Folktale), TE pp. T6a–T6b</li> <li>• Unit 2 “A Trip to Muir Woods” (Realistic Fiction), TE pp. T14a–T14b</li> <li>• Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), TE pp. T24a–T24b</li> <li>• Unit 4 “An Emperor Penguin Grows Up” (Informational Text), TE pp. T32a–T32b</li> <li>• Unit 5 “The Skating Lesson” (Poem), TE pp. T42a–T42b</li> <li>• Unit 6 “The Amazing Jumping Spider” (Informational Text), TE pp. T50a–T50b</li> <li>• Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), TE pp. T60a–T60b</li> <li>• Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), TE pp. T68a–T68b</li> <li>• Unit 9 “Let’s Make Art!” (Narrative Nonfiction), TE pp. T78a–T78b</li> <li>• Unit 10 “The Fisherman and the Bear” (Tall Tale), TE pp. T86a–T86b</li> <li>• Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), TE pp. T96a–T96b</li> <li>• Unit 12 “Wind and Sun” (Fable), TE pp. T104a–T104b</li> </ul>	<p>The <b>Introducing the Words: Read the Selection</b> lesson plan includes questions to help monitor children’s comprehension of each teacher-read unit selection.</p> <p>The illustrations highlight three major parts of the story: the beginning, middle, and end. Children place a finger next to the corresponding illustration as the teacher reads each section aloud.</p> <p>Comprehension questions are grouped by section: Part One, Part Two, and Part Three.</p>

## 1.1 Foundational Skills

### Fluency

#### CC.1.1.2.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Building Vocabulary Through Literature</b> TE p. xxiv</p> <ul style="list-style-type: none"> <li>• Mr. Popper’s Penguins by Richard and Florence Atwater (Animal Fantasy)</li> <li>• The Paper Crane by Molly Bang (Folktale)</li> <li>• Nic Bishop Spiders by Nic Bishop (Nonfiction)</li> <li>• Fin M’Coul: The Giant of Knockmany Hill by Tomie dePaola (Folktale)</li> <li>• Follow the Water from Brook to Ocean by Arthur Dorros (Informational Text)</li> <li>• The Nature Treasury: A First Look at the Natural World by Lizann Flatt (Nonfiction)</li> <li>• The Contest Between the Sun and the Wind: An Aesop’s Fable by Heather Forest (Fable)</li> <li>• Family Pictures: Cuadros de Familia by Carmen Lomas Garza (Memoir)</li> <li>• A Story, A Story by Gail E. Haley (Trickster Tale)</li> <li>• Priceless Gifts: A Tale from Italy by Martha Hamilton and Mitch Weiss (Folktale)</li> <li>• Kitten’s First Full Moon by Kevin Henkes (Fiction)</li> <li>• Family Moomintroll by Tove Jansson Finn (Fiction)</li> <li>• Horace and Morris Join the Chorus (but what about Dolores?) by James Howe (Animal Fantasy)</li> <li>• Sophie Skates by Rachel Isadora (Realistic Fiction)</li> <li>• Johnson Farmers’ Market by Paul Brett (Realistic Fiction)</li> <li>• Oops! by Alan Katz (Poetry)</li> <li>• Sally Ann Thunder Ann Whirlwind Crockett by Steven Kellogg (Tall Tale)</li> <li>• M Is for Music by Kathleen Krull (Nonfiction)</li> <li>• Picasso and Minou by P.I. Maltbie (Realistic Fiction)</li> <li>• Time of Wonder by Robert McCloskey (Realistic Fiction)</li> <li>• Anansi the Spider: A Tale from the Ashanti by Gerald McDermott (Trickster Tale)</li> </ul> <p style="text-align: right;"><i>continued</i></p>	<p>Effective read-alouds offer an opportunity to introduce complex texts and promote vocabulary growth. When children listen to high-quality fiction and nonfiction texts, they are immersed in varied and interesting words. Through discussions and elaborations of embedded concepts, children can develop a deeper understanding of the new words and their meanings.</p> <p>Select titles from the adjacent list of contemporary and classic titles to ensure multiple encounters with the unit words learned in <b>Vocabulary Workshop Level Red</b>.</p>

## 1.1 Foundational Skills

### Fluency

#### CC.1.1.2.E

Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>• Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A. Nivola (Informational Text)</li> <li>• The Lighthouse Keeper’s Daughter by Arielle North Olson (Realistic Fiction)</li> <li>• From Seed to Pumpkin by Wendy Pfeffer (Informational Text)</li> <li>• The Lion &amp; the Mouse by Jerry Pinkney (Fable)</li> <li>• When I Was Young in the Mountains by Cynthia Rylant (Realistic Fiction)</li> <li>• Penguins by Seymour Simon (Nonfiction)</li> <li>• Charlotte’s Web by E.B. White (Fiction)</li> <li>• Wilder Little House in the Big Woods by Laura Ingalls (Realistic Fiction)</li> <li>• Lon Po Po: A Red-Riding Hood Story from China by Ed Young (Folktale)</li> </ul>	

## 1.2 Reading Informational Text

### Key Ideas and Details: Main Idea

#### CC.1.2.1.A

Identify the main idea and retell key details of text.

### Key Ideas and Details: Text Analysis

#### CC.1.2.1.B

Ask and answer questions about key details in a text.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words: Read the Selection</b></p> <ul style="list-style-type: none"> <li>Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), TE pp. T24a–T24b</li> <li>Unit 4 “An Emperor Penguin Grows Up” (Informational Text), TE pp. T32a–T32b</li> <li>Unit 6 “The Amazing Jumping Spider” (Informational Text), TE pp. T50a–T50b</li> <li>Unit 9 “Let’s Make Art!” (Narrative Nonfiction), TE pp. T78a–T78b</li> <li>Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), TE pp. T96a–T96b</li> </ul>	<p>The <b>Introducing the Words: Read the Selection</b> lesson plan includes questions to help monitor children’s comprehension of each teacher-read unit selection.</p> <p>The illustrations highlight three major parts of the story: the beginning, middle, and end. Children place a finger next to the corresponding illustration as the teacher reads each section aloud.</p> <p>Children identify the main idea and retell key details as they when respond to the comprehension questions for each section: Part One, Part Two, and Part Three.</p>

### Integration of Knowledge and Ideas: Diverse Media

#### CC.1.2.1.G

Use the illustrations and details in a text to describe its key ideas.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words: Use the Words</b></p> <ul style="list-style-type: none"> <li>Unit 4 “An Emperor Penguin Grows Up” (Informational Text), TE p. T33</li> <li>Unit 6 “The Amazing Jumping Spider” (Informational Text), TE p. T51</li> <li>Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), TE p. T97</li> </ul>	<p>In the <b>Use the Words</b> section of the lesson plan, children to use the illustrations to retell the story, as the teacher prompts them to use the first five newly learned unit words.</p> <p>Following the second reading of the unit selection, <b>Use the Words</b> directs children to point to the illustrations and use all ten unit words as they describe details concerning the characters, setting, and major events of the story or poem.</p>

## 1.2 Reading Informational Text

### Range of Reading

#### CC.1.2.1.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words: Literary Nonfiction and Informational Text</b> Unit 3, pp. 24–25; Unit 4, pp. 32–33; Unit 6, pp. 50–51; Unit 9, pp. 78–79</p>	<p>In <b>Introducing the Words</b>, children listen to multiple readings of a passage of grade-level informational text that incorporates the ten words they will learn in the unit.</p> <p>Pausing periodically to discuss interesting facts or ask comprehension questions, the teacher engages and motivates young readers while modeling reading fluency.</p>
<p><b>Developing Vocabulary Through Literature</b> Books to Read Aloud—TE p. xxiv</p> <ul style="list-style-type: none"> <li>• Nic Bishop <i>Spiders</i> by Nic Bishop (Nonfiction)</li> <li>• <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (Informational Text)</li> <li>• <i>The Nature Treasury: A First Look at the Natural World</i> by Lizann Flatt (Nonfiction)</li> <li>• <i>Family Pictures: Cuadros de Familia</i> by Carmen Lomas Garza (Memoir)</li> <li>• <i>M Is for Music</i> by Kathleen Krull (Nonfiction)</li> <li>• <i>Planting the Trees of Kenya: The Story of Wangari Maathai</i> by Claire A. Nivola (Informational Text)</li> <li>• <i>From Seed to Pumpkin</i> by Wendy Pfeffer (Informational Text)</li> <li>• <i>Penguins</i> by Seymour Simon (Nonfiction)</li> </ul>	<p>One of the most important ways for children to develop vocabulary and a love for reading is through reading and listening to books read aloud.</p> <p>In the contemporary and classic stories in the adjacent list, children will read and see vocabulary words that they have learned in this level of <b><i>Vocabulary Workshop</i></b>.</p> <p>They will also learn new words when they listen to the Read Alouds.</p>

## 1.3 Reading Literature

### Key Ideas and Details: Theme

#### CC.1.3.1.A

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

### Key Ideas and Details: Text Analysis

#### CC.1.3.1.B

Ask and answer questions about key details in a text.

### Key Ideas and Details: Literary Elements

#### CC.1.3.1.C

Describe characters, settings, and major events in a story, using key details.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words: Read the Selection</b></p> <ul style="list-style-type: none"> <li>Unit 1 “The Most Precious Gift” (Folktale), TE pp. T6a–T6b</li> <li>Unit 2 “A Trip to Muir Woods” (Realistic Fiction), TE pp. T14a–T14b</li> <li>Unit 5 “The Skating Lesson” (Poem), TE pp. T42a–T42b</li> <li>Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), TE pp. T60a–T60b</li> <li>Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), TE pp. T68a–T68b</li> <li>Unit 10 “The Fisherman and the Bear” (Tall Tale), TE pp. T86a–T86b</li> <li>Unit 12 “Wind and Sun” (Fable), TE pp. T104a–T104b</li> </ul>	<p>The <b>Introducing the Words: Read the Selection</b> lesson plan includes questions to help monitor children’s comprehension of each teacher-read unit selection.</p> <p>The illustrations highlight three major parts of the story: the beginning, middle, and end. Children place a finger next to the corresponding illustration as the teacher reads each section aloud.</p> <p>Children identify the main idea and retell key details, as well as describe the story characters and events, when responding to the comprehension questions for each section: Part One, Part Two, and Part Three.</p>

### Integration of Knowledge and Ideas: Sources of Information

#### CC.1.3.1.G

Use illustrations and details in a story to describe characters, setting, or events.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words: Use the Words</b></p> <ul style="list-style-type: none"> <li>Unit 1 “The Most Precious Gift” (Folktale), TE p. T7</li> <li>Unit 2 “A Trip to Muir Woods” (Realistic Fiction), TE p. T15</li> <li>Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), TE p. T25</li> </ul> <p style="text-align: center;"><i>continued</i></p>	<p>In the <b>Use the Words</b> section of the lesson plan, children to use the illustrations to retell the story, as the teacher prompts them to use the first five newly learned unit words.</p> <p>Following the second reading of the unit selection, <b>Use the Words</b> directs children to point to the illustrations</p> <p style="text-align: center;"><i>continued</i></p>

## 1.3 Reading Literature

### Integration of Knowledge and Ideas: Sources of Information

#### CC.1.3.1.G

Use illustrations and details in a story to describe characters, setting, or events.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>Unit 5 “The Skating Lesson” (Poem), TE p. T43</li> <li>Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), TE p. T61</li> <li>Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), TE p. T69</li> <li>Unit 9 “Let’s Make Art!” (Narrative Nonfiction), TE p. T79</li> <li>Unit 10 “The Fisherman and the Bear” (Tall Tale), TE p. T87</li> <li>Unit 12 “Wind and Sun” (Fable), TE p. T105</li> </ul>	and use all ten unit words as they describe details concerning the characters, setting, and major events of the story or poem.

### Range of Reading

#### CC.1.3.1.K

Read and comprehend literature on grade level, reading independently and proficiently.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Introducing the Words: Literature</b> Unit 1, pp. 6–7; Unit 2, pp. 14–15; Unit 5, pp. 42–43; Unit 7, pp. 60–61; Unit 8, pp. 68–69; Unit 10, pp. 86–87</p>	<p>In <b>Introducing the Words</b>, children listen to multiple readings of a passage of grade-level literature that incorporates the ten words they will learn in the unit.</p> <p>Pausing periodically to discuss interesting facts or ask comprehension questions, the teacher engages and motivates young readers while modeling reading fluency.</p>
<p><b>Developing Vocabulary Through Literature</b> Books for Independent Reading—TE p. T24</p> <ul style="list-style-type: none"> <li>Mr. Popper’s Penguins by Richard and Florence Atwater (Animal Fantasy)</li> <li>The Paper Crane by Molly Bang (Folktale)</li> <li>Fin M’Coul: The Giant of Knockmany Hill by Tomie dePaola (Folktale)</li> <li>The Contest Between the Sun and the Wind: An Aesop’s Fable by Heather Forest (Fable)</li> <li>A Story, A Story by Gail E. Haley (Trickster Tale)</li> <li>Priceless Gifts: A Tale from Italy by Martha Hamilton and Mitch Weiss (Folktale)</li> </ul> <p style="text-align: right;"><i>continued</i></p>	<p>One of the most important ways for children to develop vocabulary and a love for reading is through reading and listening to books read aloud.</p> <p>In the contemporary and classic stories in the adjacent list, children will read and see vocabulary words that they have learned in this level of <b>Vocabulary Workshop</b>.</p> <p>They will also learn new words when they listen to the Read Alouds.</p>



## 1.3 Reading Literature

### Range of Reading

#### CC.1.3.1.K

Read and comprehend literature on grade level, reading independently and proficiently.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>• Kitten’s First Full Moon by Kevin Henkes (Fiction)</li> <li>• Family Moomintroll by Tove Jansson Finn (Fiction)</li> <li>• Horace and Morris Join the Chorus (but what about Dolores?) by James Howe (Animal Fantasy)</li> <li>• Sophie Skates by Rachel Isadora (Realistic Fiction)</li> <li>• Johnson Farmers’ Market by Paul Brett (Realistic Fiction)</li> <li>• Oops! by Alan Katz (Poetry)</li> <li>• Sally Ann Thunder Ann Whirlwind Crockett by Steven Kellogg (Tall Tale)</li> <li>• Picasso and Minou by P.I. Maltbie (Realistic Fiction)</li> <li>• Time of Wonder by Robert McCloskey (Realistic Fiction)</li> <li>• Anansi the Spider: A Tale from the Ashanti by Gerald McDermott (Trickster Tale)</li> <li>• The Lighthouse Keeper’s Daughter by Arielle North Olson (Realistic Fiction)</li> <li>• The Lion &amp; the Mouse by Jerry Pinkney (Fable)</li> <li>• When I Was Young in the Mountains by Cynthia Rylant (Realistic Fiction)</li> <li>• Charlotte’s Web by E.B. White (Fiction)</li> <li>• Wilder Little House in the Big Woods by Laura Ingalls (Realistic Fiction)</li> <li>• Lon Po Po: A Red-Riding Hood Story from China by Ed Young (Folktales)</li> </ul>	

## 1.4 Writing

### Informative/Explanatory

#### CC.1.4.1.A

Write informative/ explanatory texts to examine a topic and convey ideas and information.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Writing</b> Unit 3 (a factual paragraph about gardens), p. T31; Unit 6 (research and compile facts about spiders), p. T57; Unit 7 (description), p. T67; Unit 9 (directions), p. T85</p>	<p>For the <b>Writing</b> activity at the end of each <b>Review Unit</b>, children are encouraged to use unit words in their writing, as well as include specific details from the unit reading selection.</p>

## 1.4 Writing

### Informative/Explanatory: Style

#### CC.1.4.1.E

Choose words and phrases for effect.

#### Grade 1 *Vocabulary Workshop* Feature/Location

#### Description

#### Word Study

- Word Choice (cry, whimper, sob), p. 95
- Word Choice (mad, angry, furious), p. 113

The **Word Choice** lessons help sensitize children to the slight differences between similar words. They are asked to share personal experiences related to feelings expressed by the similar words.

### Informative/Explanatory: Conventions of Language

#### CC.1.4.1.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.
- Use end punctuation; use commas in dates and words in series.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

#### Grade 1 *Vocabulary Workshop* Feature/Location

#### Description

#### Units: Instructional Activities

- Introducing the Words Group I
- Match the Meaning Group I
- Completing the Sentence Group I
- Introducing the Words Group II
- Match the Meaning Group II
- Completing the Sentence Group II

#### Review Units: Review/Extension Activities

- Review the Meanings

#### Word Study

- Sorting, p. 22
- Antonyms, p. 23
- Word Endings -s, -ed, p. 40
- Multiple-Meaning Words, p. 41
- Synonyms, p. 58
- Prefixes, p. 59
- Homophones, p. 76
- Suffixes, p. 77
- Context Clues, p. 94
- Word Choice (cry, whimper, sob), p. 95

*continued*

Modeling of correct capitalization, punctuation, and spelling is provided in **Unit**, **Review Units**, and **Word Study** lessons.

Children may refer to the **Glossary** and **Word List** for correct spellings. In addition, word-building activities in several **Word Study** lessons help develop their spelling skills.

## 1.4 Writing

### Informative/Explanatory: Conventions of Language

#### CC.1.4.1.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.
- Use end punctuation; use commas in dates and words in series.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<ul style="list-style-type: none"> <li>• Sorting, p. 112</li> <li>• Word Choice (mad, angry, furious), p. 113</li> </ul> <p><b>End-of-Book Resources</b></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Word List</li> </ul>	

### Narrative

#### CC.1.4.1.M

Write narratives to develop real or imagined experiences or events.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Review the Meanings: Writing</b></p> <p>Unit 1 (story about a sneaky animal), p. T13; Unit 2 (realistic story about a family car trip), p. T21; Unit 4 (brainstorm then write a story), p. T39; Unit 5 (a list poem), p. T49; Unit 8 (a new ending to the story), p. T75; Unit 10 (retelling story from a different point of view), p. T93</p>	<p>For the <b>Writing</b> activity at the end of each <b>Review Unit</b>, children are encouraged to use unit words in their story, as well as include specific details from the unit reading selection.</p>

## 1.4 Writing

### Narrative: Conventions of Language

#### CC.1.4.1.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.
- Use end punctuation; use commas in dates and words in series.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<p><b>Units: Instructional Activities</b></p> <ul style="list-style-type: none"> <li>• Introducing the Words Group I</li> <li>• Match the Meaning Group I</li> <li>• Completing the Sentence Group I</li> <li>• Introducing the Words Group II</li> <li>• Match the Meaning Group II</li> <li>• Completing the Sentence Group II</li> <li>• Word Study</li> </ul> <p><b>Review Units: Review/Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Review the Meanings</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Sorting, p. 22</li> <li>• Antonyms, p. 23</li> <li>• Word Endings -s, -ed, p. 40</li> <li>• Multiple-Meaning Words, p. 41</li> <li>• Synonyms, p. 58</li> <li>• Prefixes, p. 59</li> <li>• Homophones, p. 76</li> <li>• Suffixes, p. 77</li> <li>• Context Clues, p. 94</li> <li>• Word Choice (cry, whimper, sob), p. 95</li> <li>• Sorting, p. 112</li> <li>• Word Choice (mad, angry, furious), p. 113</li> </ul> <p><b>End-of-Book Resources</b></p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Word List</li> </ul>	<p>Modeling of correct capitalization, punctuation, and spelling is provided in <b>Unit</b>, <b>Review Units</b>, and <b>Word Study</b> lessons.</p> <p>Children may refer to the <b>Glossary</b> and <b>Word List</b> for correct spellings. In addition, word-building activities in several <b>Word Study</b> lessons help develop their spelling skills.<sup>3</sup></p>

## 1.4 Writing

### Range of Writing

#### CC.1.4.1.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<b>Introducing the Words: Follow-Up Activity</b> Draw and Write—Unit 1, p. T9; Unit 1, p. T11; Unit 2, p. T19; Unit 3, p. T25; Unit 4, p. T35; Unit 6, p. T51; Unit 6, p. T53; Unit 8, p. T71	In <b>Draw and Write</b> , children draw a picture representing a situation with a unit word then write or dictate sentences that tell about their drawing. Pairs of children read their sentences to each other.
<b>Review the Meanings: Write</b> Unit 1, p. 13; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 39; Unit 5, p. 49; Unit 6, p. 57; Unit 7, p. 67; Unit 8, p. 75; Unit 9, p. 85; Unit 10, p. 93; Unit 11, p. 103; Unit 12, p. 111	For the short <b>Review the Meanings: Write</b> exercise, children write a sentence using a word they have learned.
<b>Review the Meanings: Writing</b> Unit 1 (story about a sneaky animal), p. T13; Unit 2 (realistic story about a family car trip), p. T21; Unit 4 (brainstorm then write a story), p. T39; Unit 5 (a list poem), p. T49; Unit 8 (a new ending to the story), p. T75; Unit 10 (retelling story from a different point of view), p. T93	<b>Review the Meanings: Writing</b> is a longer writing assignment that includes a writing prompt.
<b>Word Study: Optional Activity</b> Write About It, p. T40; Write About It, p. T107	Children discuss a context for sentences that apply the lesson skill then write or dictate sentences.

## 1.5 Speaking and Listening

### Comprehension and Collaboration: Collaborative Discussion

#### CC.1.5.1.A

Participate in collaborative conversations with peers and adults in small and larger groups.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<b>Match the Meanings: Discuss the Words</b> Unit 1, pp T8, T10; Unit 2, pp T16, T18; Unit 3, pp T26, T28; Unit 4, pp T34, T36; Unit 5, pp T44, T46; Unit 6, pp T52, T54; Unit 7, pp T62, T64; Unit 8, pp T70, T72; Unit 9, pp T80, T82; Unit 10, pp T88, T90; Unit 11, pp T98, T100; Unit 12, pp T106, T108	In the <b>Discuss the Words</b> section of the lesson plan, the teacher engages children in conversation that helps them understand the connection between unit words and their real-life experiences.

## 1.5 Speaking and Listening

### Comprehension and Collaboration: Collaborative Discussion

#### CC.1.5.1.A

Participate in collaborative conversations with peers and adults in small and larger groups.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<b>Review the Meanings: Optional Activities</b> Talk About It—Unit 1, p. T8; Unit 7, p. T62; Unit 9, p. T82 Act It Out—Unit 2, p. T17; Unit 3, p. T29; Unit 4, p. T33; Unit 5, p. T43; Unit 6, p. T52; Unit 9, p. T79; Unit 10, p. T87; Unit 11, p. T100; Unit 12, p. T111	For <b>Talk About It</b> , children in a small group discuss a situation described by a unit work.  In <b>Act It Out</b> , children take turns while working together in teams to act out the meaning of the unit word on the selected <b>Picture Card</b> .
<b>Word Study: Context Clues</b> Optional Activity: Find Unknown Words in Readers—Unit 10, p. T94	For <b>Optional Activity: Find Unknown Words in Readers</b> , each child works with a partner to search for two or three unfamiliar words in a reader. They use context clues to help figure out the meaning of the unfamiliar words.
<b>Completing the Sentence: Follow-Up Activity</b> Partner Writing—Unit 12, p. T109	For <b>Partner Writing</b> , children work with a partner to write collaborative stories. One partner begins the story with a sentence that includes one of the unit words. The other partner continues the story by adding another sentence.

### Integration of Knowledge and Ideas: Multimedia

#### CC.1.5.1.F

Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

Grade 1 <i>Vocabulary Workshop</i> Feature/Location	Description
<b>Follow-Up Activity: Draw and Write</b> Unit 1, p. T9; Unit 1, p. T11; Unit 2, p. T19; Unit 3, p. T25; Unit 4, p. T35; Unit 6, p. T51; Unit 6, p. T53; Unit 8, p. T71	Children draw pictures as well as write sentences to tell their story related to the unit topic or theme.
<b>Follow-Up Activities</b> Word Square—Unit 3, p. T27; Unit 6, p. T57; Unit 9, p. T85; Unit 11, p. T103; Unit 12, p. T110 Word Web—Unit 4, p. T39; Unit 6, p. T54; Unit 7, p. T67; Unit 10, p. T93	For <b>Word Square</b> and <b>Word Web</b> , children use graphic organizers to show the connection between unit words.
<b>Digital Resources: Graphic Organizers</b> TE p. xxiii	Children may extend learning of unit words with interactive and static graphic organizers. These include Concept Circle, Word Map, Word Square, and Word Web (available online at SadlierConnect.com).