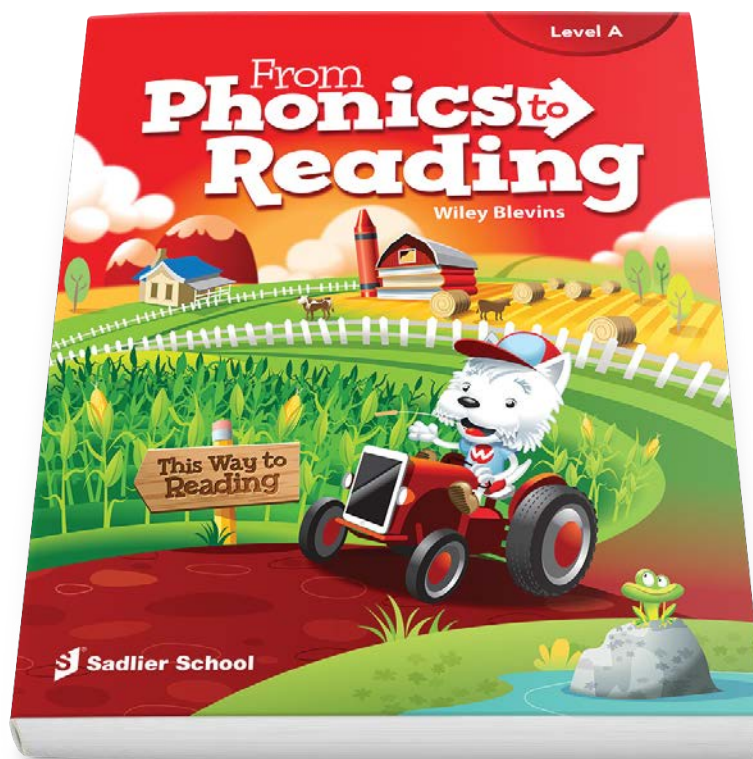


From Phonics to Reading

Correlation to the Arkansas English Language Arts Standards – 2016

Grade 1



Key Aligned Content

Reading Standards: Foundational Skills 2

Additional Aligned Content

Reading Standards for Literature 13

Reading Standards for Informational Text . . . 16

Writing Standards 19

Speaking & Listening Standards 23

Language Standards 26

Key Aligned Content

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	From Phonics to Reading, Level A
Print Concepts	
RF.1.1 Demonstrate understanding of the organization and basic features of print.	
RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (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 <p>See also model sentences in context</p> <p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Books—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, 431–432
RF.1.1.B Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	This standard is taught in Kindergarten and should be reinforced as needed.
RF.1.1.C Understand that words are separated by spaces in print.	This standard is taught in Kindergarten and should be reinforced as needed.
RF.1.1.D Recognize and name all upper- and lowercase letters of the alphabet.	This standard is taught in Kindergarten and should be reinforced as needed.

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	From Phonics to Reading, Level A
Phonological Awareness	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.2.A Distinguish long from short vowels in spoken one-syllable words.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Unit 1 Short Vowels with Single Consonants</p> <ul style="list-style-type: none"> Lesson 1 Short a—pp. 9–22 Lesson 2 Short i—pp. 23–36 Lesson 3 Short o—pp. 37–50 Lesson 4 Short u—pp. 51–64 Lesson 5 Short e—pp. 65–78 <p>Unit 3 Final e</p> <ul style="list-style-type: none"> Lesson 12 a_e, i_e— pp. 167–180 Lesson 13 o_e, u_e, e_e— pp. 181–194 <p>Unit 4 Long Vowels</p> <ul style="list-style-type: none"> Lesson 14 Single Letter Long Vowels e, i, o— pp. 197–210 Lesson 15 Long a (ai, ay)— pp. 211–224 Lesson 16 Long e (ee, ea)— pp. 225–238 Lesson 17 Long o (oa, ow)— pp. 239–252 Lesson 19 Long u (u, ew, ue)— pp. 267–280 <p>Unit 6 More Long Vowel Spellings</p> <ul style="list-style-type: none"> Lesson 28 Long i and Long o [i(ld), i(nd), o(ld)]— pp. 397–410 Lesson 29 Long i and Long o (ie, oe)— pp. 411–424 Lesson 30 Long e (y, ey, ie)— pp. 425–438 <p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Distinguish Long and Short Vowel Sounds—TE pp. 173, 187, 217
RF.1.2.B Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Introduction</p> <ul style="list-style-type: none"> 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 <p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> 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 <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> 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

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
RF.1.2.C Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Dictation</p> <ul style="list-style-type: none"> Think and Write (isolate/pronounce word sounds in spoken single-syllable 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 <p><u>TEACHER'S EDITION</u></p> <p>Dictation</p> <ul style="list-style-type: none"> Think and Write (isolate single-syllable word sounds)—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
RF.1.2.D Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Dictation</p> <ul style="list-style-type: none"> Think and Write (segment spoken single-syllable words into complete sequence of individual sounds)—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 <p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Oral Segmentation—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 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Think and Write (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
RF.1.2.E Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).	<p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Phonemic Manipulation: Delete Sounds—TE pp. 231, 273, 331, 345 Phonemic Manipulation: Delete Syllables—TE pp. 359, 373, 387 Phonemic Manipulation: Delete and Add Syllables—TE p. 403
RF.1.2.F Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.	<p><u>TEACHER'S EDITION</u></p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Phonemic Manipulation: Add Sounds—TE pp. 101, 129, 157, 259, 308, 322, 371 Phonemic Manipulation: Substitute Sounds—TE pp. 203, 245, 306, 320 Phonemic Manipulation: Add Syllables—TE pp. 385, 392 Phonemic Manipulation: Add and Delete Syllables—TE pp. 403, 417, 431

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	From Phonics to Reading, Level A
RF.1.2.G Delete individual initial, and final, sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).	TEACHER’S EDITION Phonemic Awareness <ul style="list-style-type: none"> Phonemic Manipulation: Delete Sounds—TE pp. 231, 273, 331, 345 Phonemic Manipulation: Delete Syllables—TE pp. 359, 373, 387 Phonemic Manipulation: Add and Delete Syllables—TE pp. 403, 417, 431
Phonics and Word Recognition	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.3.A Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck).	STUDENT BOOK/TEACHER’S EDITION Unit 2 Short Vowels with Blends and Digraphs <ul style="list-style-type: none"> Lesson 9 Digraphs sh, th—pp. 123–136 Lesson 10 Digraphs ch, tch, wh—pp. 137–150 Lesson 11 Digraphs ng, nk—pp. 151–164
RF.1.3.B Know the letter/sound correspondences.	
<ul style="list-style-type: none"> silent e (e.g., a-e, e-e, i-e, o-e, u-e) 	STUDENT BOOK/TEACHER’S EDITION Unit 3 Final e <ul style="list-style-type: none"> Lesson 12 a_e, i_e—pp. 167–180 Lesson 13 o_e, u_e, e_e—pp. 181–194 Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs <ul style="list-style-type: none"> Lesson 23 Short oo, Long oo (u_e)—pp. 325–338
<ul style="list-style-type: none"> vowel teams <ul style="list-style-type: none"> vowel digraph (e.g., ee, oo, ai, ay, ea) 	STUDENT BOOK/TEACHER’S EDITION Unit 4 Long Vowels <ul style="list-style-type: none"> Lesson 15 Long a (ai, ay)— pp. 211–224 Lesson 16 Long e (ee, ea)— pp. 225–238 Lesson 17 Long o (oa, ow)— pp. 239–252 Lesson 19 Long u (ew, ue)— pp. 267–280 Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs <ul style="list-style-type: none"> Lesson 23 Short oo, Long oo (oo, ou, ew, ue,)—pp. 325–338 Unit 6 More Long Vowel Spellings <ul style="list-style-type: none"> Lesson 29 Long i and Long o (ie, oe)— pp. 411–424 Lesson 30 Long e (ey, ie)— pp. 425–438

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<p>RF.1.3.C Recognize and read <i>grade-appropriate</i> irregularly-spelled words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> High-Frequency Words</p> <ul style="list-style-type: none"> 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 <p><u>TEACHER'S EDITION</u> High-Frequency Words</p> <ul style="list-style-type: none"> 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 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 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 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
<p>RF.1.3.D Read words with inflectional endings.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Inflectional Ending -s—p. 32 Inflectional Ending -ed—p. 131 Inflectional Ending -ing and -ed—p. 189 Inflectional Endings (-s, -ed, -ing)—p. 375 Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433 <p><u>TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Inflectional Ending -s—TE p. 31 Inflectional Ending -ed—TE p. 131 Inflectional Ending -ing and -ed—TE p. 189 Inflectional Ending (Review)—TE p. 375 Transition to Longer Words—TE pp. 291, 305, 361, 389, 405, 419, 433 <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Word Study: Inflectional Ending -s—TE pp. 32, 34 Word Study: Inflectional Ending -ed—TE pp. 132, 134 Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192 Word Study: Inflectional Ending (Review)—TE pp. 376, 378 Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 4366 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Word Study: Inflectional Ending -s—TE p. 32 Word Study: Inflectional Ending -ed—TE p. 132 <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	From Phonics to Reading, Level A
	<ul style="list-style-type: none"> Word Study: Inflectional Ending -ing and -ed—TE p. 189 Word Study: Inflectional Ending (Review)—TE p. 376 Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434
RF.1.3.E Decode regularly-spelled one-syllable words that follow syllable types.	
<ul style="list-style-type: none"> closed syllable 	TEACHER'S EDITION Word Study <ul style="list-style-type: none"> Transition to Longer Words (closed syllables end in a consonant/most have a short vowel sound)—TE p. 361 See also Grade 2 TEACHER'S EDITION Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words <ul style="list-style-type: none"> Lesson 2 Closed Syllables—pp. 19–28
<ul style="list-style-type: none"> open syllable 	STUDENT BOOK/TEACHER'S EDITION Unit 4 Long Vowels <ul style="list-style-type: none"> Lesson 14 Single Letter Long Vowels <i>e, i, o</i> (Introduce single letter long vowels in open syllables)— pp. 197–210 See also Grade 2 TEACHER'S EDITION Unit 3 Review Long Vowels; Transition to Longer Words <ul style="list-style-type: none"> Lesson 11 Open Syllables—pp. 113–122
<ul style="list-style-type: none"> vowel-consonant-e 	STUDENT BOOK/TEACHER'S EDITION Unit 3 Final e <ul style="list-style-type: none"> Lesson 12 <i>a_e, i_e</i>— pp. 167–180 Lesson 13 <i>o_e, u_e, e_e</i>— pp. 181–194 See also Grade 2 TEACHER'S EDITION Unit 2 Review Final e and Consonant Digraphs; Transition to Longer Words <ul style="list-style-type: none"> Lesson 6 Final <i>e</i>—pp. 61–70 Lesson 7 Final <i>e</i> Syllables—pp. 71–80
<ul style="list-style-type: none"> vowel teams 	Unit 4 Long Vowels <ul style="list-style-type: none"> Lesson 15 Long <i>a</i> (<i>ai, ay</i>)—pp. 211–224 Lesson 16 Long <i>e</i> (<i>ee, ea</i>)—pp. 225–238 Lesson 17 Long <i>o</i> (<i>oa, ow</i>)—pp. 239–252 Lesson 19 Long <i>u</i> (<i>u, ew, ue</i>)—pp. 267–280 <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	From Phonics to Reading, Level A
	<p>Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs</p> <ul style="list-style-type: none"> Lesson 24 Diphthong /ou/ (ou, ow)—pp. 339–352 Lesson 25 Diphthong /oi/ (oi, oy)—pp. 353–366 <p>See also Grade 2</p> <p><u>TEACHER'S EDITION</u></p> <p>Unit 3 Review Long Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 13 Vowel Team Syllables—pp. 133–142 <p>Unit 5 Review Complex Vowels and Diphthongs; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 28 Vowel Team Syllables—pp. 287–296
<ul style="list-style-type: none"> consonant-le 	<p><u>TEACHER'S EDITION</u></p> <p>Word Study</p> <ul style="list-style-type: none"> Transition to Longer Words (consonant + /e form the final syllable)—TE p. 405 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Word Study: Transition to Longer Words (consonant + /e)—TE p. 406 <p>See also Grade 2</p> <p><u>TEACHER'S EDITION</u></p> <p>Unit 1 Review Short Vowels and Consonant Blends; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 3 Consonant + le Syllables—pp. 29–38
<ul style="list-style-type: none"> vowel-controlled-r 	<p>Unit 5 r-Controlled Vowels, Complex Vowels, and Diphthongs</p> <ul style="list-style-type: none"> Lesson 20 r-Controlled ar—pp. 283–296 Lesson 21 r-Controlled er, ir, ur—pp. 297–310 Lesson 22 r-Controlled or, ore, oar—pp. 311–324 Lesson 27 r-Controlled are, air, ear—pp. 381–394 <p>See also Grade 2</p> <p><u>TEACHER'S EDITION</u></p> <p>Unit 4 Review r-Controlled Vowels; Transition to Longer Words</p> <ul style="list-style-type: none"> Lesson 20 r-Controlled Vowel /ôr/—pp. 205–214 Lesson 21 r-Controlled Vowel /âr/—pp. 215–224 Lesson 22 r-Controlled Vowel Syllables—pp. 225–234
<p>RF.1.3.F</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Introduction</p> <p>Blend It</p> <ul style="list-style-type: none"> Introduce (decode two-syllable words by putting together sounds)—pp. 151, 225, 239, 267, 353, 425 <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<ul style="list-style-type: none"> Challenge (decode two-syllable words by putting together sounds)—pp. 151, 167, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>TEACHER'S EDITION</p> <p>Introduce Sound-Spelling</p> <ul style="list-style-type: none"> Learn and Blend/Blend It (chorally read/decode two-syllable words by putting together sounds)—TE pp. 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 <p>Sound-Spelling Blending</p> <ul style="list-style-type: none"> Blend It (chorally read/decode two-syllable words by putting together sounds)—TE pp. 151, 167, 181, 197, 211, 225, 239, 253, 267, 283, 297, 311, 325, 339, 353, 367, 381, 397, 411, 425 Cumulative Quick Check (decode two-syllable words)—TE pp. 160, 176, 190, 206, 220, 234, 248, 262, 276, 292, 306, 320, 334, 348, 362, 376, 390, 406, 420, 434 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Word Study: Inflectional Endings (decode two-syllable words)—TE pp. 146, 190 Prefixes—TE pp. 206, 320; Compound Words—TE pp. 220, 276, 348 Short e Spelled ea—TE p. 234 Comparatives and Superlatives—TE p. 262 Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434
<ul style="list-style-type: none"> Compound words (e.g., cup/cake, cow/boy) 	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Compound Words—pp. 275, 347 <p>TEACHER'S EDITION</p> <p>Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Word Study: Compound Words—TE pp. 220, 276, 278, 348, 350 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Compound Words—TE pp. 220, 222, 276, 348 Word Study: Transition to Longer Words (compound words)—TE p. 306 <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (compound words)—TE p. 232
<ul style="list-style-type: none"> Consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle) 	<p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Transition to Longer Words (consonant + <i>le</i> form the final syllable)—TE p. 405 <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	Teacher Table: Intervention <ul style="list-style-type: none"> Word Study: Transition to Longer Words (consonant + /e)—TE p. 406
<ul style="list-style-type: none"> VC/CV (e.g., nap/kin, hap/py, stam/pede) 	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency—p. 407 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write—p. 412 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—p. 413 <p>Word Study</p> <ul style="list-style-type: none"> Transition to Longer Words—p. 418
<ul style="list-style-type: none"> V/CV (e.g., bo/nus) 	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write—p. 398 <p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency—p. 407 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—p. 413

Fluency

RF.1.4 Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	
RF.1.4.A Read grade-level text with purpose and understanding.	<p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—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 Take-Home Books—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, 431–432 <p>TEACHER'S EDITION</p> <p>Read Children's Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> Unit 1—TE pp. 7 and 8: <i>The Cat in the Hat</i> by Dr. Seuss, <i>Whistle for Willie</i> by Ezra Jack Keats, <i>Flossie and the Fox</i> by <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p>Patricia McKissack, <i>Umbrella</i> by Taro Yashima, <i>Elephant in a Well</i> by Marie Hall Ets</p> <ul style="list-style-type: none"> • Unit 2—TE pp. 79 and 80: <i>The Day I Had to Play with My Sister</i> by Crosby Bonsall, <i>The Snail's Spell</i> by Joanne Ryder, <i>Grasshopper on the Road</i> by Arnold Lobel, <i>What's So Funny, Ketu?</i> by Verna Aardema, <i>Shy Charles</i> by Rosemary Wells, <i>Where the Wild Things Are</i> by Maurice Sendak • Unit 3—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild • Unit 4—TE pp. 195 and 196: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema, <i>Miss Nelson Has a Field Day</i> by Harry Allard, <i>Toad on the Road</i> by Susan Schade and Jon Buller, <i>Night Sounds</i> by Rosemary Wells, <i>Tell Me a Trudy</i> by Lore Segal • Unit 5—TE pp. 281 and 282: <i>Ox-cart Man</i> by Donald Hall, <i>A House for Hermit Crab</i> by Eric Carle, <i>One Monday Morning</i> by Uri Shulevitz, <i>Everybody Cooks Rice</i> by Norah Dooley, <i>Too Many Babas</i> by Carolyn Croll, <i>The Boy Who Didn't Believe in Spring</i> by Lucille Clifton, <i>Counting Cows</i> by Woody Jackson, <i>Mr. Tall and Mr. Small</i> by Barbara Brenner, <i>Hairs/Pelitos</i> by Sandra Cisneros • Unit 6—TE pp. 395 and 396: <i>Jamaica's Find</i> by Juanita Havill, <i>When I Am Old With You</i> by Angela Johnson, <i>The Giant's Toe</i> by Brock Cole, <i>Grandfather's Journey</i> by Allen Say <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (check comprehension)—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 • Take-Home Book: Preview and Predict/First Read (Read Together)/Check Comprehension—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
<p>RF.1.4.B</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text—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 • Take-Home Books—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, 431–432 <p><u>TEACHER'S EDITION</u></p> <p>Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (point to words as they read text chorally/ provide corrective feedback for difficult words)—TE pp. 11, <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS: FOUNDATIONAL SKILLS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p>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</p> <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • 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 • 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 <p>Home-School Connection</p> <ul style="list-style-type: none"> • 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
<p>RF.1.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>This standard begins in Grade 2.</p>

Additional Aligned Content

READING STANDARDS FOR LITERATURE

Grade 1 ELA Standards

From Phonics to Reading, Level A

Key Ideas and Details

RL.1.1

Ask and answer questions about key details in a text.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- 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

TEACHER'S EDITION

Read Connected Text

- Take-Home Book: Check Comprehension (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

RL.1.2

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

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- 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

TEACHER'S EDITION

Read Connected Text

- Take-Home Book: Retell and Write (retell story to a partner in their own words)—TE pp. 19, 47, 105, 119, 133, 147, 161, 177, 207, 221, 249, 293, 307, 321, 349, 363, 377, 391, 407, 421, 435

RL.1.3

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

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- 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

Writing Extension

- Write About It (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

TEACHER'S EDITION

Read Connected Text

- Take-Home Book: Check Comprehension (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

continued

READING STANDARDS FOR LITERATURE

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	Writing Extension <ul style="list-style-type: none"> Write About It (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
Craft and Structure	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (e.g., “soon the round moon was shining” from “Owl and the Moon” found in Owl at Home by Arnold Lobel.)	TEACHER’S EDITION Teacher Table: English Learners <ul style="list-style-type: none"> Vocabulary (pantomime feeling words)—TE pp. 9, 37, 397, 425
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	STUDENT BOOK/TEACHER’S EDITION Read Connected Text <ul style="list-style-type: none"> Take-Home Books: “Books, Books, Books!” (informational text/made-up stories)—pp. 331–332 Writing Extension <ul style="list-style-type: none"> Write About It (write what you have learned about books)—p. 337 TEACHER’S EDITION Read Connected Text <ul style="list-style-type: none"> Take-Home Book: Comprehension (different types of books)—TE p. 332
RL.1.6 Identify who is telling the story at various points in a text.	TEACHER’S EDITION Print Concepts <ul style="list-style-type: none"> Understanding How Sentences Work (who is speaking)—TE pp. 103, 131, 145, 205, 247, 305, 389, 419 Read Connected Text <ul style="list-style-type: none"> Take-Home Book: Retell and Write (narrator)—TE pp. 249, 377
Integration of Knowledge and Ideas	
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	TEACHER’S EDITION Read Connected Text <ul style="list-style-type: none"> Preview and Predict/Check Comprehension (note details in illustrations/find details in illustrations to support answers)—TE pp. 16, 44, 102, 116, 130, 144, 158, 174, 204, 218, 246, 290, 304, 318, 346, 360, 374, 388, 404, 418, 432
RL.1.8 (RL.1.8 not applicable to literature)	

READING STANDARDS FOR LITERATURE

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Related content <u>TEACHER'S EDITION</u> Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Word Study: Comparatives and Superlatives (explain how -er, -est help us compare people and things.)—TE p. 264
<p>Range of Reading and Level of Text Complexity</p>	
<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for Grade 1.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—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 Take-Home Books—“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,” pp. 387–388; “Kind Child, Wild Child,” pp. 403–404; “Moe’s Diner,” pp. 417–418; “My Super Silly Story,” pp. 431–432 <p><u>TEACHER'S EDITION</u> Read Children’s Books (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> Unit 1—TE pp. 7 and 8: <i>The Cat in the Hat</i> by Dr. Seuss, <i>Whistle for Willie</i> by Ezra Jack Keats, <i>Flossie and the Fox</i> by Patricia McKissack, <i>Umbrella</i> by Taro Yashima, <i>Elephant in a Well</i> by Marie Hall Ets Unit 2—TE pp. 79 and 80: <i>The Day I Had to Play with My Sister</i> by Crosby Bonsall, <i>The Snail’s Spell</i> by Joanne Ryder, <i>Grasshopper on the Road</i> by Arnold Lobel, <i>What’s So Funny, Ketu?</i> by Verna Aardema, <i>Shy Charles</i> by Rosemary Wells, <i>Where the Wild Things Are</i> by Maurice Sendak <p style="text-align: right;"><i>continued</i></p>

READING STANDARDS FOR LITERATURE

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<ul style="list-style-type: none"> • Unit 3—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild • Unit 4—TE pp. 195 and 196: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema, <i>Miss Nelson Has a Field Day</i> by Harry Allard, <i>Toad on the Road</i> by Susan Schade and Jon Buller, <i>Night Sounds</i> by Rosemary Wells, <i>Tell Me a Trudy</i> by Lore Segal, <i>Shy Charles</i> by Rosemary Wells, <i>Where the Wild Things Are</i> by Maurice Sendak • Unit 3—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild • Unit 4—TE pp. 195 and 196: <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema, <i>Miss Nelson Has a Field Day</i> by Harry Allard, <i>Toad on the Road</i> by Susan Schade and Jon Buller, <i>Night Sounds</i> by Rosemary Wells, <i>Tell Me a Trudy</i> by Lore Segal • Unit 5—TE pp. 281 and 282: <i>Ox-cart Man</i> by Donald Hall, <i>A House for Hermit Crab</i> by Eric Carle, <i>One Monday Morning</i> by Uri Shulevitz, <i>Everybody Cooks Rice</i> by Norah Dooley, <i>Too Many Babas</i> by Carolyn Croll, <i>The Boy Who Didn't Believe in Spring</i> by Lucille Clifton, <i>Counting Cows</i> by Woody Jackson, <i>Mr. Tall and Mr. Small</i> by Barbara Brenner, <i>Hairs/Pelitos</i> by Sandra Cisneros • Unit 6—TE pp. 395 and 396: <i>Jamaica's Find</i> by Juanita Havill, <i>When I Am Old With You</i> by Angela Johnson, <i>The Giant's Toe</i> by Brock Cole, <i>Grandfather's Journey</i> by Allen Say

READING STANDARDS FOR INFORMATIONAL TEXT

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
Key Ideas and Details	
RI.1.1 Ask and answer questions about key details in a text.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Check Comprehension (ask and answer questions about the text)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
RI.1.2 Identify the main topic and <i>retell</i> key details of a text.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> • Take-Home Book: Retell and Write (retell key details of the text to a partner in their own words)—TE pp. 33, 61, 75, 91, 191, 235, 263, 277, 335
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	N/A

READING STANDARDS FOR INFORMATIONAL TEXT

Grade 1 ELA Standards

From Phonics to Reading, Level A

Craft and Structure

RI.1.4

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

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Connected Text—pp. 97, 111, 213, 255, 269, 299, 355, 427
- Take-Home Book—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332

TEACHER'S EDITION

Read Connected Text

- Connected Text (confirm word is correct using context clues)—TE pp. 97, 111, 213, 255, 269, 299, 355, 427
- Take-Home Book: First Read (Read Together) (ask and answer questions about context clues to confirm meaning of word)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332

RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Connected Text (title/bullet points/numbered items)—pp. 97, 111, 213, 255, 269, 299, 355, 427
- Take-Home Book (title)—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332

TEACHER'S EDITION

Read Connected Text

- Connected Text (title/bulleted or numbered items)—TE pp. 97, 111, 213, 255, 269, 299, 355, 427
- Preview and Predict/Check Comprehension (title)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332

RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Take-Home Book—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332

TEACHER'S EDITION

Read Connected Text

- Preview and Predict/Check Comprehension (find details in text or illustrations)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332

READING STANDARDS FOR INFORMATIONAL TEXT

Grade 1 ELA Standards	From Phonics to Reading, Level A
Integration of Knowledge and Ideas	
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> Take-Home Book (illustrations/details in text)—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332 <u>TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> Preview and Predict/Check Comprehension (use illustrations and details to describe key ideas)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332
RI.1.8 Identify the reasons an author gives to support points in a text.	<u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> Take-Home Book—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	N/A
Range of Reading and Level of Text Complexity	
CSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for Grade 1.	<u>STUDENT BOOK/TEACHER'S EDITION</u> Read Connected Text <ul style="list-style-type: none"> Connected Text—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 Take-Home Books—“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

WRITING STANDARDS

Grade 1 ELA Standards

From Phonics to Reading, Level A

Text Types and Purposes

W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Related content

TEACHER'S EDITION

4. Read Connected Text

- Check Comprehension (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

W.1.1.A

Introduce the topic and create an organizational structure when writing.

This standard begins in Grade 3.

W.1.1.B

Provide reasons that support the opinion.

This standard begins in Grade 3.

W.1.1.C

Use linking words and phrases to connect opinion and reasons.

This standard begins in Grade 3.

W.1.1.D

Provide a concluding statement or section.

This standard begins in Grade 3.

W.1.1.E

Provide a concluding statement or section that follows from an argument presented.

This standard begins in Grade 6.

W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Interact with the Text (write about the text)—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

Writing Extension

- Write About It (describe what they learned from reading the Take-Home Book)—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

continued

WRITING STANDARDS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> Retell and Write (write about the story)—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
W.1.2.A Introduce a topic and group related information; include illustrations when useful to aiding comprehension.	This standard begins in Grade 3.
W.1.2.B Develop the topic with facts, definitions, and details.	This standard begins in Grade 3.
W.1.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Representative applications STUDENT BOOK/TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> Read-Spell-Write—<i>and</i>, p. 38; <i>more</i>, <i>or</i>, p. 240; <i>because</i>, p. 298; <i>another</i>, p. 398; <i>also</i>, p. 426
W.1.2.D Provide a concluding statement or section.	This standard begins in Grade 3.
W.1.2.E Establish and maintain a formal style.	This standard begins in Grade 6.
W.1.2.F Provide a concluding statement or section related to the information or explanation presented.	This standard begins in Grade 4.
W.1.3 Write narratives in which they <i>recount</i> two or more appropriately sequenced events, include some details regarding what happened, use <i>temporal</i> words to signal event order, and provide some sense of closure.	STUDENT BOOK/TEACHER'S EDITION Daily Practice (do one activity each day) <ul style="list-style-type: none"> Write About It (use unit words to create a story)—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
W.1.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	This standard begins in Grade 3.

WRITING STANDARDS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
W.1.3.B Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	This standard begins in Grade 3.
W.1.3.C Use <i>temporal</i> words and phrases to signal event order.	This standard begins in Grade 3.
W.1.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.	This standard begins in Grade 4.
W.1.3.E Provide a conclusion that follows from the narrated experiences or events.	This standard begins in Grade 3.

Production and Distribution of Writing

W.1.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	This standard begins in Grade 3.
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TEACHER'S EDITION Writing Extension <ul style="list-style-type: none"> Write About It (get feedback from partners/revise writing as needed)—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
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	Related content TEACHER'S EDITION Learning Center <ul style="list-style-type: none"> Computer games/digital tools/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

WRITING STANDARDS

Grade 1 ELA Standards

From Phonics to Reading, Level A

Research to Build and Present Knowledge

W.1.7

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Related content

TEACHER’S EDITION

Unit Opener

- Read Children’s Books (children’s literature/library books that apply specific phonics skills)—TE pp. 7 & 8, 79 & 80, 165 & 166, 195 & 196, 281 & 282, 395 & 396

Writing Extension

- Write About It (shared writing projects/get feedback from 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

W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

TEACHER’S EDITION

Read Connected Text

- Check Comprehension (recall information to answer questions/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
- Retell and Write (recall information)—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

W.1.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

This standard begins in Grade 4.

W.1.9.A

Apply Grade 4 Reading standards to literature. (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

This standard begins in Grade 4.

W.1.9.B

Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).

This standard begins in Grade 4.

WRITING STANDARDS

Grade 1 ELA Standards

From Phonics to Reading, Level A

Range of Writing

W.1.10

Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

STUDENT BOOK/TEACHER'S EDITION

Read Connected Text

- Interact with the Text (write about the text)—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

Writing Extension

- Write About It (students describe what they learned from reading the Take-Home Book)—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

TEACHER'S EDITION

Read Connected Text

- Retell and Write (write about the story)—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

SPEAKING AND LISTENING STANDARDS

Grade 1 ELA Standards

From Phonics to Reading, Level A

Comprehension and Collaboration

SL.1.1

Participate in *collaborative conversations* with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.B

Continue conversations by responding to the comments of others through multiple exchanges.

SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

STUDENT BOOK/TEACHER'S EDITION

Daily Practice (do one activity each day)

- Build Fluency (read to a partner)/Spell It (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

TEACHER'S EDITION

Word Sort

- Open Sort (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

Read Connected Text

- Retell and Write (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

Writing Extension

- Write About It (share responses with partners)—TE pp. 21, 35, 49, 63, 77, 93, 107, 121, 135, 149, 163, 179, 193, 209, 223,

continued

SPEAKING AND LISTENING STANDARDS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p>237, 251, 265, 279, 295, 309, 323, 337, 351, 365, 379, 393, 409, 423, 437</p> <p>Independent/Partner Work</p> <ul style="list-style-type: none"> • Build Fluency (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 • Reread Connected Text (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 • Spell Words (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 • Word Building (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 • Sort Words (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 <p>Learning Center</p> <ul style="list-style-type: none"> • 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
<p>SL.1.1.D Explain their own ideas and understanding in light of the discussion.</p>	<p>This standard begins in Grade 3.</p>
<p>SL.1.2 Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> • Connected Text (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 • Preview and Predict (discuss details in illustrations)/Check Comprehension (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

SPEAKING AND LISTENING STANDARDS

Grade 1 ELA Standards	From Phonics to Reading, Level A
<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (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
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (express orally ideas and feelings about the story in complete sentences)—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 Retell and Write (retell story to a partner using 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 <p>High-Frequency Words</p> <ul style="list-style-type: none"> Extend (create oral sentences/expand on one sentence by adding descriptive 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
<p>SL.1.5 Add drawings or other <i>visual displays</i> to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Retell and Write (use drawings when writing a response to the story)—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 <p>Learning Center</p> <ul style="list-style-type: none"> Draw and Write (draw a picture for the word/partner guesses word based on the picture)—TE pp. 24, 226, 382
<p>SL.1.6 Produce complete sentences when appropriate to task and situations.</p>	<p>STUDENT BOOK/TEACHER'S EDITION Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (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 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell (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 <p style="text-align: right;"><i>continued</i></p>

SPEAKING AND LISTENING STANDARDS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency (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 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (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

LANGUAGE STANDARDS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
Conventions of Standard English	
<p>L.1.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 1 when writing or speaking.</p>	
<p>L.1.1.A Print all upper- and lowercase letters with proper letter formation.</p>	<p>Representative applications</p> <p>TEACHER'S EDITION</p> <p>Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (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
<p>L.1.1.B Use common, proper, and singular possessive nouns (e.g., dog, Skippy, dog's or Skippy's).</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write (common nouns)—pp. 82, 168, 198, 198, 240, 240, 326, 412, 412 <p>Word Study</p> <ul style="list-style-type: none"> Possessives—p. 89 <p>TEACHER'S EDITION</p> <p>Word Study</p> <ul style="list-style-type: none"> Possessives (add apostrophe and the letter s)—TE p. 89 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STANDARDS	
Grade 1 ELA Standards	From Phonics to Reading, Level A
	Print Concepts <ul style="list-style-type: none"> Understanding How Sentences Work (capitalize proper nouns/proper names)—TE pp. 131, 219, 291, 305, 419
L.1.1.C Use verbs to convey a sense of past, present, and future* (e.g., Yesterday I walked home. Today I walk home. Tomorrow I will walk home.).	STUDENT BOOK/TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> Read-Spell-Write—<i>are/were</i>, pp. 52, 124; <i>give/gave</i>, pp. 66, 124 <p>*Connected Text selections feature verbs in the present tense. Verbs in past and future tenses are presented in selected activities, such as Word Building: Word Ladder (see pp. 20, 76, 178); Dictation: Listen and Spell (see pp. 27, 215); Home-School Connection (see TE pp. 57, 387); High-Frequency Words: Use in Context (see pp. 66, 391, 412); Cumulative Review: Build Fluency (see pp. 75, 161, 407)</p>
<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.). 	Representative applications STUDENT BOOK/TEACHER'S EDITION Introduction <ul style="list-style-type: none"> Blend It: Challenge (plurals)—p. 9 Word Study <ul style="list-style-type: none"> Plurals (add s to singular form)—pp. 17, 73 High-Frequency Words <ul style="list-style-type: none"> Use in Context (<i>are</i>)—p. 52 Read Connected Text <ul style="list-style-type: none"> Interact with the Text (<i>is</i>)—p. 183 TEACHER'S EDITION Word Study <ul style="list-style-type: none"> Plurals—TE pp. 17, 73 Sound-Spelling/Blending <ul style="list-style-type: none"> Word Study: Plurals (singular and plural word pairs)—TE p. 18, 20, 76 Teacher Table: Intervention <ul style="list-style-type: none"> Word Study: Plurals (write singular and plural nouns)—TE pp. 18, 74
L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).	Representative applications STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> Possessives (<i>my</i>)—p. 89 Cumulative Review <ul style="list-style-type: none"> Build Fluency (<i>his</i>)—p. 91 Read Connected Text <ul style="list-style-type: none"> Connected Text (<i>it</i>)—pp. 369, 427 Interact with the Text—I, p. 97; <i>he</i>, 111 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STANDARDS	
Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context (<i>who</i>)—p. 152 <p>TEACHER'S EDITION</p> <p>Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (pronouns <i>they</i> and <i>we</i>)—TE p. 175 <p>Home-School Connection</p> <ul style="list-style-type: none"> Build Fluency—<i>I, we</i>, TE pp. 57; <i>I, her</i>, TE p. 71; <i>you, she, our</i>, TE p. 87; <i>my, us, we</i>, TE p. 101; <i>I, his</i>, TE p. 128; <i>we, he, I, my</i>, TE p. 203; <i>I, we, our</i>, TE p. 431
<p>L.1.1.E Use adjectives.</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context (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 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (describing words)—TE p. 11 Take-Home Book: Check Comprehension (describing words)—TE pp. 30, 72, 88, 174, 388, 432 <p>Word Study</p> <ul style="list-style-type: none"> Comparatives and Superlatives (<i>er, est</i>) (add to describing words)—TE p. 261
<ul style="list-style-type: none"> Use determiners, noun markers, to add specificity (e.g., a book, the book). 	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—<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 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—<i>the</i>, pp. 51, 81, 151, 167, 187, 213, 425; <i>a</i>, pp. 241, 253, 353, 397 Take-Home Book—<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
<p>L.1.1.F Use conjunctions (e.g., and, but, or, so,).</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write—<i>and</i>, p. 38; <i>or</i>, p. 240; <i>because</i>, p. 298 <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text—<i>but</i>, pp. 39, 199; <i>so</i>, pp. 53, 231, 383 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STANDARDS	
Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p>TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Extend (create oral sentences/combine two ideas using <i>and</i>)—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
<p>L.1.1.G</p> <p>Use prepositions (e.g., during, beyond, toward).</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write/Use in Context—<i>to</i>, p. 24; <i>with</i>, p. 52; <i>for</i>, p. 66; <i>from</i>, p. 96; <i>of</i>, p. 168; <i>around</i>, <i>under</i>, p. 226; <i>into</i>, <i>through</i>, p. 254; <i>after</i>, p. 340; <i>before</i>, p. 368; <i>upon</i>, p. 382; <i>over</i>, p. 412; <i>off</i>, p. 426
<p>L.1.1.H</p> <p>Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Representative applications</p> <p>STUDENT BOOK/TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (exclamation marks/exclamatory sentences)—pp. 39, 199, 241, 285 <p>Read Connected Text</p> <ul style="list-style-type: none"> Interact with the Text (answer question to a partner then write a complete declarative 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 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell (write a complete declarative 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 <p>Cumulative Review</p> <ul style="list-style-type: none"> Build Fluency—(complete/write a complete declarative 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; (complete an imperative sentence,) pp. 75, 119, 177, 191, 207, 221, 249, 263, 335, 377, 391; (complete/write an interrogative sentence), pp. 105, 119, 133, 161, 207, 221, 335 <p>TEACHER'S EDITION</p> <p>Read Connected Text</p> <ul style="list-style-type: none"> Connected Text (sentences that end with exclamation marks)—TE pp. 39, 199, 241, 285 <p>Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work—telling or asking sentences/choose period or question mark to end sentences, TE pp. 17, 31, 45, 89, 175, 219, 233, 261, 275, 291, 319, 333, 347, 361, 405; exclamation point/exclamatory sentence, TE pp. 45, 117, 145, 189, 199, 319, 333

LANGUAGE STANDARDS	
Grade 1 ELA Standards	From Phonics to Reading, Level A
<ul style="list-style-type: none"> Use appropriate spacing to separate words in a sentence. 	<p>See Kindergarten</p> <p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (word spacing)—TE pp. 54, 68, 119, 157, 219, 269, 331
<p>L.1.1.I Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.</p>	<p>This standard begins in Grade 4.</p>
<p>L.1.1.J Interrogatives (who, what, when, where, why, and how) are taught in Kindergarten and should be reinforced as needed.</p>	<p>This standard is taught in Kindergarten and should be reinforced as needed.</p>
<p>L.1.1.K Print all upper- and lowercase letters with proper letter formation.</p>	<p>See Kindergarten</p> <p>STUDENT BOOK/TEACHER'S EDITION Handwriting</p> <ul style="list-style-type: none"> Trace and Write (uppercase and lowercase letters)—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
<p>L.1.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.</p>	
<p>L.1.2.A Capitalize the first word in sentences, the pronoun I, dates, and names of people.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (capitalize first word in sentence, proper nouns, including titles and names)—TE pp. 17, 73, 89, 131, 159, 175, 219, 261, 291, 419
<p>L.1.2.B Use end punctuation for sentences.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (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
<p>L.1.2.C Use commas in dates and to separate single words in a series.</p>	<p>TEACHER'S EDITION Print Concepts</p> <ul style="list-style-type: none"> Understanding How Sentences Work (commas to separate items in a list)—TE pp. 247, 419

LANGUAGE STANDARDS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<p>L.1.2.D</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Daily Practice</p> <ul style="list-style-type: none"> Spell 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 <p>High-Frequency Words</p> <ul style="list-style-type: none"> 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 <p>Word Building</p> <ul style="list-style-type: none"> Make New Words (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 <p><u>TEACHER'S EDITION</u></p> <p>High-Frequency Words</p> <ul style="list-style-type: none"> Read-Spell-Write: Spell—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 <p>Word Building</p> <ul style="list-style-type: none"> Make New Words (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 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell—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 <p>Learning Center</p> <ul style="list-style-type: none"> Spelling Patterns—TE pp. 10, 168, 212, 340, 368 Vowel Spelling Patterns—TE p. 326 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Spell Words (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
<ul style="list-style-type: none"> Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns. 	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p>Dictation</p> <ul style="list-style-type: none"> Think and Write/Listen and Spell (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 <p>Word Building</p> <ul style="list-style-type: none"> Make New Words (write/spell words phonetically following a spelling pattern)—pp. 14, 28, 42, 56, 70, 86, 100, 114, 128, <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STANDARDS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p>142, 156, 172, 186, 202, 216, 230, 244, 258, 272, 288, 302, 316, 330, 344, 358, 372, 386, 402, 416, 430</p> <p>TEACHER'S EDITION</p> <p>Dictation</p> <ul style="list-style-type: none"> Think and Write (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 <p>Word Building</p> <ul style="list-style-type: none"> Make New Words (write/spell words based on phonemic awareness)—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 <p>Dictation</p> <ul style="list-style-type: none"> Listen and Spell (write/spell words based on phonemic awareness)—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 <p>Learning Center</p> <ul style="list-style-type: none"> Spelling with Digraphs—TE pp. 124, 152 Spelling with <i>r</i>-Controlled Vowels—TE p. 284 Spelling with Long Vowels—TE p. 412

Knowledge of Language

L.1.3 Use knowledge of language and its conventions.	This standard begins in Grade 2.
L.1.3.A Choose words and phrases for effect.	This standard begins in Grade 3.
L.1.3.B Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .	This standard begins in Grade 3.

LANGUAGE STANDARDS	
Grade 1 ELA Standards	From Phonics to Reading, Level A
Vocabulary Acquisition and Use	
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.	
L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER'S EDITION Read Connected Text <ul style="list-style-type: none"> Take-Home Book: First Read (Read Together)(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
L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.	STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> Prefixes (re-, un-)—p. 205 Suffixes (-ful, -less)—p. 237 Prefixes (dis-, pre-)—p. 311 Suffixes (-ly, -y)—p. 325 TEACHER'S EDITION Independent/Partner Work <ul style="list-style-type: none"> Word Study: Prefixes—<i>re-</i>, <i>un-</i>, TE p. 206; <i>dis-</i>, <i>pre-</i>, TE p. 320 Word Study: Suffixes—<i>-ful</i>, <i>-less</i>, TE p. 248; <i>-ly</i>, <i>-y</i>, TE p. 334
L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	STUDENT BOOK/TEACHER'S EDITION Word Study <ul style="list-style-type: none"> Inflectional Ending -s—p. 32 Inflectional Ending -ed—p. 131 Inflectional Ending -ing and -ed—p. 189 Inflectional Endings (-s, -ed, -ing)—p. 375 Transition to Longer Words—pp. 291, 305, 361, 389, 405, 419, 433 TEACHER'S EDITION Word Study <ul style="list-style-type: none"> Inflectional Ending -s—TE p. 31 Inflectional Ending -ed—TE p. 131 Inflectional Ending -ing and -ed—TE p. 189 Inflectional Ending (Review)—TE p. 375 Transition to Longer Words—TE pp. 291, 305, 361, 389, 405, 419, 433 Sound-Spelling/Blending <ul style="list-style-type: none"> Word Study: Inflectional Ending -s—TE pp. 32, 34 Word Study: Inflectional Ending -ed—TE pp. 132, 134 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STANDARDS	
Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<ul style="list-style-type: none"> Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192 Word Study: Inflectional Ending (Review)—TE pp. 376, 378 Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 436 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Word Study: Inflectional Ending -s—TE p. 32 Word Study: Inflectional Ending -ed—TE p. 132 Word Study: Inflectional Ending -ing and -ed—TE p. 189 Word Study: Inflectional Ending (Review)—TE p. 376 Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434
<p>L.1.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Study</p> <ul style="list-style-type: none"> Compound Words—pp. 275, 347 <p><u>TEACHER'S EDITION</u> Sound-Spelling/Blending</p> <ul style="list-style-type: none"> Word Study: Compound Words—TE pp. 220, 276, 278, 348, 350 <p>Teacher Table: Intervention</p> <ul style="list-style-type: none"> Compound Words—TE pp. 220, 222, 276, 348 Word Study: Transition to Longer Words (compound words)—TE p. 306 <p>Read Connected Text</p> <ul style="list-style-type: none"> Take-Home Book: Check Comprehension (compound words)—TE p. 232
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and <i>nuances</i> in word meanings.</p>	
<p>L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> Word Sort</p> <ul style="list-style-type: none"> Sort It Out—pp. 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 <p><u>TEACHER'S EDITION</u> Word Sort</p> <ul style="list-style-type: none"> Open Sort/Closed Sort/Check and Discuss—TE pp. 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 <p>Independent/Partner Work</p> <ul style="list-style-type: none"> Sort Words (with word cards)—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

LANGUAGE STANDARDS	
Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	N/A
L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).	TEACHER'S EDITION Home/School Connection <ul style="list-style-type: none"> Build Fluency (alternative: write sentences reflecting home and school experiences with words containing target skills)—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
L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	N/A
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	STUDENT BOOK/TEACHER'S EDITION High-Frequency Words <ul style="list-style-type: none"> Use in Context—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 Cumulative Review <ul style="list-style-type: none"> Build Fluency (use lesson words)—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 Writing Extension <ul style="list-style-type: none"> Write About It (use words acquired through conversation/reading/responding to texts)—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 See also the following conjunctions High-Frequency Words <ul style="list-style-type: none"> Read-Spell-Write—<i>and</i>, p. 38; <i>or</i>, p. 240; <i>because</i>, p. 298 TEACHER'S EDITION Teacher Table: English Language Learners <ul style="list-style-type: none"> Vocabulary—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