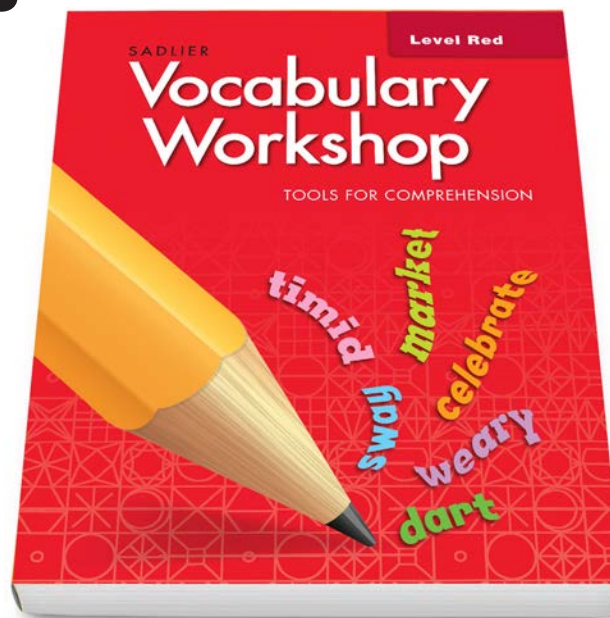


Vocabulary Workshop

Tools for Comprehension

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 1



Key Aligned Content

- | | |
|---------------------------------------------------------------------------------|---|
| (3) Developing and sustaining foundational language skills—
vocabulary. | 2 |
|---------------------------------------------------------------------------------|---|

Additional Aligned Content

- | | |
|----------------------------------------------------------------------------------------------------|----|
| (1) Developing and sustaining foundational language skills—
oral language. | 5 |
| (2) Developing and sustaining foundational language skills—
beginning reading and writing. | 7 |
| (4) Developing and sustaining foundational language skills—
fluency. | 7 |
| (5) Developing and sustaining foundational language skills—
self-sustained reading. | 8 |
| (6) Comprehension skills. | 9 |
| (7) Response skills. | 11 |
| (9) Multiple genres—genres. | 13 |
| (10) Author's purpose and craft. | 15 |
| (11) Composition—writing process. | 16 |
| (12) Composition—genres. | 18 |

Key Aligned Content

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Red/Grade 1
<p>(3) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use a resource such as a picture dictionary or digital resource to find words;</p>	<p>STUDENT EDITION Vocabulary Workshop: Tools for Comprehension Level Red A Picture Dictionary For Active Learning For the first half of Level Red, lessons function as a picture dictionary for active learning by having children match the 10 study words for each unit with an explanatory illustration or photo. These lessons include Match the Meaning, Completing the Sentence, and Review the Meaning. As beginning readers become more comfortable with printed text in the second half of the year, pictorial support is reduced.</p> <p>Glossary Level Red teaches effective word-learning strategies, including using references (a glossary) to figure out word meanings.</p> <ul style="list-style-type: none"> SE pp. 118–127 <p>TEACHER'S EDITION Glossary: Using the Glossary 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 Edition with children. 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"> Teach, Practice/Apply, Follow-Up, TE pp. T118–T125 <p>DIGITAL RESOURCES Student Resources</p> <ul style="list-style-type: none"> iWords Audio Program Encourage children to see and hear each vocabulary word and word meaning to reinforce modeling and context. Interactive Flash Cards Flash Cards offer appealing visuals and child-friendly definitions that bring unit words to life. They reinforce word meaning by having children flip from the image on the front of the card to the word and meaning on the back of the card. <p>Teacher Resources</p> <ul style="list-style-type: none"> Picture Cards Detailed Picture Cards paired with verbal prompts provide an explicit visual example of unit word meanings. <p style="text-align: right;"><i>continued</i></p>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Red/Grade 1
	<p>Glossary</p> <ul style="list-style-type: none"> • Student Edition • Teacher’s Edition
<p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p>	<p style="text-align: center;">Words and Picture Cards</p> <p>TEACHER’S EDITION Introducing the Words As children follow along by pointing at the appropriate three-part story illustrations, read the Introducing the Words passage.</p> <ul style="list-style-type: none"> • Introducing the Words Lesson Plan and Reading Passage—Unit 1, TE pp. T6a–T6b; Unit 2, TE pp. T14a–T14b; Unit 3, TE pp. T24a–T24b; Unit 4, TE pp. T32a–T32b; Unit 5, TE pp. T42a–T42b; Unit 6, TE pp. T50a–T50b; Unit 7, TE pp. T60a–T60b; Unit 8, TE pp. T68a–T68b; Unit 9, TE pp. T78a–T78b; Unit 10, TE pp. T86a–T86b; Unit 11, TE pp. T96a–T96b; Unit 12, TE pp. T104a–T104b <p>Before reading the story a second time, draw children’s attention to the five unit words in the left column of the word box (Group I). During the second reading, stop briefly to explain the meaning of the words within the context of the story. Then display and discuss the Picture Card that accompanies each word to reinforce its meaning. Picture Cards are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> • Group I (first 5 unit words): Discuss the Words/Picture Card Activities—Unit 1, TE pp. T6–T7; Unit 2, TE pp. T14–T15; Unit 3, TE pp. T24–T25; Unit 4, TE pp. T32–T33; Unit 5, TE pp. T42–T43; Unit 6, TE pp. T50–T51; Unit 7, TE pp. T60–T61; Unit 8, TE pp. T68–T69; Unit 9, TE pp. T78–T79; Unit 10, TE pp. T86–T87; Unit 11, TE pp. T96–T97; Unit 12, TE pp. T104–T105 <p>Children now focus attention on the five unit words in the right column of the word box (Group II). Reread/read for the third time the selection to children. First use the context of the selection, and then display and discuss the Picture Card that accompanies each word. Picture Cards are available at SadlierConnect.com.</p> <ul style="list-style-type: none"> • Group II (second 5 unit words): Discuss the Words/Picture Card Activities—Unit 1, TE pp. T10a–T10b; Unit 2, TE pp. T18a–T18b; Unit 3, TE pp. T28a–T28b; Unit 4, TE pp. T36a–T36b; Unit 5, TE pp. T46a–T46b; Unit 6, TE pp. T54a–T54b; Unit 7, TE pp. T64a–T64b; Unit 8, TE pp. T72a–T72b; Unit 9, TE pp. T82a–T82b; Unit 10, TE pp. T90a–T90b; Unit 11, TE pp. T100a–T100b; Unit 12, TE pp. T108a–T108b <p>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.</p> <p>Student Resources</p> <ul style="list-style-type: none"> • iWords Audio Program Encourage children to see and hear each vocabulary word and word meaning to reinforce modeling and context. <p style="text-align: right;"><i>continued</i></p>

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Red/Grade 1
	<ul style="list-style-type: none"> Interactive Flash Cards Flash Cards offer appealing visuals and child-friendly definitions that bring unit words to life. They reinforce word meaning by having children flip from the image on the front of the card to the word and meaning on the back of the card. <p>Teacher Resources</p> <ul style="list-style-type: none"> Picture Cards Detailed Picture Cards paired with verbal prompts provide an explicit visual example of unit word meanings.
(C) identify the meaning of words with the affixes -s, -ed, and -ing; and	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study 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"> Word Endings (-s, -ed), SE p. 40/TE p. T40 Prefixes, SE p. 59/TE p. T59 Suffixes, SE p. 77/TE p. T77
(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> Sorting (categories), pp. 22, 122 Word Endings (action words), p. 40 Word Choice (<i>cry, whimper, sob</i>), p. 95 Word Choice (<i>mad, angry, furious</i>), p. 113 <p><u>TEACHER EDITION</u></p> <p>Match the Meaning: Use the Words The teacher reads the directions aloud then works with children to complete the activity together.</p> <ul style="list-style-type: none"> Unit 1, TE pp. T8, T10; Unit 2, TE pp. T16, T18; Unit 3, TE pp. T26, T28; Unit 4, TE pp. T34, T36; Unit 5, TE pp. T44, T46; Unit 6, TE pp. T52, T54; Unit 7, TE pp. T62, T64; Unit 8, TE pp. T70, T72; Unit 9, TE pp. T80, T82; Unit 10, TE pp. T88, T90; Unit 11, TE pp. T98, T100; Unit 12, TE pp. T106, T108 <p>Completing the Sentence: Use the Words Teacher reads the directions aloud for each numbered picture.</p> <ul style="list-style-type: none"> Unit 1, TE pp. T8, T10; Unit 2, TE pp. T16, T18; Unit 3, TE pp. T26, T28; Unit 4, TE pp. T34, T36; Unit 5, TE pp. T44, T46; Unit 6, TE pp. T52, T54; Unit 7, TE pp. T62, T64; Unit 8, TE pp. T70, T72; Unit 9, TE pp. T80, T82; Unit 10, TE pp. T88, T90; Unit 11, TE pp. T98, T100; Unit 12, TE pp. T106, T108 <p>Follow-Up Activity</p> <ul style="list-style-type: none"> What Goes Together? (explore action words), TE p. T99

Additional Aligned Content

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Red/Grade 1
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p> <p>(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;</p> <p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p> <p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and</p> <p>(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>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.</p> <ul style="list-style-type: none"> • Unit 1 “The Most Precious Gift” (Folktale), SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b • Unit 2 “A Trip to Muir Woods” (Realistic Fiction), SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b • Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), SE pp. 24–25/TE pp. T24a–T24b, T24–T25, T28a–T28b • Unit 4 “An Emperor Penguin Grows Up” (Informational Text), SE pp. 32–33/TE pp. T32a–T32b, T32–T33, T36a–T36b • Unit 5 “The Skating Lesson” (Poem), SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b • Unit 6 “The Amazing Jumping Spider” (Informational Text), SE pp. 50–51/TE pp. T50a–T50b, T50–T51, T54a–T54b • Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b • Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b • Unit 9 “Let’s Make Art!” (Narrative Nonfiction), SE pp. 78–79/TE pp. T78a–T78b, T78–T79, T82a–T82b • Unit 10 “The Fisherman and the Bear” (Tall Tale), SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b • Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), SE pp. 96–97/TE pp. T96a–T96b, T96–T97, T100a–T100b • Unit 12 “Wind and Sun” (Fable), SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b <p>TEACHER’S EDITION</p> <p>Match the Meaning: Discuss the Words Engage children in conversation that helps them understand the connection between unit words and their real-life experiences.</p> <ul style="list-style-type: none"> • Unit 1, TE pp. T8, T10; Unit 2, TE pp. T16, T18; Unit 3, TE pp. T26, T28; Unit 4, TE pp. T34, T36; Unit 5, TE pp. T44, T46; Unit 6, TE pp. T52, T54; Unit 7, TE pp. T62, T64; Unit 8, TE pp. T70, T72; Unit 9, TE pp. T80, T82; Unit 10, TE pp. T88, T90; Unit 11, TE pp. T98, T100; Unit 12, TE pp. T106, T108 <p style="text-align: right;"><i>continued</i></p>

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level Red/Grade 1

Completing the Sentence: Discuss the Words

Engage children in a decision-making activity using the unit words then ask them to explain their answers.

- Unit 1, TE pp. T8, T10; Unit 2, TE pp. T16, T18; Unit 3, TE pp. T26, T28; Unit 4, TE pp. T34, T36; Unit 5, TE pp. T44, T46; Unit 6, TE pp. T52, T54; Unit 7, TE pp. T62, T64; Unit 8, TE pp. T70, T72; Unit 9, TE pp. T80, T82; Unit 10, TE pp. T88, T90; Unit 11, TE pp. T98, T100; Unit 12, TE pp. T106, T108

Follow-Up Activities

Children participate in several collaborative activities.

- Talk About It: Unit 1, TE p. T8; Unit 7, TE p. T62; Unit 9, TE p. T82
Children in a small group discuss a situation described by a unit word.
- Act It Out: Unit 1, TE p. T10b; Unit 2, TE p. T17; Unit 3, TE p. T29; Unit 4, TE p. T33; Unit 4, TE p. T36b; Unit 5, TE p. T43; Unit 6, TE p. T52; Unit 9, TE p. T79; Unit 10, TE p. T87; Unit 11, TE p. T100; Unit 12, TE p. T111
Have children work in teams to act out the meaning of the unit word using props or Picture Cards.
- Picture Word Web: Unit 3 TE p. T26; Unit 5, TE p. T44
Share word webs in pairs or small groups to strengthen understanding.
- Tell Me a Story: Unit 5, TE p. T55
Children work in small groups to create silly add-on stories.
- Guess the Word: Unit 8, TE p. T69
Children in small groups write a list of three to five words related to the unit word then read the list as clues for other groups to use in guessing the unit word.
- Puppet Show: Unit 8, TE p. T105
Groups of three children each work together to make stick puppets then use unit words in their puppet shows.
- Partner Writing: Unit 12, TE p. T109
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.

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.

- Unit 10, TE p. T94

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.

- iWords Audio Program
Encourage children to look at the illustrations as they listen to the unit selection.
- Audio of Introducing the Words Selection
Guide children as they listen to the definitions and sentences as they say the unit words aloud.

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Red/Grade 1
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>(B) demonstrate and apply phonetic knowledge by:</p>	
<p>(v) decoding words with inflectional endings, including -ed, -s, and -es; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION Word Study: Word Endings (-s, -ed) In this lesson, children learn how to add endings to action words to make new words. • Review Unit 4, SE p. 40/TE p. T40</p>
<p>(C) demonstrate and apply spelling knowledge by:</p>	
<p>(D) alphabetize a series of words and use a dictionary or glossary to find words; and</p>	<p>STUDENT EDITION Glossary Level Red teaches effective word-learning strategies, including using references (a glossary) to figure out word meanings. • SE pp. 118–127</p> <p>TEACHER'S EDITION Glossary: Using the Glossary 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 Edition with children. 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. • Teach, Practice/Apply, Follow-Up: TE pp. T118–T125</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>TEACHER'S EDITION Completing the Sentence: Use the Words Pair children together to read their sentences aloud. Or have children read the completed sentences chorally with you. • Unit 7, TE pp. T63, T65; Unit 8, TE pp. T71, T73; Unit 9, TE pp. T81, T83; Unit 10, TE pp. T89, T91; Unit 11, TE pp. T99, T101; Unit 12, TE pp. T107, T109</p>

§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Red/Grade 1
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(5) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.** The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

TEACHER'S EDITION

Building Vocabulary Through Literature: Books to Read Aloud

Select titles from the list of contemporary and classic titles below to ensure multiple encounters with the unit words learned in *Vocabulary Workshop*, Level Red.

- Atwater, Richard and Florence, *Mr. Popper's Penguins* (Animal Fantasy)
- Bang, Molly, *The Paper Crane* (Folktale)
- Bishop, Nic, *Nic Bishop Spiders* (Nonfiction)
- dePaola, Tomie, *Fin M'Coul: The Giant of Knockmany Hill* (Folktale)
- Dorros, Arthur, *Follow the Water from Brook to Ocean* (Informational Text)
- Flatt, Lizann, *The Nature Treasury: A First Look at the Natural World* (Nonfiction)
- Forest, Heather, *The Contest Between the Sun and the Wind: An Aesop's Fable* (Fable)
- Garza, Carmen Lomas, *Family Pictures: Cuadros de Familia* (Memoir)
- Haley, Gail E., *A Story, A Story* (Trickster Tale)
- Hamilton, Martha and Mitch Weiss, *Priceless Gifts: A Tale from Italy* (Folktale)
- Henkes, Kevin, *Kitten's First Full Moon* (Fiction)
- Jansson, Tove, *Finn Family Moomintroll* (Fiction)
- Howe, James, *Horace and Morris Join the Chorus (but what about Dolores?)* (Animal Fantasy)
- Isadora, Rachel, *Sophie Skates* (Realistic Fiction)
- Brett, Paul, *Johnson Farmers' Market* (Realistic Fiction)
- Katz, Alan, *Oops!* (Poetry)
- Kellogg, Steven, *Sally Ann Thunder Ann Whirlwind Crockett* (Tall Tale)
- Krull, Kathleen, *M Is for Music* (Nonfiction)
- Maltbie, P.I., *Picasso and Minou* (Realistic Fiction)
- McCloskey, Robert, *Time of Wonder* (Realistic Fiction)
- McDermott, Gerald, *Anansi the Spider: A Tale from the Ashanti* (Trickster Tale)
- Nivola, Claire, *Planting the Trees of Kenya: The Story of Wangari Maathai* (Informational Text)
- Olson, Arielle, *The Lighthouse Keeper's Daughter* (Realistic Fiction)
- Pfeffer, Wendy, *From Seed to Pumpkin* (Informational Text)
- Pinkney, Jerry, *The Lion & the Mouse* (Fable)
- Rylant, Cynthia, *When I Was Young in the Mountains* (Realistic Fiction)
- Simon, Seymour, *Penguins* (Nonfiction)
- White, E.B., *Charlotte's Web* (Fiction)
- Ingalls, Laura Wilder, *Little House in the Big Woods* (Realistic Fiction)
- Young, Ed, *Lon Po Po: A Red-Riding Hood Story from China* (Folktale)

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Red/Grade 1
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p>	<p>TEACHER'S EDITION Introducing the Words: Lesson Plan The reading passage is organized into three parts. Stop after each part to ask questions about the text.</p> <ul style="list-style-type: none"> Unit 1, T6a, Unit 2, T14a, Unit 3, T24a, Unit 4, T32a, Unit 5, T42a, Unit 6, T50a, Unit 7, T60a, Unit 8, T68a, Unit 9, T78a, Unit 10, T86a, Unit 11, T96a, Unit 12, T104a
<p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p>	<p>Related content</p> <p>TEACHER'S EDITION Introducing the Words: Lesson Plan Build Background—Describe the genre, provide background information, and explain the context for the passage. Ask children to share what they already know about the subject.</p> <p>For example, "Let children know that realistic fiction tells a story about something could happen in real life." (Unit 7, TE p. T60a).</p> <ul style="list-style-type: none"> Unit 1, TE p. T6a; Unit 2, TE p. T14a; Unit 3, TE p. T24a; Unit 4, TE p. T32a; Unit 5, TE p. T42a; Unit 6, TE p. T50a; Unit 7, TE p. T60a; Unit 8, TE p. T68a; Unit 9, TE p. T78a; Unit 10, TE p. T86a; Unit 11, TE p. T96a; Unit 12, TE p. T104a
<p>(D) create mental images to deepen understanding with adult assistance;</p>	<p>TEACHER'S EDITION Introducing the Words: Discuss the Words Children create mental images as they hear each unit word from the passage used in context, paired with its respective Picture Card.</p> <ul style="list-style-type: none"> Unit 1, TE pp. T6–T7; Unit 2, TE pp. T14–T15; Unit 3, TE pp. T24–T25; Unit 4, TE pp. T32–T33; Unit 6, TE pp. T42–T43; Unit 7, TE pp. T50–T51; Unit 9, TE pp. T60–T61; Unit 10, TE pp. T68–T69; Unit 11, TE pp. T78–T79; Unit 13, TE pp. T86–T87; Unit 14, TE pp. T96–T97; Unit 15, TE pp. T104–T105
<p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p>	<p>TEACHER'S EDITION Best Practices for Teaching Vocabulary: Deliberate and Explicit Instruction of Individual Words Prompt children to relate new words to words they already know or make connections to personal experiences.</p> <ul style="list-style-type: none"> TE p. xviii <p style="text-align: right;"><i>continued</i></p>

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Red/Grade 1
	<p>Follow-Up Activity: Word Square (My Connection) Using the Word Square graphic organizer, children write the unit word in the upper left box and their definition in the lower left box. In the upper right box, they write or dictate a sentence about a personal connection to the word, then illustrate their sentence in the lower right box.</p> <ul style="list-style-type: none"> Unit 2, TE p. T21; Unit 3, TE p. T27; Unit 5, TE p. T46b; Unit 6, TE p. T57; Unit 9, TE p. T85; Unit 11, TE p. T103; Unit 12, TE p. T110 <p>English Language Learners Work with children to include unit words in oral or written sentences that describe personal experiences to deepen their understanding of the words.</p> <ul style="list-style-type: none"> Unit 8, TE p. T69 <p>Follow-Up Activity: Draw and Write Children draw a picture of a personal experience related to a study word. Next, they dictate or write a sentence about that experience.</p> <ul style="list-style-type: none"> Unit 1, TE p. T9; Unit 1, TE p. T11; Unit 2, TE p. T19; Unit 3, TE p. T25; Unit 3, TE p. T28b; Unit 4, TE p. T35; Unit 6, TE p. T51; Unit 6, TE p. T53; Unit 8, TE p. T71 <p>Word Study: Word Choice Children make personal connections or share personal experiences related to the study words.</p> <ul style="list-style-type: none"> Review Units 9–10 Word Choice (<i>cry, whimper, sob</i>), TE p. T95 Review Units 11–12 Word Choice (<i>mad, angry, furious</i>), TE p. T113
<p>(F) make inferences and use evidence to support understanding with adult assistance;</p>	<p>TEACHER'S EDITION Introducing the Words: Lesson Plan To monitor children's comprehension of the selection, stop after each part to ask them questions such as the ones provided. For example, "How do Sun and Wind act like people? (They talk to each other, and they think like people.)" (Unit 12, TE p. T104a).</p> <ul style="list-style-type: none"> Unit 1, T6a, Unit 2, T14a, Unit 3, T24a, Unit 4, T32a, Unit 5, T42a, Unit 6, T50a, Unit 7, T60a, Unit 8, T68a, Unit 9, T78a, Unit 10, T86a, Unit 11, T96a, Unit 12, T104a
<p>(G) evaluate details to determine what is most important with adult assistance;</p>	<p>TEACHER'S EDITION Introducing the Words: Lesson Plan To monitor children's comprehension of the selection, stop after each part to ask them questions such as the ones provided. Examples: "Where do emperor penguins live? (Antarctica); "Name two details you learned about the father penguin. (Possible answers: The father penguin takes care of the egg. He rests the egg on top of his feet. He huddles with other fathers to keep warm.)" (Unit 4, TE p. T32a).</p> <ul style="list-style-type: none"> Unit 1, T6a, Unit 2, T14a, Unit 3, T24a, Unit 4, T32a, Unit 5, T42a, Unit 6, T50a, Unit 7, T60a, Unit 8, T68a, Unit 9, T78a, Unit 10, T86a, Unit 11, T96a, Unit 12, T104a

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level Red/Grade 1
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p>	<p>TEACHER'S EDITION Introducing the Words: Lesson Plan Build Background—Describe the genre, provide background information, and explain the context for the passage. Ask children to share what they already know about the subject. Read the Selection—To monitor children's comprehension of the selection, stop after each part to ask them questions such as the ones provided. For example, "Why does Sun challenge Wind to a contest? (She doesn't want to argue anymore about who is stronger.)" (Unit 12, TE p. T104a). • Unit 1, T6a, Unit 2, T14a, Unit 3, T24a, Unit 4, T32a, Unit 5, T42a, Unit 6, T50a, Unit 7, T60a, Unit 8, T68a, Unit 9, T78a, Unit 10, T86a, Unit 11, T96a, Unit 12, T104a</p>
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources;</p>	<p>TEACHER'S EDITION Best Practices for Teaching Vocabulary: Deliberate and Explicit Instruction of Individual Words Prompt children to relate new words to words they already know or make connections to personal experiences. • TE p. xviii Follow-Up Activity: Word Square (My Connection) Using the Word Square graphic organizer, children write the unit word in the upper left box and their definition in the lower left box. In the upper right box, they write or dictate a sentence about a personal connection to the word, then illustrate their sentence in the lower right box. • Unit 2, TE p. T21; Unit 3, TE p. T27; Unit 5, TE p. T46b; Unit 6, TE p. T57; Unit 9, TE p. T85; Unit 11, TE p. T103; Unit 12, TE p. T110 English Language Learners Work with children to include unit words in oral or written sentences that describe personal experiences to deepen their understanding of the words. • Unit 8, TE p. T69 Follow-Up Activity: Draw and Write Children draw a picture of a personal experience related to a study word. Next, they dictate or write a sentence about that experience. • Unit 1, TE p. T9; Unit 1, TE p. T11; Unit 2, TE p. T19; Unit 3, TE p. T25; Unit 3, TE p. T28b; Unit 4, TE p. T35; Unit 6, TE p. T51; Unit 6, TE p. T53; Unit 8, TE p. T71</p>

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<p>(B) write brief comments on literary or informational texts;</p>	<p>Related content</p> <p>TEACHER'S EDITION Introducing the Words: Use the Words Children use the illustrations to retell or summarize the story. Examples: "Instruct them to use the illustrations to summarize The Amazing Jumping Spider" (Unit 6, TE p. T51).</p> <ul style="list-style-type: none"> Unit 1, TE p. T7; Unit 2, TE p. T15; Unit 3, TE p. T25; Unit 4, TE p. T33; Unit 5, TE p. T43; Unit 6, TE p. T51; Unit 7, TE p. T61; Unit 8, TE p. T69; Unit 9, TE p. T79; Unit 10, TE p. T87; Unit 11, TE p. T97; Unit 12, TE p. T105
<p>(D) retell texts in ways that maintain meaning;</p>	<p>TEACHER'S EDITION Introducing the Words: Use the Words Instruct the children to use the illustrations to retell the story. Have them use the five words they just learned in their retelling. For example, "Instruct children to use the illustrations to retell <i>The Skating Lesson</i>" (Unit 5, TE p. T43).</p> <ul style="list-style-type: none"> Unit 1, TE p. T7; Unit 2, TE p. T15; Unit 5, TE p. T43; Unit 7, TE p. T61; Unit 8, TE p. T69; Unit 12, TE p. T105
<p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p>	<p>TEACHER'S EDITION Follow-Up Activity: Draw and Write In response to the prompt, children draw pictures then dictate or write sentences.</p> <ul style="list-style-type: none"> Unit 1, TE pp. T9, T11; Unit 2, TE p. T19; Unit 3, TE p. T25; Unit 3, TE p. T28b; Unit 4, TE p. T35; Unit 6, TE pp. T51, T53; Unit 8, TE p. T71
<p>(F) respond using newly acquired vocabulary as appropriate.</p>	<p>For each unit, children use newly learned words in "Use the Words" activities in Introducing the Words, Match the Meaning, and Completing the Sentence. They learn and use new words in the two Word Study lessons that appear after every two units. In addition, they use newly acquired vocabulary in writing assignments.</p> <p>STUDENT EDITION/TEACHER'S EDITION Review the Meanings: Write For the Write activity, have each child write or dictate a sentence using unit words.</p> <ul style="list-style-type: none"> 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 <p>TEACHER'S EDITION Writing For the Writing activity at the end of each Review Unit, children use recently studied unit words in their writing. For example, "Work with the whole class to write a story about a sneaky animal. Think aloud about ways to incorporate the unit words into the story. When the story is complete, ask volunteers to illustrate the story and then display it: (Unit 1, TE p. T13).</p> <ul style="list-style-type: none"> Unit 1, TE p. T13; Unit 2, TE p. T21; Unit 4, TE p. T39; Unit 5, TE p. T49; Unit 8, TE p. T75; Unit 10, TE p. T93

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<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introducing the Words In Build Background, discuss features of the genre of the Introducing the Words passage. For example, “Tell children that you are going to read a tall tale titled <i>The Fisherman and the Bear</i>. Let children know that tall tales are humorous stories that describe adventures of heroes who solve unusual problems” (Unit 10, TE p. T86a).</p> <ul style="list-style-type: none"> • Unit 1 “The Most Precious Gift” (Folktale), SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b • Unit 2 “A Trip to Muir Woods” (Realistic Fiction), SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b • Unit 5 “The Skating Lesson” (Poem), SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b • Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b • Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b • Unit 10 “The Fisherman and the Bear” (Tall Tale), SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b • Unit 12 “Wind and Sun” (Fable), SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b
<p>(B) explain visual patterns and structures in a variety of poems;</p>	<p>Related content</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Introducing the Words 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.</p> <ul style="list-style-type: none"> • Unit 5 “The Skating Lesson” (Poem), SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b

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(D) recognize characteristics and structures of informational text, including:	
(i) the central idea and supporting evidence with adult assistance;	<p>TEACHER’S EDITION Introducing the Words: Read the Selection Each teacher-read Introducing the Words selection is organized into three parts, as are the accompanying comprehension questions. They include questions about the reading passage’s main idea and supporting details. For example, “What is this selection mostly about?” (Possible answer: Jumping spiders hunt for food in a unique way) (Unit 6, TE p. T50a).</p> <ul style="list-style-type: none"> • Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), TE p. T24a • Unit 4 “An Emperor Penguin Grows Up” (Informational Text), TE p. T32a • Unit 6 “The Amazing Jumping Spider” (Informational Text), TE p. T50a • Unit 9 “Let’s Make Art!” (Narrative Nonfiction), TE p. T78a • Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), TE p. T96a
(ii) features and graphics to locate and gain information; and	<p>STUDENT EDITION/TEACHER’S EDITION Introducing the Words Each Introducing the Words selection is organized into three parts. Each part is represented in the textbook or on screen by an illustration or diagram, numbered 1 through 3. Children are asked to place a finger next to the corresponding illustration as the teacher reads each selection aloud (or as they listen to the digital recording of the text).</p> <ul style="list-style-type: none"> • 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 6 “The Amazing Jumping Spider” (Informational Text), pp. 50–51 • Unit 9 “Let’s Make Art!” (Narrative Nonfiction), pp. 78–79 • Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), pp. 96–97
(F) recognize characteristics of multimodal and digital texts.	<p>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.</p> <ul style="list-style-type: none"> • Audio of Introducing the Words Reading Passages Children follow along, pointing to illustrations 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. <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Picture Cards Picture Cards, one for each of the 120 Unit words, consist of clear and colorful visuals of the words. The Picture Cards can help jump-start conversations about the words and their meanings. They can also help children recall the words' meanings. Directions for integrating the Picture Card for each Unit word are included in the Teacher's Edition. Picture Cards, available at SadlierConnect.com, can be displayed or printed. • 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 word meaning by having children flip from the image on the front of the card to the word and meaning on the back. • 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.
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(D) discuss how the author uses words that help the reader visualize; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION Introducing the Words: Discuss the Words As the teacher reads aloud the three-part Introducing the Words passage, children follow along by pointing at the corresponding illustrations. In Discuss the the Words, teacher displays the Picture Card that provides a visual image representing each unit word</p> <ul style="list-style-type: none"> • Unit 1, pp. 6-7; Unit 2, pp. 14-15; Unit 3, pp. 24-25; Unit 4, pp. 32-33; Unit 5, pp. 42-43; Unit 6, pp. 50-51; Unit 7, pp. 60-61; Unit 8, pp. 68-69; Unit 9, pp. 78-79; Unit 10, pp. 86-87; Unit 11, pp. 96-97; Unit 12, pp. 104-105 <p>Word Study: Word Choice Children explore words that are similar in meaning but have slight differences in meaning. Use of these words can elicit varying levels of intensity in reader response, as well as generate mental images.</p> <ul style="list-style-type: none"> • Review Units 9-10 Word Choice (<i>cry, whimper, sob</i>), p. 95 • Review Units 11-12 Word Choice (<i>mad, angry, furious</i>), p. 113

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<p>(E) listen to and experience first- and third-person texts.</p>	<p>STUDENT EDITION Introducing the Words</p> <p>First-Person Text</p> <ul style="list-style-type: none"> Unit 5 “The Skating Lesson” (Poem), pp. 42–43 <p>Third-Person Texts</p> <ul style="list-style-type: none"> 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 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
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;</p>	<p>TEACHER’S EDITION Writing Provide a story starter that includes one of the unit words. Have partners brainstorm then work together to write the story.</p> <ul style="list-style-type: none"> Unit 2, TE p. T21; Unit 4, TE p. T39; Unit 12, TE p. T111
<p>(B) develop drafts into a focused piece of writing by:</p> <ul style="list-style-type: none"> (i) organizing with structure; and (ii) developing an idea with specific and relevant details; 	<p>TEACHER’S EDITION Writing 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"> Unit 1, p. T13; Unit 2, p. T21; Unit 3, p. T31; Unit 4, p. T39; Unit 5, p. T49; Unit 6, p. T57; Unit 7, p. T67; Unit 8, p. T75; Unit 9, p. T85; Unit 10, p. T93; Unit 11, p. T103; Unit 12, p. T111 <p style="text-align: right;"><i>continued</i></p>

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	<p>Follow-Up Activity: Draw and Write Children draw pictures then dictate or write sentences.</p> <ul style="list-style-type: none"> Unit 1, TE p. T9; Unit 1, TE p. T11; Unit 2, TE p. T19; Unit 3, TE p. T25; Unit 3, TE p. T28b; Unit 4, TE p. T35; Unit 6, TE p. T51; Unit 6, TE p. T53; Unit 8, TE p. T71 <p>Follow-Up Activity: 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"> Unit 12, TE p. T109 <p>Writing readiness</p> <p>Follow-Up Activity: Sentence Stems Review the meanings of the unit words prior to having children complete the sentence stems. For example, “The beach was <i>splendid</i> because _____.” (Unit 8, TE p. T68).</p> <ul style="list-style-type: none"> Unit 1, TE pp. T7, T10b; Unit 2, TE pp. T15, T18b; Unit 3, TE pp. T25, T28b; Unit 4, TE pp. T33, T36b; Unit 5, TE pp. T43, T46b; Unit 6, TE pp. T51, T54b; Unit 7, TE pp. T61, T64b; Unit 8, TE pp. T69, T72b; Unit 9, TE pp. T79, T82b; Unit 10, TE pp. T87, T90b; Unit 11, TE pp. T97, T100b; Unit 12, TE p. T105
(D) edit drafts using standard English conventions, including:	
(ii) past and present verb tense;	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Word Study: Word Endings (-s, -ed) Children learn how to add endings to action words to make new words that signal things that a person or thing does in the present, or what someone or something did in the past.</p> <ul style="list-style-type: none"> Review Unit 4, SE p. 40/TE p. T40 <p><u>TEACHER’S EDITION</u> Optional Activity: Write About It Work with students to write sentences to reinforce how adding -ed describes an action that took place in the past.</p> <ul style="list-style-type: none"> Review Unit 4, TE p. T40
(iv) adjectives, including articles;	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Word Study: Word Choice Children learn about describing words <i>mad</i>, <i>angry</i>, and <i>furious</i>, as well as nuances in meaning.</p> <ul style="list-style-type: none"> Review Unit 12, SE p. 113/TE p. T113 <p><u>TEACHER’S EDITION</u> Optional Activity: This or That Review Unit 12, TE p. T113</p>

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<p>(xiii) capitalization for the beginning of sentences and the pronoun “I”;</p> <p>(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and</p>	<p>TEACHER’S EDITION Follow-Up Activities: Word Web Remind children that telling sentences begin with a capital letter and end with a period. • Unit 7, TE p. T67</p>
<p>(E) publish and share writing.</p>	<p>TEACHER’S EDITION Follow-Up Activity: Draw and Write Have children share their pictures and sentences with their classmates. • Unit 1, TE pp. T9, p. T11; Unit 2, TE p. T19; Unit 3, TE p. T25; Unit 3, TE p. T28b; Unit 4, TE p. T35; Unit 6, TE pp. T51, T53; Unit 8, TE p. T71</p> <p>Prefixes: Follow-Up Plan time for children to share their pictures with their classmates to summarize what they know about prefixes. • Review Unit 6, TE p. T59</p>
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>(A) dictate or compose literary texts, including personal narratives and poetry;</p>	<p>TEACHER’S EDITION Writing 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. • Unit 1 (story about a sneaky animal), TE p. T13 • Unit 2 (realistic story about a family car trip), TE p. T21 • Unit 4 (brainstorm then write a story), TE p. T39 • Unit 5 (a list poem), TE p. T49 • Unit 8 (a new ending to the story), TE p. T75 • Unit 10 (retell the story from a different point of view), TE p. T93 • Unit 12 (brainstorm with partners then write a story), TE p. T111</p>
<p>(B) dictate or compose informational texts, including procedural texts; and</p>	<p>TEACHER’S EDITION Writing 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. • Unit 3 (a factual paragraph about gardens), TE p. T31 • Unit 6 (research and compile facts about spiders), TE p. T57 • Unit 7 (description), TE p. T67 • Unit 9 (directions), TE p. T85 • Unit 11 (describe how Ida Lewis saved a life or rescued a ship), TE p. T85</p>

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