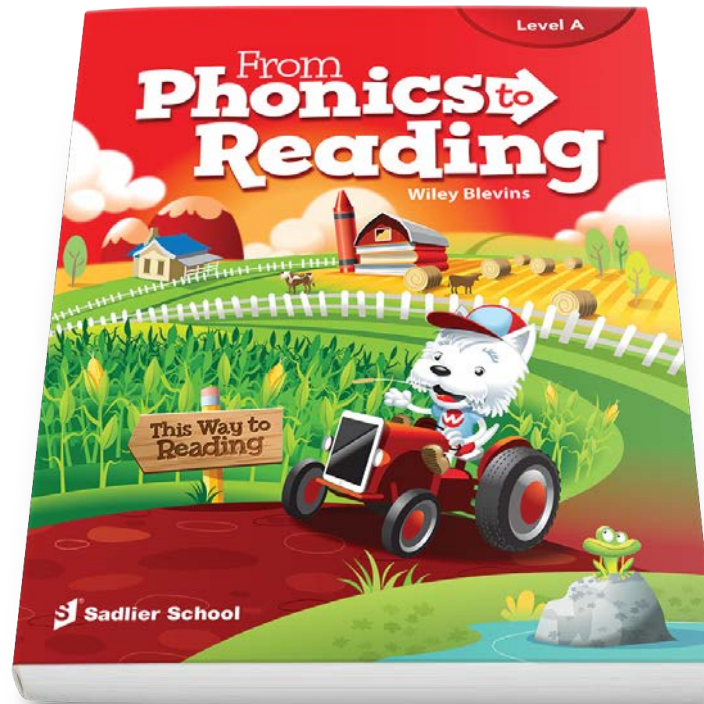


# From Phonics to Reading

Correlation to the English Standards of Learning for Virginia Public Schools – January 2017

Grade 1



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## COMMUNICATION AND MULTIMODAL LITERACIES

### 1.1 The student will develop oral communication skills.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Listen actively and speak using agreed-upon rules for discussion.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Learn and Blend</b> (listen and join in)—pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul>
(b) Initiate conversation with peers and adults.	Opportunities for students to initiate conversations are provided in activities throughout the program.
(c) Adapt or change oral language to fit the situation.	Students use language appropriate for context and audience as modeled and monitored by the teacher.
(d) Use appropriate voice level, phrasing, and intonation.	Students use appropriate voice level, phrasing, and intonation based on classroom conversational standards modeled and monitored by the teacher.
(e) Participate in collaborative and partner discussions about various texts and topics.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Daily Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (read to a partner)/<b>Spell It</b> (partners speak and write each word)—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Word Sort</b></p> <ul style="list-style-type: none"> <li>• <b>Open Sort</b> (discuss with partners ways to sort words)—TE p. 12, 26, 40, 54, 68, 84, 98, 112, 126, 140, 154, 170, 184, 200, 214, 228, 242, 256, 270, 286, 300, 314, 328, 342, 356, 370, 384, 400, 414, 428</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Retell and Write</b> (retell story to a partner in their own words)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (share responses with partners)—TE pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (reread to a partner)—TE pp. 12, 21, 26, 35, 40, 49, 54, 63, 68, 77, 84, 93, 98, 107, 112, 121, 126, 135, 140, 149, 154, 163, 170, 179, 184, 193, 200, 209, 214, 223, 228, 237, 242, 251, 256, 265, 270, 279, 286, 295, 300, 309, 314, 323, 328, 337, 342, 351, 356, 365, 370, 379, 384, 393, 400, 409</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## COMMUNICATION AND MULTIMODAL LITERACIES

### 1.1 The student will develop oral communication skills.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> <li>• <b>Reread Connected Text</b> (reread with partner)—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401</li> <li>• <b>Spell Words</b> (complete Daily Practice Spell It activity with a partner)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404</li> <li>• <b>Word Building</b> (build words with partners)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 17, 31, 45, 59, 73, 89, 103, 117, 131, 145, 159, 175, 189, 205, 219, 233, 247, 261, 275, 291, 305, 319, 333, 347, 361, 375, 389, 405</li> <li>• <b>Sort Words</b> (work with a partner)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• Work with partners—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426</li> </ul>
(f) Follow rules for conversation using appropriate voice level in small-group settings.	Rules for small group conversation are established and modeled by the teacher.
(g) Ask and respond to questions to seek help, get information, or clarify information.	<p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (ask and answer questions about text read aloud)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427</li> <li>• <b>Preview and Predict</b> (discuss details in illustrations)/<b>Check Comprehension</b> (discuss questions about text read aloud/ find supporting details in illustrations)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(h) Restate and follow simple two-step oral directions.	Students have opportunities to restate and follow two-step oral directions as part of learning activities throughout the program.
(i) Give simple two-step oral directions.	Students have opportunities to give simple two-step directions in collaborative learning activities throughout the program.
(j) Express ideas orally in complete sentences.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (answer question to a partner then write a complete sentence about it)—pp. 11, 25, 39, 53, 67,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## COMMUNICATION AND MULTIMODAL LITERACIES

### 1.1 The student will develop oral communication skills.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427, 432 <b>TEACHER'S EDITION</b> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li><b>Connected Text</b> (answer comprehension questions in complete sentences)—TE pp. 11, 16, 25, 30, 39, 44, 53, 58, 67, 72, 83, 88, 97, 102, 111, 116, 125, 130, 139, 144, 153, 158, 169, 174, 183, 188, 199, 204, 213, 218, 227, 232, 241, 246, 255, 260, 269, 274, 285, 290, 299, 304, 313, 318, 327, 332, 341, 346, 355, 360, 369, 374, 383, 388, 399, 404, 413, 418, 427, 432</li> </ul>
(k) Work respectfully with others.	Students work respectfully with others as modeled and monitored by the teacher.
(l) Increase listening and speaking vocabularies.	A fundamental objective of the program, children increase listening and speaking vocabularies through engaged participation in and completion of the learning activities in each lesson.

### 1.2 The student will demonstrate growth in oral early literacy skills.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Listen and respond to a variety of print and media materials.	<b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li><b>Connected Text</b> (chorally read)—Poem: “My Cat,” p. 11; Story: “The Big Bag,” p. 25; Story: “Bob’s Job,” p. 39; Story: “Fun in the Sun,” p. 53; Letter: “Get Well, Ted!,” p. 67; Story: “This and That,” p. 125; Story: “Our Dog Butch,” p. 139; Story: “The Rink,” p. 153; Story: “The Plane Ride,” p. 169; Poem: “My Garden,” p. 183; Story: “Bo’s First Day,” p. 199; Poem: “Good Deeds,” p. 227; Story: “Let’s Go Camping,” p. 241; Story: “Art Day,” p. 285; Story: “Sports Fans,” p. 313; Letter: “Hi Grandma,” p. 327; Poem: “Flowers All Around,” p. 341; Story: “What is it?,” p. 369; Story: “Fran and Jan,” p. 383; Story: “A Good Pet,” p. 399; Story: “What Is It?,” p. 413</li> <li><b>Take-Home Books</b> (chorally read)—“What Do We Like?,” pp. 15–16; “Frog,” pp. 43–44; “The Best Snack,” pp. 101–102; “Brad and Trent,” pp. 115–116; “The Big Wish,” pp. 129–130; “Will We Win?,” pp. 143–144; “The King’s Song,” pp. 157–158; “The Big Race,” pp. 173–174; “The New School,” pp. 203–204; “My Big Trip,” pp. 217–218; “The Boat,” pp. 245–246; “On the Farm,” pp. 289–290; “Pam Gets Hurt,” pp. 303–304; “Stores at the Mall,” pp. 317–318; “The Parade Is in Town,” pp. 345–346; “Join a Club!,” pp. 359–360; “A Walk in the Park,” pp. 373–374; “The Three Bears: A Retelling,” <i>continued</i></li> </ul>

**COMMUNICATION AND MULTIMODAL LITERACIES**

**1.2 The student will demonstrate growth in oral early literacy skills.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>pp. 387–388; “Kind Child, Wild Child,” pp. 403–404; “Moe’s Diner,” pp. 417–418; “My Super Silly Story,” pp. 431–432</p> <p><b>TEACHER’S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (listen and respond/discuss questions about text read aloud)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427</li> <li>• <b>Check Comprehension</b> (listen and respond/discuss questions about text read aloud)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Various activities</b> (explore and consolidate learning with puzzles, games, books, computer games and apps)—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426</li> </ul>
<p>(b) Tell and retell stories and events in sequential order.</p>	<p><b>STUDENT BOOK/TEACHER’S EDITION</b>  <b>Home Connection</b></p> <ul style="list-style-type: none"> <li>• <b>Dear Family Letter</b> (child tells about Take-Home Book stories)—pp. 7 &amp; 8, 77 &amp; 78, 139 &amp; 140, 201 &amp; 202, 263 &amp; 263, 325 &amp; 326</li> </ul> <p><b>TEACHER’S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Retell and Write</b> (children retell the story to a partner in their own words)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435</li> </ul>
<p>(c) Participate in a variety of oral language activities, including choral speaking and recitation.</p>	<p>Most of the activities for each lesson in <i>From Phonics to Reading</i> engage children with a variety of oral language experiences, including choral reading and recitation.</p> <p>See the following representative features.</p> <p><b>STUDENT BOOK/TEACHER’S EDITION</b>  <b>Home Connection</b></p> <ul style="list-style-type: none"> <li>• <b>Dear Family Letter</b> (child and family member read Take-Home Book together, share oral language activities at home)—pp. 7 &amp; 8, 77 &amp; 78, 139 &amp; 140, 201 &amp; 202, 263 &amp; 263, 325 &amp; 326</li> </ul> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Learn and Blend</b> (listen and join in)/<b>Blend It</b> (chorally read words)—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**COMMUNICATION AND MULTIMODAL LITERACIES**

**1.2 The student will demonstrate growth in oral early literacy skills.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• <b>Think and Write/Listen and Spell</b>—pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>• <b>Word Ladder</b> (listen to each clue)—pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408, 422, 436</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text/Interact with the Text</b> (chorally reading)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427</li> <li>• <b>Take-Home Book: First Read (Read Together)</b> (chorally reading)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (chorally read words and sentences)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408, 422, 436</li> </ul>
(d) Participate in creative dramatics.	<p><b>TEACHER'S EDITION</b></p> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>• <b>Learn and Say</b> (demonstrate words by pantomime/acting out the meanings)—TE pp. 14, 37, 165, 189, 227, 239, 251, 265, 313, 327, 339, 351</li> </ul> <p><b>Teacher Table: English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary</b> (demonstrate words by pantomime/acting out the meanings)—TE pp. 14, 23, 37, 51, 65, 79, 91, 103, 115, 127, 141, 153, 165, 177, 189, 203, 215, 227, 239, 251, 265, 277, 289, 301, 313, 327, 339, 351, 363, 375</li> </ul>

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**READING**

**1.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Create rhyming words.	<p><b>TEACHER'S EDITION</b>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize and Produce Rhyme—TE pp. 15, 43, 71</li> </ul> <p>See also Kindergarten</p> <p><b>TEACHER'S EDITION</b>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Recognize and Produce Rhyme—TE pp. 105, 108, 117, 120, 155, 158, 167, 194, 208, 258, 261, 275, 287</li> <li>Recognize and Produce Rhyme and Alliteration—TE pp. 299, 337</li> </ul>
(b) Count phonemes (sounds) in one-syllable words.	<p><b>TEACHER'S EDITION</b>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Oral Segmentation (count the number of sounds/syllables in a word)—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</li> <li>Phonemic Manipulation (clap/say syllables)—TE pp. 359, 371, 373, 385, 387, 403, 417, 431</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Think and Write (connect correct spelling with vowel sounds/orally segment words)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402</li> </ul>
(c) Blend sounds to make one-syllable words.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Introduction</b></p> <ul style="list-style-type: none"> <li>Learn and Blend/Blend It—pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Oral Blending—TE pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>Learn and Blend/Blend It—TE pp. 19, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul>
(d) Segment one-syllable words into individual phonemes.	<p><b>STUDENT BOOK</b>  <b>Dictation</b></p> <ul style="list-style-type: none"> <li>Think and Write (segment spoken single-syllable words into complete sequence of individual sounds)—pp. 13, 27, 41, 55,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## READING

### 1.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p>69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</p> <p><b>TEACHER'S EDITION</b>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Segmentation</b>—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Think and Write</b> (orally segment complete word sounds/connect each sound with a spelling)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430</li> </ul>
(e) Add or delete phonemes to make new words.	<p><b>TEACHER'S EDITION</b>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• <b>Phonemic Manipulation: Add Sounds</b> (add sounds to words to make new words)—TE pp. 101, 129, 183, 259, 287, 301, 308, 315, 322, 371</li> <li>• <b>Phonemic Manipulation: Substitute Sounds</b> (substitute sounds to make new words)—TE pp. 203, 245, 292, 306, 320</li> <li>• <b>Phonemic Manipulation: Delete Sounds</b> (delete sounds to make new words)—TE pp. 231, 273, 331, 345</li> <li>• <b>Phonemic Manipulation: Delete Syllables</b> (delete syllables to make new words)—TE pp. 359, 373, 387</li> <li>• <b>Phonemic Manipulation: Add Syllables</b> (add syllables to words to make new words)—TE pp. 378, 385</li> <li>• <b>Phonemic Manipulation: Delete and Add Syllables</b> (delete syllables to make new words)—TE p. 403</li> </ul>
(f) Blend and segment multisyllabic words at the syllable level.	See Level B/Grade 2 for blending and segmenting multisyllabic words at the syllable level.

### 1.4 The student will apply knowledge of how print is organized and read.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Read from left to right and from top to bottom.	<p>See Level K/Kindergarten</p> <p><b>TEACHER'S EDITION</b>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (left to right, top to bottom)—TE pp. 83, 85, 94–95</li> </ul>



**READING**

**1.4 The student will apply knowledge of how print is organized and read.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(b) Match spoken words with print.	<p>See Level K/Kindergarten</p> <p><b>TEACHER'S EDITION</b>  <b>Dictation</b></p> <ul style="list-style-type: none"> <li>• <b>Think and Write</b> (say name of each picture then write letter for first sound/teacher moves hand from left to right going from one sound to the next)—TE pp. 85, 97, 109, 121, 122, 133, 147, 159, 171, 183, 195, 209, 221, 233, 245, 257, 271, 283, 295, 307, 319, 333, 345, 357, 369, 381</li> </ul>
(c) Identify letters, words, sentences, and ending punctuation.	<p><b>TEACHER'S EDITION</b>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (begin with a capital letter/ending punctuation/complete sentences)—TE pp. 17, 31, 45, 59, 73, 89, 103, 117, 131, 145, 159, 175, 189, 205, 219, 233, 247, 261, 275, 291, 305, 319, 333, 347, 361, 375, 389, 405, 419, 433</li> </ul> <p>See also letters, words, sentences, and ending punctuation in context</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Books</b>—pp. 15–16, 29–30, 43–44, 57–58, 71–72, 87–88, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 187–188, 203–204, 217–218, 231–232, 245–246, 259–260, 273–274, 289–290, 303–304, 317–318, 331–332, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–43</li> </ul>

**1.5 The student will apply phonetic principles to read and spell.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Use initial and final consonants to decode and spell one-syllable words.	<p>See Level K/Kindergarten</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Unit 1 Short a</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1 Mm</b>—pp. 9–20</li> <li>• <b>Lesson 2 Short a</b>—pp. 21–34</li> <li>• <b>Lesson 3 Ss</b>—pp. 35–48</li> <li>• <b>Lesson 4 Tt</b>—pp. 49–62</li> <li>• <b>Lesson 5 Pp</b>—pp. 63–76</li> </ul> <p><b>Unit 2 Short i</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 6 Nn</b>—pp. 79–90</li> <li>• <b>Lesson 7 Short i</b>—pp. 91–102</li> <li>• <b>Lesson 8 Cc</b>—pp. 103–114</li> <li>• <b>Lesson 9 Ff</b>—pp. 115–126</li> <li>• <b>Lesson 10 Dd</b>—pp. 127–138</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**READING**

**1.5 The student will apply phonetic principles to read and spell.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<p><b>Unit 3 Short o</b></p> <ul style="list-style-type: none"> <li>• Lesson 11 Hh—pp. 141–152</li> <li>• Lesson 12 Short o—pp. 153–164</li> <li>• Lesson 13 Rr—pp. 165–176</li> </ul> <p><b>Unit 4 Short e</b></p> <ul style="list-style-type: none"> <li>• Lesson 16 Kk—pp. 203–214</li> <li>• Lesson 17 Short e—pp. 215–226</li> <li>• Lesson 18 Gg—pp. 227–238</li> <li>• Lesson 19 Ww—pp. 239–250</li> <li>• Lesson 20 Xx—pp. 251–262</li> </ul> <p><b>Unit 5 Short u</b></p> <ul style="list-style-type: none"> <li>• Lesson 21 Vv—pp. 265–276</li> <li>• Lesson 22 Short u—pp. 277–288</li> <li>• Lesson 23 Jj—pp. 289–300</li> <li>• Lesson 24 Qu—pp. 301–312</li> <li>• Lesson 25 Yy—pp. 313–324</li> </ul>
(b) Use two-letter consonant blends to decode and spell one-syllable words.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 2 Short Vowels with Single Consonants</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 l-Blends—pp. 81–94</li> <li>• Lesson 7 s-Blends—pp. 95–108</li> <li>• Lesson 8 r-Blends—pp. 109–122</li> </ul>
(c) Use consonant digraphs to decode and spell one-syllable words.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 2 Short Vowels with Single Consonants</b></p> <ul style="list-style-type: none"> <li>• Lesson 9 Digraphs sh, th—pp. 123–136</li> <li>• Lesson 10 Digraphs ch, tch, wh—pp. 137–150</li> <li>• Lesson 11 Digraphs ng, nk—pp. 151–164</li> </ul>
(d) Use short vowel sounds to decode and spell one-syllable words.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Unit 1 Short Vowels with Single Consonants</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Short a—pp. 9–22</li> <li>• Lesson 2 Short i—pp. 23–36</li> <li>• Lesson 3 Short o—pp. 37–50</li> <li>• Lesson 4 Short u—pp. 51–64</li> <li>• Lesson 5 Short e—pp. 65–78</li> </ul>
(e) Blend initial, medial, and final sounds to recognize and read words.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Learn and Blend/Blend It—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul>

**READING**

**1.5 The student will apply phonetic principles to read and spell.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(f) Use word patterns to decode unfamiliar words.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Introduction</b></p> <ul style="list-style-type: none"> <li>Learn and Blend/Blend It (decode unfamiliar words using word patterns)—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul>
(g) Read and spell simple two-syllable compound words.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Compound Words—pp. 275, 347</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>Word Study: Compound Words—TE pp. 220, 276, 278, 348, 350</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Compound Words—TE pp. 220, 222, 276, 348</li> <li>Word Study: Transition to Longer Words (compound words)—TE p. 306</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Book: Check Comprehension (compound words)—TE p. 232</li> </ul>
(h) Read and spell commonly used sight words.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context—pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read/Spell/Write—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426</li> <li>Review/Extend—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</li> <li>Review/Use in Context—TE pp. 15, 29, 43, 57, 71, 87, 101, 115, 129, 143, 157, 173, 187, 203, 217, 231, 245, 259, 273, 289, 303, 317, 331, 345, 359, 373, 387, 403, 417, 431</li> <li>Build Fluency (chorally read words and sentences)—TE pp. 20, 34, 48, 62, 76, 92, 106, 120, 134, 148, 162, 178, 192, 208, 222, 236, 250, 264, 278, 294, 308, 322, 336, 350, 364, 378, 392, 408, 422, 436</li> </ul>

## READING

### 1.6 The student will use semantic clues and syntax for support when reading.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Use words, phrases, and sentences.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (use context clues to help understand the meaning of an unfamiliar word)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427</li> <li>• <b>Take-Home Book: First Read (Read Together)</b> (use context clues to help understand the meaning of an unfamiliar word)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(b) Use titles and pictures.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Preview and Predict</b> (use title/describe illustrations using key words to frontload vocabulary)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(c) Use information in the story to read words.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>First Read (Read Together)</b> (clarify word meanings)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(d) Identify initial consonant sounds in one-syllable words.	<p>See Level K/Kindergarten <b>TEACHER'S EDITION</b> <b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>• <b>Distinguish Initial and Final Consonant Sounds</b>—TE pp. 119, 131</li> </ul>
(e) Reread and self-correct	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>First Read (Read Together)</b> (provide corrective feedback/confirm correct word meanings by using sentence cues)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (reread to a partner)—TE pp. 12, 21, 26, 35, 40, 49, 54, 63, 68, 77, 84, 93, 98, 107, 112, 121, 126, 135, 140, 149, 154, 163, 170, 179, 184, 193, 200, 209, 214, 223, 228, 237, 242, 251, 256, 265, 270, 279, 286, 295, 300, 309, 314, 323, 328, 337, 342, 351, 356, 365, 370, 379, 384, 393, 400, 409</li> <li>• <b>Reread Connected Text</b> (reread with partner)—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401</li> </ul>

**READING**

**1.7 The student will expand vocabulary and use of word meanings.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Discuss meanings of words in context.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (reread sentence with difficult word/use context clues to correct/confirm correct word)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427</li> <li>• <b>Take-Home Book: First Read (Read Together)</b> (reread/use context clues to confirm correct word)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(b) Develop vocabulary by listening to and reading a variety of texts.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (chorally read aloud each text)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427</li> <li>• <b>Take-Home Book: First Read (Read Together)</b> (chorally read aloud each text)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(c) Ask for the meaning of unknown words and make connections to familiar words.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (point out difficult words/get corrective feedback from the teacher)—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427</li> <li>• <b>Take-Home Book: First Read (Read Together)</b> (point out difficult words/get corrective feedback from the teacher)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(d) Use text clues such as words or pictures to discern meanings of unknown words.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Preview and Predict</b> (clues from illustrations)/<b>First Read (Read Together)</b> (clarify word meanings)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(e) Use vocabulary from other content areas.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (informational texts with vocabulary from other content areas)—Bulleted List: "Skip, Stomp, and Spin," p. 97; Clues: "What Is It?," p. 111; Clues: "What Will I Paint?,"</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**READING**

**1.7 The student will expand vocabulary and use of word meanings.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> <li>p. 213; How-To List: “How to Grow a Bean Plant,” p. 255; Clues: “Where Could I Find?,” p. 269; How-To List: “How to Make a Sandcastle,” p. 299; How-To List: “How to Make a Royal Meal,” p. 355; How-To List: “How to Have Fun at the Zoo,” p. 427</li> <li><b>Take-Home Books</b> (informational texts with vocabulary from other content areas)—“What Is It?,” pp. 29–30; “Little Bugs, Big Bugs,” pp. 57–58; “Birds and Their Nests,” pp. 71–72; “What Are These Things?,” pp. 87–88; “Let’s Bake a Cake!,” pp. 187–188; “The Seaside,” pp. 231–232; “The Night Sky,” pp. 259–260; “Let’s Make Music!,” pp. 273–274; “Books, Books, Books!,” pp. 331–332</li> </ul>
(f) Use singular and plural nouns.	<p>Representative applications</p> <p><b>STUDENT BOOK/TEACHER’S EDITION</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><b>Blend It: Challenge</b> (plurals)—p. 9</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>Plurals</b> (add s to singular form)—pp. 17, 73</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Read-Spell-Write</b> (common nouns)—pp. 82, 168, 198, 198, 240, 240, 326, 412, 412</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li><b>Plurals</b>—TE pp. 17, 73</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li><b>Word Study: Plurals</b> (singular and plural word pairs)—TE p. 18, 20, 76</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li><b>Word Study: Plurals</b> (write singular and plural nouns)—TE pp. 18, 74</li> </ul>
(g) Use adjectives to describe nouns.	<p>Representative applications</p> <p><b>STUDENT BOOK/TEACHER’S EDITION</b></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li><b>Read-Spell-Write/Use in Context</b> (frequently occurring adjectives)—pp. 52, 66, 82, 124, 182, 198, 212, 240, 254, 254, 284, 284, 312, 326, 354, 354, 354, 368, 368, 382, 398, 398, 398, 412, 426</li> <li><b>Read-Spell-Write/Use in Context</b>—<i>the</i>, p. 10; <i>this, what</i>, p. 23; <i>these</i>, p. 81; <i>there</i>, p. 110; <i>that</i>, p. 168</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li><b>Connected Text</b> (articles)—<i>the</i>, pp. 51, 81, 151, 167, 187, 213, 425; <i>a</i>, pp. 241, 253, 353, 397</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## READING

### 1.7 The student will expand vocabulary and use of word meanings.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> <li>Take-Home Book (articles)—<i>these</i>, p. 81; <i>the</i>, pp. 151, 167, 197, 218, 225, 253, 283, 311, 367; <i>a</i>, pp. 181, 218, 297, 353, 381</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text (describing words)—TE p. 11</li> <li>Take-Home Book: Check Comprehension (describing words)—TE pp. 30, 72, 88, 174, 388, 432</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Comparatives and Superlatives (<i>er, est</i>) (add to describing words)—TE p. 261</li> </ul>
(h) Use verbs to identify actions.	N/A

### 1.8 The student will use simple reference materials.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Use knowledge of alphabetical order by first letter.	See Level K/Kindergarten related content <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Alphabet</b> <ul style="list-style-type: none"> <li>Letter Sequence—p. 10</li> <li>Lowercase Letters (letter sequence)—p. 22</li> </ul>
(b) Use a picture dictionary to find meanings of unfamiliar words.	Related content <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Student Book Resources</b> <ul style="list-style-type: none"> <li>Word Cards—pp. 439, 441, 443, 445, 447</li> </ul>

### 1.9 The student will read and demonstrate comprehension of a variety of fictional texts.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Preview the selection.	<p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Book: Preview and Predict—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(b) Set a purpose for reading.	<p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Book: Preview and Predict—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432</li> </ul>



**READING**

**1.9 The student will read and demonstrate comprehension of a variety of fictional texts.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(c) Relate previous experiences to what is read.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (respond to ideas in stories/relate to personal experience)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(d) Make and confirm predictions.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text/Interact with the Text</b>—TE pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427</li> <li>• <b>Take-Home Book: Preview and Predict</b>—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(e) Ask and answer who, what, when, where, why, and how questions about what is read.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (ask and answer questions about the text)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(f) Identify characters, setting, and important events.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (describe characters and events in stories)—pp. 21, 49, 107, 121, 135, 149, 163, 179, 209, 223, 251, 295, 309, 323, 351, 365, 379, 393, 409, 423, 437</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Take-Home Book: Check Comprehension</b> (describe and analyze characters, action, and ideas in the story)— TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (describe what they learned about characters in the story)—TE pp. 21, 49, 107, 121, 135, 149, 163, 179, 209, 223, 251, 295, 309, 323, 351, 365, 379, 393, 409, 423, 437</li> </ul>
(g) Retell stories and events, using beginning, middle, and end in a sequential order.	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Retell and Write</b> (retell story to a partner in their own words)—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435</li> </ul>

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## READING

### 1.9 The student will read and demonstrate comprehension of a variety of fictional texts.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(h) Identify theme.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Books—pp. 15–16, 43–44, 101–102, 115–116, 129–130, 143–144, 157–158, 173–174, 203–204, 217–218, 245–246, 289–290, 303–304, 317–318, 345–346, 359–360, 373–374, 387–388, 403–404, 417–418, 431–432</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Book: Check Comprehension (discuss main idea/theme of story/find details in the illustrations and text)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432</li> </ul>
(i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression	<p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Book: Second Read (Develop Fluency) (whisper-read or read to a partner)—TE pp. 20, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>Build Fluency (reread previous Take-Home Books to a partner)—TE pp. 12, 21, 26, 35, 40, 49, 54, 63, 68, 77, 84, 93, 98, 107, 112, 121, 126, 135, 140, 149, 154, 163, 170, 179, 184, 193, 200, 209, 214, 223, 228, 237, 242, 251, 256, 265, 270, 279, 286, 295, 300, 309, 314, 323, 328, 337, 342, 351, 356, 365, 370, 379, 384, 393, 400, 409, 414, 423, 428, 437</li> <li>Reread Connected Text—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</li> </ul> <p><b>Home-School Connection</b></p> <ul style="list-style-type: none"> <li>Build Fluency (read Take-Home Books with families)—TE pp. 15, 29, 43, 57, 71, 87, 101, 115, 129, 143, 157, 173, 187, 203, 217, 231, 245, 259, 273, 289, 303, 317, 331, 345, 359, 373, 387, 403, 417, 431</li> </ul>

### 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Preview the selection.	<p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Preview and Predict (use illustrations and details to describe key ideas)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> </ul>
(b) Use prior and background knowledge as context for new learning.	N/A

## READING

### 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(c) Set a purpose for reading.	N/A
(d) Identify text features such as pictures, headings, charts, and captions.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (title/bullet points/numbered items)—pp. 97, 111, 213, 255, 269, 299, 355, 427</li> <li>• <b>Take-Home Book</b> (title)—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (title/bulleted or numbered items)—TE pp. 97, 111, 213, 255, 269, 299, 355, 427</li> <li>• <b>Preview and Predict/Check Comprehension</b> (title)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> </ul>
(e) Make and confirm predictions.	<p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Preview and Predict/Check Comprehension</b>—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> </ul>
(f) Ask and answer who, what, where, when, why, and how questions about what is read.	<p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Check Comprehension</b> (ask and answer questions about the text)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> </ul>
(g) Identify the main idea.	<p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Check Comprehension</b> (discuss main idea)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> <li>• <b>Take-Home Book: Retell and Write</b> (identify key details of the text to a partner in their own words)—TE pp. 33, 61, 75, 91, 191, 235, 263, 277, 335</li> </ul>
(h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b>—Bulleted List: “Skip, Stomp, and Spin,” p. 97; Clues: “What Is It?,” p. 111; Clues: “What Will I Paint?,” p. 213; How-To List: “How to Grow a Bean Plant,” p. 255; Clues: “Where Could I Find?,” p. 269; How-To List: “How to Make a Sandcastle,” p. 299; How-To List: “How to Make a Royal Meal,” p. 355; How-To List: “How to Have Fun at the Zoo,” p. 427</li> <li>• <b>Take-Home Books</b>—“What Is It?,” pp. 29–30; “Little Bugs, Big Bugs,” pp. 57–58; “Birds and Their Nests,” pp. 71–72; “What Are These Things?,” pp. 87–88; “Let’s Bake a Cake!,” pp. 187–188; “The Seaside,” pp. 231–232; “The Night Sky,” pp. 259–260; “Let’s Make Music!,” pp. 273–274; “Books, Books, Books!,” pp. 331–332</li> </ul>

## WRITING

### 1.11 The student will print legibly in manuscript.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Form letters accurately.	Children practice forming letters accurately as they complete exercises throughout the program. See also Level K/Kindergarten <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Handwriting</b> <ul style="list-style-type: none"> <li>• <b>Trace and Write</b>—pp. 16, 27, 41, 54, 69, 83, 95, 107, 119, 131, 145, 157, 169, 181, 193, 207, 219, 231, 243, 255, 269, 281, 293, 305, 317, 331</li> </ul>
(b) Space words within sentences.	<b>TEACHER'S EDITION</b> <b>Print Concepts</b> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (spaces between words)—TE pp. 219, 275, 361, 389</li> </ul>

### 1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Identify audience and purpose.	Children write for their teacher and learning partners. Purpose is established by the writing prompt.
(b) Use prewriting activities to generate ideas.	<b>STUDENT BOOK</b> <b>Writing Extension</b> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (reread the lesson Take-Home book for ideas on what to write)—pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437</li> </ul>
(c) Focus on one topic.	Childrens' focus in writing is guided by the directions and writing prompt provided for each activity.
(d) Organize writing to suit purpose.	Related content <b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (how-to list with steps)—“How to Grow a Bean Plant,” p. 255; “How to Make a Sandcastle,” p. 299; “How to Make a Royal Meal,” p. 355</li> </ul>
(e) Revise by adding descriptive words when writing about people, place, things, and events.	<b>STUDENT BOOK/TEACHER'S EDITION</b> <b>High-Frequency Words</b> <ul style="list-style-type: none"> <li>• <b>Extend</b> (create oral sentences/expand on one sentence by adding descriptive or specific details)—TE pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</li> </ul>

**WRITING**

**1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>(f) Write to express an opinion and give a reason.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Check Comprehension</b> (express opinions)—Why do you like this animal?, TE p. 30; What kind of things do you like to do when you play with friends?, TE p. 116; How do you think they feel as they sit and hear the clock tick?, TE p. 144; How do you think Jill feels about going to her new school?/Why do you think this?, TE p. 204; Do you think it was right to say “no” to the people?/Why or why not?, TE p. 246; Why is it a good idea to join a club?, TE p. 360; What do you think of the wild child’s behavior?, TE p. 404; How do you think he feels?, TE p. 418</li> </ul>
<p>(g) Use letters to phonetically spell words.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Daily Practice: Spell It</b>—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• <b>Think and Write/Listen and Spell</b> (write spelling for each sound/spell words)—pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>• <b>Make New Words</b> (write/spell words based on common spelling patterns)—pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>• <b>Learn and Blend/Blend It</b>—TE pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• <b>Think and Write</b> (connect phonics skills to spelling)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430</li> <li>• <b>Listen and Spell</b>—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling Patterns</b>—TE pp. 10, 168, 212, 340, 368</li> <li>• <b>Spelling with Digraphs</b>—TE pp. 124, 152</li> <li>• <b>Spelling with r-Controlled Vowels</b>—TE p. 284</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## WRITING

### 1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
	<ul style="list-style-type: none"> <li>• <b>Vowel Spelling Patterns</b>—TE p. 326</li> <li>• <b>Spelling with Long Vowels</b>—TE p. 412</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Spell Words</b> (complete Daily Practice Spell It activity with a partner)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404</li> </ul>
(h) Share writing with others.	<p><b>TEACHER'S EDITION</b></p> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>• <b>Write About It</b> (share with partners)—TE pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223, 237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437</li> </ul>

### 1.13 The student will edit writing for capitalization, punctuation, and spelling.

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
(a) Use complete sentences.	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Interact with the Text</b> (answer question to a partner then write a complete sentence about it)—pp. 11, 25, 39, 53, 67, 83, 97, 111, 125, 139, 153, 169, 183, 199, 213, 227, 241, 255, 269, 285, 299, 313, 327, 341, 355, 369, 383, 399, 413, 427</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• <b>Listen and Spell</b> (write a complete sentence dictated by the teacher)—pp. 13, 27, 41, 55, 69, 85, 99, 113, 127, 141, 155, 171, 185, 201, 215, 229, 243, 257, 271, 287, 301, 315, 329, 343, 357, 371, 385, 401, 415, 429</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>• <b>Build Fluency</b> (write a complete sentence using each word pair)—pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Text</b> (answer comprehension questions in complete sentences)—TE pp. 11, 16, 25, 30, 39, 44, 53, 58, 67, 72, 83, 88, 97, 102, 111, 116, 125, 130, 139, 144, 153, 158, 169, 174, 183, 188, 199, 204, 213, 218, 227, 232, 241, 246, 255, 260, 269, 274, 285, 290, 299, 304, 313, 318, 327, 332, 341, 346, 355, 360, 369, 374, 383, 388, 399, 404, 413, 418, 427, 432</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (complete sentences)—TE pp. 59, 73, 375, 433</li> </ul>

**WRITING**

**1.13 The student will edit writing for capitalization, punctuation, and spelling.**

GRADE 1 ELA STANDARD	FROM PHONICS TO READING, LEVEL A / GRADE 1
<p>(b) Begin each sentence with a capital letter and use ending punctuation.</p>	<p><b>TEACHER'S EDITION</b>  <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding How Sentences Work</b> (use of capital letters)—TE pp. 17, 31, 45, 59, 73, 89, 103, 117, 131, 159, 175, 219, 261, 291, 305, 319, 333, 347, 405, 419, 433, 17, 31, 45, 59, 73, 89, 103, 117, 131, 159, 175, 219, 261, 291, 305, 319, 333, 347, 405, 419, 433</li> <li>• <b>Understanding How Sentences Work</b> (end punctuation)—TE pp. 17, 31, 45, 59, 73, 89, 103, 117, 131, 145, 175, 189, 205, 219, 233, 247, 261, 275, 291, 305, 319, 333, 347, 361, 405, 433</li> </ul>
<p>(c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Daily Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Spell It</b>—pp. 9, 23, 37, 51, 65, 81, 95, 109, 123, 137, 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Read-Spell-Write/Use in Context</b>—pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>• <b>Make New Words</b> (write/spell words based on common spelling patterns)—pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• <b>Read-Spell-Write: Spell</b>—TE pp. 10, 24, 38, 52, 66, 82, 96, 110, 124, 138, 152, 168, 182, 198, 212, 226, 240, 254, 268, 284, 298, 312, 326, 340, 354, 368, 382, 398, 412, 426</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>• <b>Make New Words</b> (write/spell words based on common spelling patterns)—TE pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, 142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>• <b>Listen and Spell</b>—TE pp. 19, 33, 47, 61, 75, 91, 105, 119, 133, 147, 161, 177, 191, 207, 221, 235, 249, 263, 277, 293, 307, 321, 335, 349, 363, 377, 391, 407, 421, 435</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling Patterns</b>—TE pp. 10, 168, 212, 340, 368</li> <li>• <b>Vowel Spelling Patterns</b>—TE p. 326</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• <b>Spell Words</b> (complete Daily Practice Spell It activity with a partner)—TE pp. 16, 30, 44, 58, 72, 88, 102, 116, 130, 144, 158, 174, 188, 204, 218, 232, 246, 260, 274, 290, 304, 318, 332, 346, 360, 374, 388, 404</li> </ul>

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