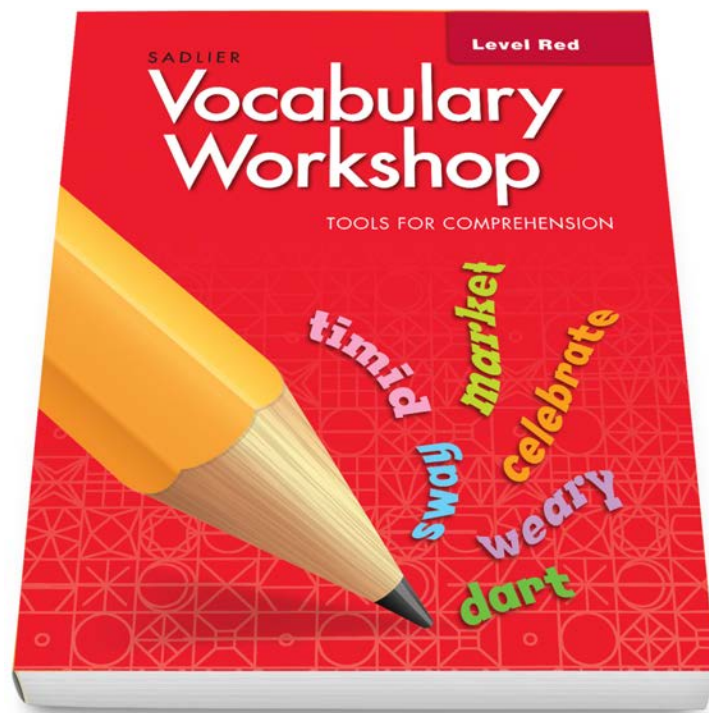


# Vocabulary Workshop

Tools for Comprehension

Correlation to the 2021 Alabama Course of Study  
English Language Arts

**Grade 1**



## GRADE 1 CORRELATED CONTENT

### Recurring Standards

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### Grade 1 Content Standards

#### Literacy Foundations

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| Fluency.....       | 5  |
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## Recurring Standards

### RECURRING STANDARDS FOR K-3

K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP, LEVEL RED/GRADE 1

**Students will:**

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

**STUDENT EDITION/TEACHER'S EDITION**

**Introducing the Words: Discuss the Words**

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.

Each word is presented, studied, and used by children in a variety of listening, speaking, reading, and writing exercises.

- Unit 1 "The Most Precious Gift" (Folktale), pp. 6-7
- Unit 2 "A Trip to Muir Woods" (Realistic Fiction), pp. 14-15
- Unit 3 "A Day at Chicago's Green City Market" (Narrative Nonfiction), pp. 24-25
- Unit 4 "An Emperor Penguin Grows Up" (Informational Text), pp. 32-33
- Unit 5 "The Skating Lesson" (Poem), pp. 42-43
- Unit 6 "The Amazing Jumping Spider" (Informational Text), pp. 50-51
- Unit 7 "In Tune with the P.S. 101 Chorus" (Realistic Fiction), pp. 60-61
- Unit 8 "Anansi, The Spider of Wisdom" (Trickster Tale), pp. 68-69
- Unit 9 "Let's Make Art!" (Narrative Nonfiction), pp. 78-79
- Unit 10 "The Fisherman and the Bear" (Tall Tale), pp. 86-87
- Unit 11 "Ida Lewis: The Lighthouse Keeper" (Biography), pp. 96-97
- Unit 12 "Wind and Sun" (Fable), pp. 104-105

**Match the Meaning: Discuss the Words**

In the Match the Meaning: Discuss the Words 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.

- 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

**Completing the Sentence: Discuss the Words**

In the Match the Meaning: Discuss the Words 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.

- 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

*continued*

## RECURRING STANDARDS FOR K-3

| K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS  | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1   |
|--|--|
|  | <p><b>Review the Meanings: Optional Activities</b><br/>For Talk About It, children in a small group discuss a situation described by a unit work.<br/>In Act It Out, children take turns while working together in teams to act out the meaning of the Unit word on the selected Picture Card.</p> <ul style="list-style-type: none"> <li>• Talk About It: Unit 1, p. T8; Unit 7, p. T62; Unit 9, p. T82</li> <li>• 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</li> </ul> <p><b>Word Study: Context Clues</b><br/>For Optional Activity: Find Unknown Words in Readers, 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> <ul style="list-style-type: none"> <li>• Optional Activity: Find Unknown Words in Readers: Unit 10, p. T94</li> </ul> <p><b>Completing the Sentence: Follow-Up Activity</b><br/>For Partner Writing, 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.</p> <ul style="list-style-type: none"> <li>• Partner Writing: Unit 12, p. T109</li> </ul> |
| <p>R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.</p> | <p><b>STUDENT EDITION</b></p> <p><b>Word Study</b><br/>In Word Study, children apply word-learning strategies, such as using word parts (affixes and inflected endings) and references (a glossary) and using context clues to figure out word meanings.</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>• Sorting, p. 112</li> </ul>  |
| <p>R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.</p>                        | <p><b>TEACHER'S EDITION</b></p> <p><b>Introducing the Words (Read-Aloud Selection)</b></p> <ul style="list-style-type: none"> <li>• Build Background/Read the Selection: TE pp. T6a, T14a, T24a, T32a, T42a, T50a, T60a, T68a, T78a, T86a, T96a, T104a</li> </ul> <p>The lesson plan provides background information for each selection, as well as strategies for presenting Unit and non-Unit words that are important to understanding the selection.</p>   |

## RECURRING STANDARDS FOR K-3

### K-3 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

### VOCABULARY WORKSHOP, LEVEL RED/GRADE 1

R4. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

#### **DIGITAL RESOURCES**

Digital Resources for Vocabulary Workshop Level Red are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password. Student and teacher digital resources available at SadlierConnect.com include:

- Audio of Introducing the Words Reading Passages  
Encourage students to track print as they listen each Unit's introductory reading passage.
- IWords Audio Program  
Encourage children to see and hear each vocabulary word and word meaning to reinforce modeling and context.
- Interactive Activities  
Review the Unit vocabulary through fun and engagement.
- Interactive Graphic Organizers  
Support and extend learning of Unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.
- Interactive Flash Cards  
Reinforce Unit words with illustrations to explain word meanings and child-friendly definitions.
- Program Pacing Guide  
Details how to implement Level Red over an academic year.
- Assessment and Writing Resources  
Provide assessment and writing options.
- Family Letters  
Reinforce Unit words with illustrations to explain word meanings and child-friendly definitions.

*Vocabulary Workshop: Tools for Comprehension* is also available in a fully interactive format.

- Interactive Edition (optional purchase)  
Vocabulary Workshop Interactive Edition provides all of the program's print components, including the program's ancillary component (Unit Test Booklet), in a fully interactive online format. Vocabulary Workshop Interactive Edition includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions. Vocabulary Workshop Interactive Edition also provides personalized student learning by allowing teachers to build custom assessments that meet the varying needs of students. Teachers have the ability to adjust instruction and track student progress based on data reports.

## Grade 1 Content Standards

### LITERACY FOUNDATIONS

#### Phonics

| GRADE 1 CONTENT STANDARDS   | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1   |
|---|--|
| <p><b>Students will:</b></p> <p>8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p>          |  |
| <p>m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.</p> <p><i>Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly</i></p> | <p><b>STUDENT EDITION</b><br/><b>Word Study</b></p> <p>In Word Study, children apply word-learning strategies, such as using word parts (affixes and inflected endings) and references (a glossary) and using context clues to figure out word meanings.</p> <ul style="list-style-type: none"> <li>• Word Endings -s, -ed, p. 40</li> <li>• Prefixes, p. 59</li> <li>• Suffixes, p. 77</li> </ul> |

#### Fluency

| GRADE 1 CONTENT STANDARDS  | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1  |
|--|---|
| <p><b>Students will:</b></p> <p>9. Read grade-appropriate texts with accuracy and fluency.</p> | <p><b>STUDENT EDITION</b><br/><b>Introducing the Words</b></p> <p>In Introducing the Words, 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. The teacher reads the selection aloud twice. After the first reading, Introducing the Words 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. Following the second reading, Introducing the Words 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> <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> </ul> <p style="text-align: right;"><i>continued</i></p> |

## LITERACY FOUNDATIONS

### Fluency

| GRADE 1 CONTENT STANDARDS | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1  |
|---------------------------|---|
|                           | <ul style="list-style-type: none"> <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> |

### Vocabulary

| GRADE 1 CONTENT STANDARDS  | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1  |
|--|---|
| <p><b>Students will:</b></p> <p>11. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.</p> |   |
| <p>a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>  | <p><b>STUDENT EDITION</b></p> <p><b>Word Study</b></p> <p>In Word Study, word-learning strategies, such as using word parts (affixes and inflected endings) and references (a glossary) and using context clues to figure out word meanings.</p> <p>Children also use other words in a sentence to figure out the meaning of an unknown word.</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 (<i>cry, whimper, sob</i>), p. 95</li> <li>• Sorting, p. 112</li> <li>• Word Choice (<i>mad, angry, furious</i>), p. 113</li> </ul> |

## LITERACY FOUNDATIONS

### Vocabulary

| GRADE 1 CONTENT STANDARDS   | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1   |
|---|--|
| <p>12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text.</p>  |  |
| <p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>, and <i>-est</i>.</p> <p><i>Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -e d changes a verb to past tense.</i></p>                           | <p><b>STUDENT EDITION</b><br/><b>Word Study</b><br/>Word Study lessons teach and model word-learning strategies, such as using prefixes, suffixes, and context to determine meanings of unknown words.</p> <ul style="list-style-type: none"> <li>• Word Endings, p. 40</li> <li>• Prefixes, p. 59</li> <li>• Suffixes, p. 77</li> </ul>   |
| <p>c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p><i>Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous</i></p> <p><i>Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk.</i></p> <p><i>Discuss synonyms and antonyms.</i></p> | <p><b>STUDENT EDITION/TEACHER'S EDITION</b><br/><b>Word Study</b><br/>Word Study explores topics such as shades of meaning and word choice.<br/>Explicit instruction on developing skills such as using synonyms, antonyms, and multiple-meaning words helps children build word-learning strategies.</p> <ul style="list-style-type: none"> <li>• Antonyms, p. 23</li> <li>• Synonyms, p. 58</li> <li>• Word Choice (<i>cry, whimper, sob</i>), p. 95</li> <li>• Word Choice (<i>mad, angry, furious</i>), p. 113</li> </ul>  |
| <p>13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.</p>  | <p><b>STUDENT EDITION</b><br/><b>Introducing the Words</b><br/>In Introducing the Words, 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. The teacher reads the selection aloud twice. After the first reading, Introducing the Words activities introduce the first five Unit words in the context of complete sentences, each reinforced with its own Picture Card.<br/>During the second reading, the teacher calls attention to the first five Unit words as they occur in context. Following the second reading, Introducing the Words 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> <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> </ul> <p style="text-align: right;"><i>continued</i></p> |

LITERACY FOUNDATIONS

Vocabulary

| GRADE 1 CONTENT STANDARDS | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1   |
|---------------------------|--|
|                           | <ul style="list-style-type: none"> <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>Completing the Sentence</b></p> <p>For units 1 through 6, the Completing the Sentence lesson has children listen to five Unit words in the context of a complete sentence (provided in Discuss the Words in the Teacher’s Edition). Next, children listen to teacher-dictated sentences (found in Use the Words) before using context clues to determine which of two Unit words best completes the Completing the Sentence exercise. They circle the correct choice then write the word in the lined space provided.</p> <p>Beginning in Unit 7, each Completing the Sentence 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 , they circle the correct word then write it in the lined space provided.</p> <ul style="list-style-type: none"> <li>• Units 1–6: 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</li> <li>• Units 7–12: 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</li> </ul> <p><b>Review the Meanings</b></p> <p>For Review the Meanings, 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 Discuss the Words section of the lesson plan in the Teacher’s Edition.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Word Study</b></p> <p>In Word Study, word-learning strategies, such as using word parts (affixes and inflected endings) and references (a glossary) and using context clues to figure out word meanings.</p> <p>Children also use other words in a sentence to figure out the meaning of an unknown word.</p> <p style="text-align: right;"><i>continued</i></p> |

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## LITERACY FOUNDATIONS

### Vocabulary

| GRADE 1 CONTENT STANDARDS  | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1  |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Word Study: Multiple-Meaning Words, p. 41</li> <li>• Word Study: Context Clues, Unit 10, p. 94</li> </ul> <p><b>TEACHER’S EDITION</b><br/> <b>Introducing the Words: Follow-Up Activities</b><br/>                     To complete the Follow-Up Activities: Sentence Stems exercises, students use context clues to explain Unit words .</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Word Study: Context Clues</b><br/>                     For Optional Activity: Find Unknown Words in Readers, 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> <ul style="list-style-type: none"> <li>• Optional Activity: Find Unknown Words in Readers: Unit 10, TE p. T94</li> </ul> |
| <p>14. Sort and categorize groups of words or pictures based on meaning, and label each category.<br/><i>Examples: colors, clothes, animals with wings</i></p> | <p><b>STUDENT EDITION/TEACHER’S EDITION</b><br/> <b>Word Study</b><br/>                     Children learn about words that go together and then sort them into categories.</p> <ul style="list-style-type: none"> <li>• Sorting, p. 22</li> <li>• Optional Activity, TE p. T22<br/>                     Brainstorm a list of categories. Children draw and label pictures then sort them.</li> </ul>   |
| <p>15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.</p>  | <p><b>STUDENT EDITION/TEACHER’S EDITION</b><br/> <b>Word Study</b><br/>                     Children consider the slight differences in meaning among the adjectives.</p> <ul style="list-style-type: none"> <li>• Word Choice (<i>mad, angry, furious</i>), p. 113</li> </ul>  |
| <p>16. Use grade-appropriate academic vocabulary in speaking and writing.</p>  | <p><b>STUDENT EDITION/TEACHER’S EDITION</b><br/>                     Throughout the program children build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. 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. Each word is presented, studied, and used by children in a variety of listening, speaking, reading, and writing exercises. 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 style="text-align: right;"><i>continued</i></p>  |

## LITERACY FOUNDATIONS

### Vocabulary

| GRADE 1 CONTENT STANDARDS | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1  |
|---------------------------|---|
|                           | <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> |

### Comprehension

| GRADE 1 CONTENT STANDARDS  | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1   |
|--|--|
| <p><b>Students will:</b></p> <p>17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.</p> | <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Introducing the Words: Discuss the Words</b></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> <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> </ul> <p style="text-align: right;"><i>continued</i></p> |

## LITERACY FOUNDATIONS

### Comprehension

#### GRADE 1 CONTENT STANDARDS

#### VOCABULARY WORKSHOP, LEVEL RED/GRADE 1

- Unit 10 “The Fisherman and the Bear” (Tall Tale), pp. 86–87
- Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), pp. 96–97
- Unit 12 “Wind and Sun” (Fable), pp. 104–105

#### Match the Meaning: Discuss the Words

In the Match the Meaning: Discuss the Words 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.

- 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

#### Completing the Sentence: Discuss the Words

In the Match the Meaning: Discuss the Words 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.

- 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

#### Review the Meanings: Optional Activities

For Talk About It, children in a small group discuss a situation described by a unit work.

In Act It Out, children take turns while working together in teams to act out the meaning of the Unit word on the selected Picture Card.

- 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

#### Word Study: Context Clues

For Optional Activity: Find Unknown Words in Readers, 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.

- Optional Activity: Find Unknown Words in Readers: Unit 10, p. T94

#### Completing the Sentence: Follow-Up Activity

For Partner Writing, 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.

- Partner Writing: Unit 12, p. T109

LITERACY FOUNDATIONS

Comprehension

| GRADE 1 CONTENT STANDARDS  | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1  |
|--|---|
| <p>19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p>   | <p><b>STUDENT EDITION</b><br/><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>20. Use text features to locate key facts or information in printed or digital text.</p> <p><i>Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations</i></p> | <p><b>TEACHER’S EDITION</b><br/><b>Introducing the Words (Read-Aloud Selection)</b></p> <ul style="list-style-type: none"> <li>• Read the Selection: TE pp. T6a, T14a, T24a, T32a, T42a, T50a, T60a, T68a, T78a, T86a, T96a, T104a</li> </ul> <p>Read aloud the selection twice. Ask children to follow along by looking at the illustrations found in the Student Book. Explain that the selection is divided into three parts: beginning, middle, and end. Have children place a finger next to the corresponding illustration as you read each section aloud.</p>  |
| <p>21. Identify the main topic and key details of literary and informational texts.</p> <p>22. Ask and answer questions about key details in literary and informational texts.</p>   | <p><b>TEACHER’S EDITION</b><br/><b>Introducing the Words (Read-Aloud Selection)</b></p> <ul style="list-style-type: none"> <li>• Read the Selection: TE pp. T6a, T14a, T24a, T32a, T42a, T50a, T60a, T68a, T78a, T86a, T96a, T104a</li> </ul> <p>Explain that the selection is divided into three parts: beginning, middle, and end. Have children place a finger next to the corresponding illustration as you read each section aloud.</p> <p>To monitor children’s comprehension of the selection, stop after each part and ask the provided questions covering the main topic and key details.</p>  |

## LITERACY FOUNDATIONS

### Comprehension

| GRADE 1 CONTENT STANDARDS  | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1  |
|--|---|
| 23. Identify and describe the main story elements in a literary text.  |   |
| <p>a. Describe the characters and settings, using illustrations and textual evidence from a story.</p> <p>b. Retell the plot or sequence of major events in chronological order.</p> | <p><b>TEACHER'S EDITION</b><br/> <b>Introducing the Words: Use the Words</b><br/>                     In the Use the Words 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, Use the Words 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> <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 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 10 “The Fisherman and the Bear” (Tall Tale), TE p. T87</li> <li>• Unit 12 “Wind and Sun” (Fable), TE p. T105</li> </ul> |
| 24. Identify who is telling the story, using evidence from the text.   |   |
| <p>a. Use the term <i>narrator</i> to refer to the speaker who is telling the story.</p>   | <p><b>TEACHER'S EDITION</b><br/> <b>Follow-Up Activities: Act It Out</b><br/>                     Have children form groups of three. Assign each child a part: Narrator, Fisherman, or Bear.</p> <ul style="list-style-type: none"> <li>• Unit 10 “The Fisherman and the Bear” (Tall Tale), TE p. T87</li> </ul>   |
| 26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.   | <p><b>TEACHER'S EDITION</b><br/> <b>Build Background</b><br/>                     Most folktales have a moral or life lesson. Invite children to share their favorite folktales.</p> <ul style="list-style-type: none"> <li>• Unit 1 “The Most Precious Gift” (Folktale), TE p. T6a</li> </ul>  |

## LITERACY FOUNDATIONS

### Comprehension

| GRADE 1 CONTENT STANDARDS   | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1   |
|---|--|
| <p>28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.</p> | <p><b>TEACHER'S EDITION</b><br/> <b>Introducing the Words: Use the Words</b><br/>                     Children to use the illustrations to summarize the story, as the teacher prompts them to use the five newly learned Unit words .</p> <ul style="list-style-type: none"> <li>• Unit 3 "A Day at Chicago's Green City Market" (Narrative Nonfiction), TE p. T25</li> <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 9 "Let's Make Art!" (Narrative Nonfiction), TE p. T79</li> <li>• Unit 11 "Ida Lewis: The Lighthouse Keeper" (Biography), TE p. T97</li> </ul> |

### Writing

| GRADE 1 CONTENT STANDARDS   | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1   |
|---|--|
| <p><b>Students will:</b></p> <p><b>WRITING</b></p> <p>31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.</p> |  |
| <p>m. Encode words with suffixes <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, and <i>-est</i>.</p> <p><i>Examples: dogs, wishes, jumping, jumped, faster, fastest</i></p>                | <p><b>STUDENT EDITION</b><br/> <b>Word Study</b><br/>                     In Word Study, children apply word-learning strategies, such as using word parts (affixes and inflected endings) and references (a glossary) and using context clues to figure out word meanings.</p> <ul style="list-style-type: none"> <li>• Word Endings <i>-s</i>, <i>-ed</i>, p. 40</li> <li>• Suffixes, p. 77</li> </ul> |
| <p>n. With prompting and support, encode words with common prefixes <i>re-</i>, <i>un-</i>, and <i>mis-</i>.</p>  | <p><b>STUDENT EDITION</b><br/> <b>Word Study</b><br/>                     In Word Study, children apply word-learning strategies, such as using word parts (affixes and inflected endings) and references (a glossary) and using context clues to figure out word meanings.</p> <ul style="list-style-type: none"> <li>• Prefixes, p. 59</li> </ul>  |

## LITERACY FOUNDATIONS

### Writing

| GRADE 1 CONTENT STANDARDS   | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1   |
|---|--|
| <p>o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.</p> <p><i>Examples: hear/here; for/four; to/too/two.</i></p> <p><i>Note: To is a preposition which begins a prepositional phrase or an infinitive. Too is an adverb meaning “excessively” or “also.” Two is a number. Many other words in English which reflect the number two are spelled with tw: twin, twice, between, tweezers.</i></p> | <p><b>STUDENT EDITION</b><br/><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Homophones, p. 76</li> </ul>  |
| <p>34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.</p>  | <p><b>STUDENT EDITION</b><br/><b>Writing</b></p> <p>For the Writing activity at the end of each Review Unit, children are encouraged to use unit words in their writing, as well as include specific details from the unit reading selection.</p> <ul style="list-style-type: none"> <li>Unit 1 (story about a sneaky animal), p. T13</li> <li>Unit 2 (realistic story about a family car trip), p. T21</li> <li>Unit 4 (brainstorm then write a story), p. T39</li> <li>Unit 5 (a list poem), p. T49</li> <li>Unit 8 (a new ending to the story), p. T75</li> <li>Unit 10 (retelling story from a different point of view), p. T93</li> </ul> |
| <p>35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.</p>  | <p><b>STUDENT EDITION</b><br/><b>Writing</b></p> <p>For the Writing activity at the end of each Review Unit, children are encouraged to use unit words in their writing, as well as include specific details from the unit reading selection.</p> <ul style="list-style-type: none"> <li>Unit 3 (a factual paragraph about gardens), p. T31</li> <li>Unit 6 (research and compile facts about spiders), p. T57</li> <li>Unit 7 (description), p. T67</li> <li>Unit 9 (directions), p. T85</li> </ul>   |
| <p>37. With prompting and support, write simple poems about a chosen subject.</p>   | <p><b>TEACHER’S EDITION</b><br/><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>Writing (write a list poem), TE p. T49</li> </ul>  |
| <p>40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.</p>   | <p><b>TEACHER’S EDITION</b><br/><b>Completing the Sentence</b></p> <ul style="list-style-type: none"> <li>Follow-Up Activity: Draw and Write, TE pp. T9, T11, T19, T25, T35, T51, T53, T64, T71</li> </ul>   |

## LITERACY FOUNDATIONS

### Writing

| GRADE 1 CONTENT STANDARDS  | VOCABULARY WORKSHOP, LEVEL RED/GRADE 1  |
|--|---|
| <p>41. Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.</p> | <p><b>TEACHER'S EDITION</b><br/> <b>Glossary</b><br/>                     Point out that the words in a glossary are listed in alphabetical order. Briefly review alphabetical order before you browse through the Glossary in the Student Book with children.<br/>                     Draw attention to the guide words listed at the top of a page. Explain that these words tell what words can be found on a page. Share that guide words show readers where they are in the alphabet as they look for words.</p> <ul style="list-style-type: none"> <li>• Using the Glossary, TE p. T118</li> </ul> |