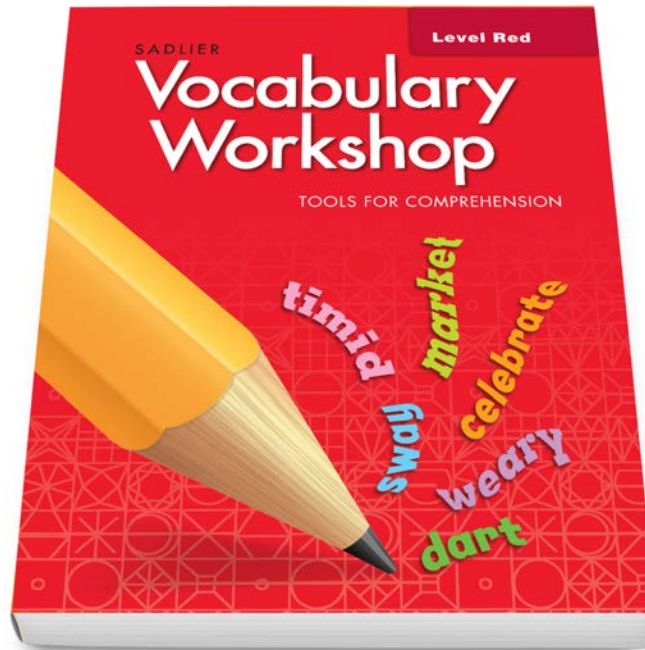


# Vocabulary Workshop

Tools for Comprehension

Correlation to the Oklahoma Academic Standards for English Language Arts (2020)

**Grade 1**



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## Key Aligned Content

### STANDARD 4: VOCABULARY

#### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Vocabulary Workshop: Tools for Comprehension</b>  <i>Vocabulary Workshop</i> is designed to promote language acquisition with an instructional approach that is supported by research and best practices as prescribed by vocabulary scholars.</p> <p>At the heart of <i>Vocabulary Workshop</i>, Level Red are the 120 unit words. The word list is selected from an extensive research base, including</p> <ul style="list-style-type: none"> <li>• words in academic texts and in literature (Tier 2 words)</li> <li>• words that appear in written and verbal interactions with more mature language users</li> <li>• words that pertain to a broad spectrum of content areas</li> <li>• words that apply to standardized tests:</li> </ul> <p>Ten words per unit are introduced with explanations of word meanings and examples of usage. Detailed Picture Cards paired with verbal prompts provide an explicit visual example of unit word meanings. Over the course of a unit, children actively use each taught word at least five times in meaningful ways.</p> <p>In each unit, children acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p> <p>Learning activities for each unit include—</p> <ul style="list-style-type: none"> <li>• Introducing the Words (read-aloud selection) Group I             <ul style="list-style-type: none"> <li>◦ Build Background</li> <li>◦ Read the Selection                     <ul style="list-style-type: none"> <li>◦ Part One</li> <li>◦ Part Two</li> <li>◦ Part Three</li> </ul> </li> </ul> </li> <li>• Completing the Sentence Group I</li> <li>• Match the Meaning Group I</li> <li>• Introducing the Words (read-aloud selection) Group II             <ul style="list-style-type: none"> <li>◦ Build Background</li> <li>◦ Read the Selection                     <ul style="list-style-type: none"> <li>◦ Part One</li> <li>◦ Part Two</li> <li>◦ Part Three</li> </ul> </li> </ul> </li> <li>• Match the Meaning Group II</li> <li>• Completing the Sentence Group II</li> <li>• Review Unit             <ul style="list-style-type: none"> <li>◦ Review the Meanings                     <ul style="list-style-type: none"> <li>◦ Discuss the Words</li> <li>◦ Use the Words</li> <li>◦ Cumulative Review</li> <li>◦ Writing</li> </ul> </li> <li>◦ Write</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
	<ul style="list-style-type: none"> <li>○ Follow-Up Activities (two per unit)                             <ul style="list-style-type: none"> <li>○ Tell Me a Clue</li> <li>○ Picture Word Web</li> <li>○ Word Associations</li> <li>○ Word Square</li> <li>○ Concept Circle</li> <li>○ Make a Match</li> <li>○ Word Web</li> <li>○ Play Unit Word Bingo</li> <li>○ Create a Brochure</li> <li>○ Act It Out</li> </ul> </li> </ul> <p>Following every two units—</p> <ul style="list-style-type: none"> <li>● Word Study</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>                      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"> <li>● Audio of Introducing the Words (Unit Read-Aloud) Listen to a recording of each unit’s introductory selection.</li> <li>● iWords Audio Program Encourage children to see and hear each vocabulary word and word meaning to reinforce modeling and context.</li> <li>● Interactive Activities Review the unit vocabulary through fun and engagement.</li> <li>● Interactive Graphic Organizers Support and extend learning of unit words with interactive graphic organizers, including Concept Circle, Word Map, Word Square, and Word Web.</li> <li>● 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 of the card.</li> <li>● Family Letters Extend word-learning to the home.</li> <li>● Assessment and Writing Resources Provide assessment and writing options.</li> </ul>
<p><b>1.4.R.2</b> Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Word Study</b>                      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, SE p. 40/TE p. T40</li> <li>● Prefixes, SE p. 59/TE p. T59</li> <li>● Suffixes, SE p. 77/TE p. T77</li> </ul>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.4.R.3</b> Students will use context clues to determine the meaning of words with guidance and support.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><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), SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b</li> <li>• Unit 2 “A Trip to Muir Woods” (Realistic Fiction), SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b</li> <li>• Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), SE pp. 24–25/TE pp. T24a–T24b, T24–T25, T28a–T28b</li> <li>• Unit 4 “An Emperor Penguin Grows Up” (Informational Text), SE pp. 32–33/TE pp. T32a–T32b, T32–T33, T36a–T36b</li> <li>• Unit 5 “The Skating Lesson” (Poem), SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b</li> <li>• Unit 6 “The Amazing Jumping Spider” (Informational Text), SE pp. 50–51/TE pp. T50a–T50b, T50–T51, T54a–T54b</li> <li>• Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b</li> <li>• Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b</li> <li>• Unit 9 “Let’s Make Art!” (Narrative Nonfiction), SE pp. 78–79/TE pp. T78a–T78b, T78–T79, T82a–T82b</li> <li>• Unit 10 “The Fisherman and the Bear” (Tall Tale), SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b</li> <li>• Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), SE pp. 96–97/TE pp. T96a–T96b, T96–T97, T100a–T100b</li> <li>• Unit 12 “Wind and Sun” (Fable), SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b</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).</p> <p>Next, children listen to teacher-dictated sentences (found in Use the Words) before using context clues to determine which of two</p> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
	<p>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, SE pp. 9, 11; Unit 2, SE pp. 17, 19; Unit 3, SE pp. 27, 29; Unit 4, SE pp. 35, 37; Unit 5, SE pp. 45, 47; Unit 6, SE pp. 53, 55</li> <li>• Units 7–12: Unit 7, SE pp. 63, 65; Unit 8, SE pp. 71, 73; Unit 9, SE pp. 81, 83; Unit 10, SE pp. 89, 91; Unit 11, SE pp. 99, 101; Unit 12, SE 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, SE pp. 12–13; Unit 2, SE pp. 20–21; Unit 3, SE pp. 30–31; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 56–57; Unit 7, SE pp. 66–67; Unit 8, SE pp. 74–75; Unit 9, SE pp. 84–85; Unit 10, SE pp. 92–93; Unit 11, SE pp. 102–103; Unit 12, SE pp. 110–111</li> </ul> <p><b>Word Study</b></p> <p>Children use other words in a sentence to figure out the meaning of an unknown word.</p> <ul style="list-style-type: none"> <li>• Word Study: Context Clues, Unit 10, SE p. 94</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Introducing the Words: Follow-Up Activities</b></p> <p>To complete the <b>Follow-Up Activities: Sentence Stems</b> 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></p> <p>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>

## STANDARD 4: VOCABULARY

### Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.4.R.4</b> Students will name and sort words into categories based on common attributes.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Word Study</b>                      Children learn about words that go together and how to sort them into categories.                      • Sorting, SE pp. 22, 122/TE pp. T22, T112</p>
<p><b>1.4.R.5</b> Students will use a dictionary (<i>print and/or electronic</i>) to find words.</p>	<p><b><u>STUDENT EDITION/</u></b>  <b>Glossary</b>                      Level Red teaches effective word-learning strategies, including using references (a glossary) to figure out word meanings.                      • SE pp. 118–127</p> <p><b><u>TEACHER'S EDITION</u></b>  <b>Glossary</b>                      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.                      • Using the Glossary: Teach, Practice/Apply, Follow-Up, TE pp. T118–T125</p>

### Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>                      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 (Group I and Group II).                      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>

## STANDARD 4: VOCABULARY

### Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
	<ul style="list-style-type: none"> <li>• Introducing the Words (read-aloud selection) Group I                             <ul style="list-style-type: none"> <li>◦ Build Background</li> <li>◦ Read the Selection                                     <ul style="list-style-type: none"> <li>◦ Part One</li> <li>◦ Part Two</li> <li>◦ Part Three</li> </ul> </li> </ul> </li> <li>• Completing the Sentence Group I</li> <li>• Match the Meaning Group I</li> <li>• Introducing the Words (read-aloud selection) Group II                             <ul style="list-style-type: none"> <li>◦ Build Background</li> <li>◦ Read the Selection                                     <ul style="list-style-type: none"> <li>◦ Part One</li> <li>◦ Part Two</li> <li>◦ Part Three</li> </ul> </li> </ul> </li> <li>• Match the Meaning Group II</li> <li>• Completing the Sentence Group II</li> <li>• Review Unit                             <ul style="list-style-type: none"> <li>◦ Review the Meanings                                     <ul style="list-style-type: none"> <li>◦ Discuss the Words</li> <li>◦ Use the Words</li> <li>◦ Cumulative Review</li> <li>◦ Writing</li> </ul> </li> <li>◦ Write</li> <li>◦ Follow-Up Activities (two per unit)                                     <ul style="list-style-type: none"> <li>◦ Tell Me a Clue</li> <li>◦ Picture Word Web</li> <li>◦ Word Associations</li> <li>◦ Word Square</li> <li>◦ Concept Circle</li> <li>◦ Make a Match</li> <li>◦ Word Web</li> <li>◦ Play Unit Word Bingo</li> <li>◦ Create a Brochure</li> <li>◦ Act It Out</li> </ul> </li> </ul> </li> </ul> <p>Following every two units—</p> <ul style="list-style-type: none"> <li>• Word Study</li> </ul>
<p><b>1.4.W.2</b> Students will select appropriate language according to purpose in writing with guidance and support.</p>	<p><b>STUDENT EDITION</b></p> <p><b>Word Study</b></p> <p>Children learn about the relationships between words, as well as nuances in meaning.</p> <ul style="list-style-type: none"> <li>• Antonyms, SE p. 23</li> <li>• Multiple-Meaning Words, SE p. 41</li> <li>• Synonyms, SE p. 58</li> <li>• Word Choice (<i>cry, whimper, sob</i>), SE p. 95</li> <li>• Word Choice (<i>mad, angry, furious</i>), SE p. 113</li> </ul>

## Additional Aligned Content

### STANDARD 1: SPEAKING AND LISTENING

#### Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.1.R.1</b> Students will actively listen and speak using agreed-upon rules for discussion.</p> <p><b>1.1.R.2</b> Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.</p> <p><b>1.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Introducing the Words: Discuss the Words</b>                      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"> <li>Unit 1 "The Most Precious Gift" (Folktale), SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b</li> <li>Unit 2 "A Trip to Muir Woods" (Realistic Fiction), SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b</li> <li>Unit 3 "A Day at Chicago's Green City Market" (Narrative Nonfiction), SE pp. 24–25/TE pp. T24a–T24b, T24–T25, T28a–T28b</li> <li>Unit 4 "An Emperor Penguin Grows Up" (Informational Text), SE pp. 32–33/TE pp. T32a–T32b, T32–T33, T36a–T36b</li> <li>Unit 5 "The Skating Lesson" (Poem), SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b</li> <li>Unit 6 "The Amazing Jumping Spider" (Informational Text), SE pp. 50–51/TE pp. T50a–T50b, T50–T51, T54a–T54b</li> <li>Unit 7 "In Tune with the P.S. 101 Chorus" (Realistic Fiction), SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b</li> <li>Unit 8 "Anansi, The Spider of Wisdom" (Trickster Tale), SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b</li> <li>Unit 9 "Let's Make Art!" (Narrative Nonfiction), SE pp. 78–79/TE pp. T78a–T78b, T78–T79, T82a–T82b</li> <li>Unit 10 "The Fisherman and the Bear" (Tall Tale), SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b</li> <li>Unit 11 "Ida Lewis: The Lighthouse Keeper" (Biography), SE pp. 96–97/TE pp. T96a–T96b, T96–T97, T100a–T100b</li> <li>Unit 12 "Wind and Sun" (Fable), SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Match the Meaning: Discuss the Words</b>                      The teacher engages children in conversation that helps them understand the connection between unit words and their real-life experiences.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p style="text-align: right;"><i>continued</i></p>



## STANDARD 1: SPEAKING AND LISTENING

### Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
	<p><b>Completing the Sentence: Discuss the Words</b>                      The teacher engages children in a decision-making activity using the unit words then asks them to explain their answers.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Follow-Up Activities</b>                      Children participate in several collaborative activities.</p> <ul style="list-style-type: none"> <li><b>Talk About It:</b> 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.</li> <li><b>Act It Out:</b> Unit 2, TE p. T17; Unit 3, TE p. T29; Unit 4, TE p. T33; 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.</li> <li><b>Picture Word Web:</b> Unit 3 TE p. T26; Unit 5, TE p. T44                      Share word webs in pairs or small groups to strengthen understanding.</li> <li><b>Tell Me a Story:</b> Unit 5, TE p. T55                      Children work in small groups to create silly add-on stories.</li> <li><b>Guess the Word:</b> 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..</li> <li><b>Puppet Show:</b> Unit 8, TE p. T105                      Groups of three children each work together to make stick puppets then use unit words in their puppet shows.</li> </ul> <p><b>Word Study: Context Clues</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> <ul style="list-style-type: none"> <li><b>Optional Activity: Find Unknown Words in Readers:</b> Unit 10, TE p. T94</li> </ul> <p><b>Completing the Sentence: Follow-Up Activity</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.</p> <ul style="list-style-type: none"> <li><b>Partner Writing:</b> Unit 12, TE p. T109</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 1: SPEAKING AND LISTENING

### Reading

Students will develop and apply effective communication skills through speaking and active listening.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
	<p><b>DIGITAL RESOURCES</b> 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"> <li>• iWords Audio Program Encourage children to look at the illustrations as they listen to the unit selection.</li> <li>• Audio of Introducing the Words Selection Guide children as they listen to the definitions and sentences as they say the unit words aloud.</li> </ul>
<p><b>1.1.R.4</b> Students will restate and follow multi-step directions.</p>	<p><b>TEACHER'S EDITION</b> <b>Writing</b> 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 9 (children write directions for something they'd like to create/use time words such as first, next, and last to make each step clear), TE p. T85</li> </ul> <p>See also related content</p> <p><b>Match the Meaning: Use the Words</b> The teacher reads the directions aloud then works with children to complete the activity together.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Completing the Sentence: Use the Words</b> Teacher reads the directions aloud for each numbered picture.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

## STANDARD 1: SPEAKING AND LISTENING

### Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.1.W.1</b> Students will orally describe people, SE places, things, and events with relevant details expressing their ideas.</p>	<p><b>TEACHER'S EDITION</b>  <b>Review the Meanings</b>                      Children orally describe people, SE places, actions related to recently studied unit words.                      Examples: "8. Describe something a sneaky person might do" (Unit 2, TE p. T21). "9. Describe a story character that was a coward (Unit 3, TE p. T31).                      • Cumulative Review: Unit 1, TE p. T13; Unit 2, TE p. T21; Unit 3, TE p. T31; Unit 4, TE p. T39; Unit 6, TE p. T49; Unit 7, TE p. T57; Unit 9, TE p. T67; Unit 10, TE p. T75; Unit 11, TE p. T85; Unit 13, TE p. T93; Unit 14, TE p. T103; Unit 15, TE p. T111</p>
<p><b>1.1.W.2</b> Students will work in groups.</p>	<p><b>TEACHER'S EDITION</b>  <b>Best Practices for Teaching Vocabulary</b>                      Classroom activities provide a multitude of opportunities to draw attention to words beyond the reading experience. Varying instructional groups keeps word-learning experiences engaging and fun. When children work in small groups or with a partner, they reap the benefits of listening and speaking experiences with their peers.                      • Repeated Opportunities to Use New Words, TE p. xviii  <b>Follow-Up Activities</b>                      • 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 2, TE p. T17; Unit 3, TE p. T29; Unit 4, TE p. T33; 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.</p>

## STANDARD 2: READING FOUNDATIONS

### Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.2.PWS.2</b> Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>inflectional endings (e.g., -s, -ed, -ing)</li> </ul>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Word Study</b>                      Word Study lessons teach and model word-learning strategies, including inflectional endings, to figure out word meanings.</p> <ul style="list-style-type: none"> <li>Word Endings -s, -ed, SE p. 40/TE p. T40</li> </ul>

## STANDARD 2: READING AND WRITING PROCESS

### Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.2.R.1</b> Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.</p>	<p><b>TEACHER'S EDITION</b>  <b>Introducing the Words: Use the Words</b>                      Instruct the children to use the illustrations to retell the story. Prompt them to include the first five newly learned unit words.</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> <p><b>Follow-Up Activities</b></p> <ul style="list-style-type: none"> <li>Act It Out: Unit 10, TE p. T87                      Children include expressive gestures when acting out the story presented in the Introducing the Words selection..</li> </ul>
<p><b>1.2.R.2</b> Students will discriminate between fiction and nonfiction/informational text.</p>	<p><b>STUDENT EDITION</b>  <b>Introducing the Words</b>                      Introducing the Words read-aloud passages feature a variety of genres and provide a context for discussing the difference between fiction and nonfiction/informational texts.</p> <ul style="list-style-type: none"> <li>Unit 1 "The Most Precious Gift" (Folktale), SE pp. 6-7</li> <li>Unit 2 "A Trip to Muir Woods" (Realistic Fiction), SE pp. 14-15</li> <li>Unit 3 "A Day at Chicago's Green City Market" (Narrative Nonfiction), SE pp. 24-25</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 2: READING AND WRITING PROCESS

### Reading

Students will read and comprehend increasingly complex literary and informational texts.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
	<ul style="list-style-type: none"> <li>• Unit 4 “An Emperor Penguin Grows Up” (Informational Text), SE pp. 32–33</li> <li>• Unit 5 “The Skating Lesson” (Poem), SE pp. 42–43</li> <li>• Unit 6 “The Amazing Jumping Spider” (Informational Text), SE pp. 50–51</li> <li>• Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), SE pp. 60–61</li> <li>• Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), SE pp. 68–69</li> <li>• Unit 9 “Let’s Make Art!” (Narrative Nonfiction), SE pp. 78–79</li> <li>• Unit 10 “The Fisherman and the Bear” (Tall Tale), SE pp. 86–87</li> <li>• Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), SE pp. 96–97</li> <li>• Unit 12 “Wind and Sun” (Fable), SE pp. 104–105</li> </ul> <p><b>TEACHER’S EDITION</b>  <b>Introducing the Words: Build Background</b>                      In Build Background, the teacher explains features of the genre of the Introducing the Words passage.                      Examples: “Let children know that narrative nonfiction provides information about people, SE places, and events in a way that tells a story” (Unit 3, TE p. 24a); “Explain that tall tales sound like true stories, but the events could never happen” (Unit 10, TE p. T86a).</p> <ul style="list-style-type: none"> <li>• Unit 1, TE p. T6a; Unit 2, TE p. 14a; Unit 3, TE p. 24a; Unit 4, TE p. 32a; Unit 5, TE p. 42a; Unit 6, TE p. 50a; Unit 7, TE p. 60a; Unit 8, TE p. 68a; Unit 9, TE p. 78a; Unit 10, TE p. 86a; Unit 11, TE p. 96a; Unit 12, TE p. 104a</li> </ul>
<p><b>1.2.R.3</b> Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.</p>	<p><b>TEACHER’S EDITION</b>  <b>Introducing the Words: Use the Words</b>                      Following the second reading of the unit selection, direct children to point to the illustrations and use all ten unit words as they describe details, such as the characters, setting, and key events of the story or poem.</p> <ul style="list-style-type: none"> <li>• Unit 1 “The Most Precious Gift” (Folktale), TE p. T10b</li> <li>• Unit 2 “A Trip to Muir Woods” (Realistic Fiction), TE p. T18b</li> <li>• Unit 5 “The Skating Lesson” (Poem), TE p. T46b</li> <li>• Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), TE p. T64b</li> <li>• Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), TE p. T72b</li> <li>• Unit 10 “The Fisherman and the Bear” (Tall Tale), TE p. T90b</li> <li>• Unit 12 “Wind and Sun” (Fable), TE p. T108b</li> </ul>

## STANDARD 2: READING AND WRITING PROCESS

### Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.2.W.4</b> Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).</p>	<p><b>STUDENT EDITION/ Glossary</b></p> <ul style="list-style-type: none"> <li>SE pp. 118–127</li> </ul> <p><b>TEACHER’S EDITION Glossary</b></p> <p>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.</p> <p>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: Teach, Practice/Apply, Follow-Up, TE pp. T118–T125</li> </ul>

## STANDARD 3: CRITICAL READING AND WRITING

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.3.R.2</b> Students will describe who is telling the story (i.e., SE point of view).</p>	<p><b>TEACHER’S EDITION Follow-Up Activities</b></p> <ul style="list-style-type: none"> <li>Act It Out: Unit 10, TE p. T87 In groups of three, children each take a part: Narrator, Fisherman, or Bear. They plan their short play, alternating roles, then perform for the class.</li> </ul> <p><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 10 (retell the story from a different point of view), TE p. T93</li> </ul>

## STANDARD 3: CRITICAL READING AND WRITING

### Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.3.R.3</b> Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> <li>• setting (i.e., time, SE place)</li> <li>• plot</li> <li>• main characters and their traits in a story</li> </ul>	<p><b>TEACHER'S EDITION</b>  <b>Introducing the Words: Use the Words</b>                      Following the second reading of the unit selection, direct children to point to the illustrations and use all ten unit words as they describe the characters, setting, and plot/key events of the story or poem.</p> <ul style="list-style-type: none"> <li>• Unit 1 “The Most Precious Gift” (Folktale), TE p. T10b</li> <li>• Unit 2 “A Trip to Muir Woods” (Realistic Fiction), TE p. T18b</li> <li>• Unit 5 “The Skating Lesson” (Poem), TE p. T46b</li> <li>• Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), TE p. T64b</li> <li>• Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), TE p. T72b</li> <li>• Unit 10 “The Fisherman and the Bear” (Tall Tale), TE p. T90b</li> <li>• Unit 12 “Wind and Sun” (Fable), TE p. T108b</li> </ul>
<p><b>1.3.R.4</b> Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.</p>	<p><b>TEACHER'S EDITION</b>  <b>Introducing the Words</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>During the second reading, stop briefly to explain the meaning of the words within the context of the story. To monitor children’s comprehension of the selection, stop after each part to ask them questions such as the following—</p> <ul style="list-style-type: none"> <li>○ Why do the soldiers come into the dining room? (Unit 1, TE p. T6a)</li> <li>○ How does Luca earn his fortune? (Unit 1, TE p. T6a)</li> <li>○ Who was Ida Lewis? (Unit 11, TE p. T96a)</li> <li>○ What is the lesson of this fable? (Unit 12, TE p. T104a)</li> </ul>

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>NARRATIVE</b>  <b>1.3.W.1</b> Students will begin to write narratives incorporating characters, SE plot (i.e., beginning, middle, end), and a basic setting (i.e., time, SE place) with guidance and support.</p>	<p><b>TEACHER'S EDITION</b>  <b>Writing</b>                      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), TE p. T13</li> <li>• Unit 2 (realistic story about a family car trip), TE p. T21</li> <li>• Unit 4 (brainstorm then write a story), TE p. T39</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 3: CRITICAL READING AND WRITING

### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
	<ul style="list-style-type: none"> <li>• Unit 5 (a list poem), TE p. T49</li> <li>• Unit 8 (a new ending to the story), TE p. T75</li> <li>• Unit 10 (retell the story from a different point of view), TE p. T93</li> <li>• Unit 12 (brainstorm with partners then write a story), TE p. T111</li> </ul>
<p><b>INFORMATIVE</b>  <b>1.3.W.2</b> Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.</p>	<p><b>TEACHER'S EDITION</b>  <b>Writing</b>                      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), TE p. T31</li> <li>• Unit 6 (research and compile facts about spiders), TE p. T57</li> <li>• Unit 7 (description), TE p. T67</li> <li>• Unit 9 (directions), TE p. T85</li> <li>• Unit 11 (describe how Idea Lewis saved a life or rescued a ship), TE p. T85</li> </ul>

## STANDARD 6: RESEARCH

### Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.6.R.2</b> Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.</p>	<p><b>TEACHER'S EDITION</b>  <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 Edition. 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>



## STANDARD 6: RESEARCH

### Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, SE projects, SE papers, texts, and presentations for multiple purposes.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.6.W.2</b> Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.</p>	<p>Related content</p> <p><b>DIGITAL RESOURCES</b>                      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:</p> <ul style="list-style-type: none"> <li>• Interactive Graphic Organizers                              Support and extend learning of unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.</li> </ul>

## STANDARD 7: MULTIMODAL LITERACIES

### Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.7.R.1</b> Students will use provided print and digital resources with guidance and support.</p>	<p><b>DIGITAL RESOURCES</b>                      In addition to the print Student Edition and Teacher’s Edition, digital resources for <i>Vocabulary Workshop</i> 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"> <li>• Audio of Introducing the Words Reading Passages                              Encourage students to track print as they listen each unit’s introductory reading passage.</li> <li>• iWords Audio Program                              Encourage children to see and hear each vocabulary word and word meaning to reinforce modeling and context.</li> <li>• Interactive Activities                              Review the Unit vocabulary through fun and engagement.</li> <li>• Interactive Graphic Organizers                              Support and extend learning of unit words with interactive graphic organizers: Concept Circle, Word Map, Word Square, and Word Web.</li> <li>• Interactive Flash Cards                              Reinforce unit words with illustrations to explain word meanings and child-friendly definitions.</li> <li>• Program Pacing Guide                              Details how to implement Level Red over an academic year.</li> <li>• Assessment and Writing Resources                              Provide assessment and writing options.</li> <li>• Family Letters                              Reinforce unit words with illustrations to explain word meanings and child-friendly definitions.</li> </ul>

## STANDARD 7: MULTIMODAL LITERACIES

### Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.7.W.2</b> Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p>	<p><b>TEACHER'S EDITION</b>  <b>A Research-Based Program</b></p> <ul style="list-style-type: none"> <li>Picture Cards, TE p. vi                      Detailed Picture Cards paired with verbal prompts provide an explicit visual example of unit word meanings.</li> </ul> <p><b>DIGITAL RESOURCES</b>                      In addition to the print Student Edition and Teacher's Edition, digital resources for <i>Vocabulary Workshop</i> 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"> <li>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 can be displayed or printed.</li> </ul>

## STANDARD 8: INDEPENDENT READING AND WRITING

### Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.8.R.1</b> Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b>  <b>Building Vocabulary Through Literature: Books to Read Aloud</b></p> <p>Select titles from the list of contemporary and classic titles below to ensure multiple encounters with the unit words learned in <i>Vocabulary Workshop</i>, Level Red.</p> <ul style="list-style-type: none"> <li>Atwater, Richard and Florence, <i>Mr. Popper's Penguins</i> (Animal Fantasy)</li> <li>Bang, Molly, <i>The Paper Crane</i> (Folktale)</li> <li>Bishop, Nic, <i>Nic Bishop Spiders</i> (Nonfiction)</li> <li>dePaola, Tomie, <i>Fin M'Coul: The Giant of Knockmany Hill</i> (Folktale)</li> <li>Dorros, Arthur, <i>Follow the Water from Brook to Ocean</i> (Informational Text)</li> <li>Flatt, Lizann, <i>The Nature Treasury: A First Look at the Natural World</i> (Nonfiction)</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 8: INDEPENDENT READING AND WRITING

### Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
	<ul style="list-style-type: none"> <li>• Forest, Heather, <i>The Contest Between the Sun and the Wind: An Aesop's Fable</i> (Fable)</li> <li>• Garza, Carmen Lomas, <i>Family Pictures: Cuadros de Familia</i> (Memoir)</li> <li>• Haley, Gail E., <i>A Story, A Story</i> (Trickster Tale)</li> <li>• Hamilton, Martha and Mitch Weiss, <i>Priceless Gifts: A Tale from Italy</i> (Folktale)</li> <li>• Henkes, Kevin, <i>Kitten's First Full Moon</i> (Fiction)</li> <li>• Jansson, Tove, <i>Finn Family Moomintroll</i> (Fiction)</li> <li>• Howe, James, <i>Horace and Morris Join the Chorus (but what about Dolores?)</i> (Animal Fantasy)</li> <li>• Isadora, Rachel, <i>Sophie Skates</i> (Realistic Fiction)</li> <li>• Brett, Paul, <i>Johnson Farmers' Market</i> (Realistic Fiction)</li> <li>• Katz, Alan, <i>Oops!</i> (Poetry)</li> <li>• Kellogg, Steven, <i>Sally Ann Thunder Ann Whirlwind Crockett</i> (Tall Tale)</li> <li>• Krull, Kathleen, <i>M Is for Music</i> (Nonfiction)</li> <li>• Maltbie, P.I., <i>Picasso and Minou</i> (Realistic Fiction)</li> <li>• McCloskey, Robert, <i>Time of Wonder</i> (Realistic Fiction)</li> <li>• McDermott, Gerald, <i>Anansi the Spider: A Tale from the Ashanti</i> (Trickster Tale)</li> <li>• Nivola, Claire, <i>Planting the Trees of Kenya: The Story of Wangari Maathai</i> (Informational Text)</li> <li>• Olson, Arielle, <i>The Lighthouse Keeper's Daughter</i> (Realistic Fiction)</li> <li>• Pfeffer, Wendy, <i>From Seed to Pumpkin</i> (Informational Text)</li> <li>• Pinkney, Jerry, <i>The Lion &amp; the Mouse</i> (Fable)</li> <li>• Rylant, Cynthia, <i>When I Was Young in the Mountains</i> (Realistic Fiction)</li> <li>• Simon, Seymour, <i>Penguins</i> (Nonfiction)</li> <li>• White, E.B., <i>Charlotte's Web</i> (Fiction)</li> <li>• Ingalls, Laura Wilder, <i>Little House in the Big Woods</i> (Realistic Fiction)</li> <li>• Young, Ed, <i>Lon Po Po: A Red-Riding Hood Story from China</i> (Folktale)</li> </ul>

## STANDARD 8: INDEPENDENT READING AND WRITING

### Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

GRADE 1 ELA STANDARD	VOCABULARY WORKSHOP, LEVEL RED / GRADE 1
<p><b>1.8.W.1</b> Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.</p>	<p><b>TEACHER'S EDITION</b>  <b>Writing</b>                      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), TE p. T13</li> <li>• Unit 2 (realistic story about a family car trip), TE p. T21</li> <li>• Unit 3 (a factual paragraph about gardens), TE p. T31</li> <li>• Unit 4 (brainstorm then write a story), TE p. T39</li> <li>• Unit 5 (a list poem), TE p. T49</li> <li>• Unit 6 (research and compile facts about spiders), TE p. T57</li> <li>• Unit 7 (description), TE p. T67</li> <li>• Unit 8 (a new ending to the story), TE p. T75</li> <li>• Unit 9 (directions), TE p. T85 Unit 4 (brainstorm then write a story), TE p. T39</li> <li>• Unit 10 (retell story from a different point of view), TE p. T93</li> <li>• Unit 11 (describe how Idea Lewis saved a life or rescued a ship), TE p. T85</li> <li>• Unit 12 (brainstorm with partners then write a story), TE p. T111</li> </ul>