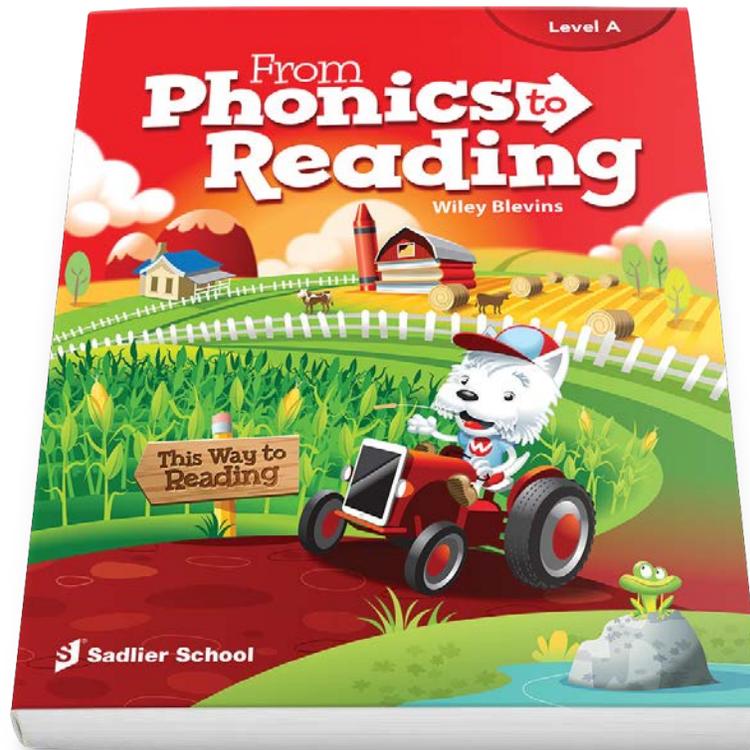


# *From Phonics to Reading*

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

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## Key Aligned Content

READING STANDARDS: FOUNDATIONAL SKILLS	
Grade 1 ELA Standards	From Phonics to Reading, Level A
<b>Print Concepts</b>	
<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.	
<b>RF.1.1.A</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p><b>TEACHER'S EDITION</b> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>See also model sentences in context</p> <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, 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</li> </ul>
<b>RF.1.1.B</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.
<b>RF.1.1.C</b> Understand that words are separated by spaces in print.	This standard is taught in Kindergarten and should be reinforced as needed.
<b>RF.1.1.D</b> 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	<i>From Phonics to Reading, Level A</i>
<b>Phonological Awareness</b>	
<p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p><b>RF.1.2.A</b> Distinguish long from short vowels in spoken one-syllable words.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <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> <p><b>Unit 3 Final e</b></p> <ul style="list-style-type: none"> <li>Lesson 12 a_e, i_e— pp. 167–180</li> <li>Lesson 13 o_e, u_e, e_e— pp. 181–194</li> </ul> <p><b>Unit 4 Long Vowels</b></p> <ul style="list-style-type: none"> <li>Lesson 14 Single Letter Long Vowels e, i, o— pp. 197–210</li> <li>Lesson 15 Long a (ai, ay)— pp. 211–224</li> <li>Lesson 16 Long e (ee, ea)— pp. 225–238</li> <li>Lesson 17 Long o (oa, ow)— pp. 239–252</li> <li>Lesson 19 Long u (u, ew, ue)— pp. 267–280</li> </ul> <p><b>Unit 6 More Long Vowel Spellings</b></p> <ul style="list-style-type: none"> <li>Lesson 28 Long i and Long o [i(ld), i(nd), o(ld)]— pp. 397–410</li> <li>Lesson 29 Long i and Long o (ie, oe)— pp. 411–424</li> <li>Lesson 30 Long e (y, ey, ie)— pp. 425–438</li> </ul> <p><u>TEACHER'S EDITION</u>  <b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Distinguish Long and Short Vowel Sounds—TE pp. 173, 187, 217</li> </ul>
<p><b>RF.1.2.B</b> Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u>  <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><u>TEACHER'S EDITION</u>  <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>

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**READING STANDARDS: FOUNDATIONAL SKILLS**

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

**READING STANDARDS: FOUNDATIONAL SKILLS**

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

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**READING STANDARDS: FOUNDATIONAL SKILLS**

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

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**READING STANDARDS: FOUNDATIONAL SKILLS**

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

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**READING STANDARDS: FOUNDATIONAL SKILLS**

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

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**READING STANDARDS: FOUNDATIONAL SKILLS**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Introduce Sound-Spelling</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Sound-Spelling Blending</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Word Study: Inflectional Endings (decode two-syllable words)—TE pp. 146, 190</li> <li>Prefixes—TE pp. 206, 320;</li> <li>Compound Words—TE pp. 220, 276, 348</li> <li>Short e Spelled ea—TE p. 234</li> <li>Comparatives and Superlatives—TE p. 262</li> <li>Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<ul style="list-style-type: none"> <li>Compound words (e.g., cup/cake, cow/boy)</li> </ul>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b></p> <p><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></p> <p><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>
<ul style="list-style-type: none"> <li>Consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle)</li> </ul>	<p><b>TEACHER'S EDITION</b></p> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Transition to Longer Words (consonant + le form the final syllable)—TE p. 405</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**READING STANDARDS: FOUNDATIONAL SKILLS**

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

**Fluency**

<p><b>RF.1.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.</p>	
<p><b>RF.1.4.A</b> Read grade-level text with purpose and understanding.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Read Children's Books</b> (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> <li><b>Unit 1</b>—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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**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"> <li>• <b>Unit 2</b>—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</li> <li>• <b>Unit 3</b>—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild</li> <li>• <b>Unit 4</b>—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</li> <li>• <b>Unit 5</b>—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</li> <li>• <b>Unit 6</b>—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</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
<p><b>RF.1.4.B</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b><u>STUDENT BOOK/TEACHER’S EDITION</u></b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• Connected Text (point to words as they read text chorally/ provide corrective feedback for difficult words)—TE pp. 11,</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**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><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>
<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>
	<p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>Craft and Structure</b></p>	
<p><b>RL.1.4</b> 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.)</p>	<p><b>TEACHER’S EDITION</b> <b>Teacher Table: English Learners</b></p> <ul style="list-style-type: none"> <li>Vocabulary (pantomime feeling words)—TE pp. 9, 37, 397, 425</li> </ul>
<p><b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p><b>STUDENT BOOK/TEACHER’S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Books: “Books, Books, Books!” (informational text/made-up stories)—pp. 331-332</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>Write About It (write what you have learned about books)—p. 337</li> </ul> <p><b>TEACHER’S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Book: Comprehension (different types of books)—TE p. 332</li> </ul>
<p><b>RL.1.6</b> Identify who is telling the story at various points in a text.</p>	<p><b>TEACHER’S EDITION</b> <b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>Understanding How Sentences Work (who is speaking)—TE pp. 103, 131, 145, 205, 247, 305, 389, 419</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Book: Retell and Write (narrator)—TE pp. 249, 377</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p>	<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> (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</li> </ul>
<p>RL.1.8 (RL.1.8 not applicable to literature)</p>	

**READING STANDARDS FOR LITERATURE**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Related content <b>TEACHER'S EDITION</b> <b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>Word Study: Comparatives and Superlatives (explain how -er, -est help us compare people and things.)—TE p. 264</li> </ul>

**Range of Reading and Level of Text Complexity**

<p><b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for Grade 1.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Read Children’s Books</b> (trade books that reinforce newly learned skills)</p> <ul style="list-style-type: none"> <li><b>Unit 1</b>—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</li> <li><b>Unit 2</b>—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</li> </ul> <p style="text-align: right;"><i>continued</i></p>
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## READING STANDARDS FOR LITERATURE

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<ul style="list-style-type: none"> <li>• <b>Unit 3</b>—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild</li> <li>• <b>Unit 4</b>—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</li> <li>• <b>Unit 3</b>—TE pp. 165 and 166: <i>Frog and Toad Are Friends</i> by Arnold Lobel, <i>Going Home</i> by Margaret Wild</li> <li>• <b>Unit 4</b>—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</li> <li>• <b>Unit 5</b>—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</li> <li>• <b>Unit 6</b>—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</li> </ul>

## READING STANDARDS FOR INFORMATIONAL TEXT

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<b>Key Ideas and Details</b>	
<b>RI.1.1</b> Ask and answer questions about key details in a text.	<b>TEACHER'S EDITION</b> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>• Check Comprehension (ask and answer questions about the text)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> </ul>
<b>RI.1.2</b> Identify the main topic and <i>retell</i> key details of a text.	<b>TEACHER'S EDITION</b> <b>Read Connected Text</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>RI.1.3</b> 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	<i>From Phonics to Reading, Level A</i>
<b>Integration of Knowledge and Ideas</b>	
<p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Preview and Predict/Check Comprehension (use illustrations and details to describe key ideas)—TE pp. 30, 58, 72, 88, 188, 232, 260, 274, 332</li> </ul>
<p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Take-Home Book—pp. 29–30, 57–58, 71–72, 87–88, 187–188, 231–232, 259–260, 273–274, 331–332</li> </ul>
<p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	N/A
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>CSS.ELA-LITERACY.RI.1.10</b> With prompting and support, read informational texts appropriately complex for Grade 1.</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>

WRITING STANDARDS	
Grade 1 ELA Standards	From Phonics to Reading, Level A
<b>Text Types and Purposes</b>	
<p><b>W.1.1</b> 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.</p>	<p>Related content <b>TEACHER'S EDITION</b> <b>4. Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p>W.1.1.A Introduce the topic and create an organizational structure when writing.</p>	<p>This standard begins in Grade 3.</p>
<p>W.1.1.B Provide reasons that support the opinion.</p>	<p>This standard begins in Grade 3.</p>
<p>W.1.1.C Use linking words and phrases to connect opinion and reasons.</p>	<p>This standard begins in Grade 3.</p>
<p>W.1.1.D Provide a concluding statement or section.</p>	<p>This standard begins in Grade 3.</p>
<p>W.1.1.E Provide a concluding statement or section that follows from an argument presented.</p>	<p>This standard begins in Grade 6.</p>
<p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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WRITING STANDARDS	
Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>W.1.2.A</b>            Introduce a topic and group related information; include illustrations when useful to aiding comprehension.</p>	<p>This standard begins in Grade 3.</p>
<p><b>W.1.2.B</b>            Develop the topic with facts, definitions, and details.</p>	<p>This standard begins in Grade 3.</p>
<p><b>W.1.2.C</b>            Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>Representative applications  <b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>W.1.2.D</b>            Provide a concluding statement or section.</p>	<p>This standard begins in Grade 3.</p>
<p><b>W.1.2.E</b>            Establish and maintain a formal style.</p>	<p>This standard begins in Grade 6.</p>
<p><b>W.1.2.F</b>            Provide a concluding statement or section related to the information or explanation presented.</p>	<p>This standard begins in Grade 4.</p>
<p><b>W.1.3</b>            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.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Daily Practice</b> (do one activity each day)</p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>W.1.3.A</b>            Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>This standard begins in Grade 3.</p>

## WRITING STANDARDS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<p>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.</p>	This standard begins in Grade 3.
<p>W.1.3.C Use <i>temporal</i> words and phrases to signal event order.</p>	This standard begins in Grade 3.
<p>W.1.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	This standard begins in Grade 4.
<p>W.1.3.E Provide a conclusion that follows from the narrated experiences or events.</p>	This standard begins in Grade 3.

### Production and Distribution of Writing

<p>W.1.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	This standard begins in Grade 3.
<p><b>W.1.5</b> 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.</p>	<p><b>TEACHER'S EDITION</b> <b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.</p>	<p>Related content</p> <p><b>TEACHER'S EDITION</b> <b>Learning Center</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

## WRITING STANDARDS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<b>Research to Build and Present Knowledge</b>	
<p><b>W.1.7</b> 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).</p>	<p>Related content <b>TEACHER’S EDITION</b> <b>Unit Opener</b></p> <ul style="list-style-type: none"> <li>Read Children’s Books (children’s literature/library books that apply specific phonics skills)—TE pp. 7 &amp; 8, 79 &amp; 80, 165 &amp; 166, 195 &amp; 196, 281 &amp; 282, 395 &amp; 396</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>TEACHER’S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
<p>W.1.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>This standard begins in Grade 4.</p>
<p>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].”).</p>	<p>This standard begins in Grade 4.</p>
<p>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.”).</p>	<p>This standard begins in Grade 4.</p>

## 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><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</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>
<p><b>SL.1.1.D</b> Explain their own ideas and understanding in light of the discussion.</p>	<p>This standard begins in Grade 3.</p>
<p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>

## SPEAKING AND LISTENING STANDARDS

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
<p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>SL.1.5</b> Add drawings or other <i>visual displays</i> to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>Draw and Write (draw a picture for the word/partner guesses word based on the picture)—TE pp. 24, 226, 382</li> </ul>
<p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situations.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <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><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>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</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 (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>

## LANGUAGE STANDARDS

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

LANGUAGE STANDARDS	
Grade 1 ELA Standards	From Phonics to Reading, Level A
	<p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>Understanding How Sentences Work (capitalize proper nouns/proper names)—TE pp. 131, 219, 291, 305, 419</li> </ul>
<p><b>L.1.1.C</b> 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.).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write—<i>are/were</i>, pp. 52, 124; <i>give/gave</i>, pp. 66, 124</li> </ul> <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"> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).</li> </ul>	<p>Representative applications</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Introduction</b></p> <ul style="list-style-type: none"> <li>Blend It: Challenge (plurals)—p. 9</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Plurals (add s to singular form)—pp. 17, 73</li> </ul> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Use in Context (<i>are</i>)—p. 52</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Interact with the Text (<i>is</i>)—p. 183</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Plurals—TE pp. 17, 73</li> </ul> <p><b>Sound-Spelling/Blending</b></p> <ul style="list-style-type: none"> <li>Word Study: Plurals (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>Word Study: Plurals (write singular and plural nouns)—TE pp. 18, 74</li> </ul>
<p><b>L.1.1.D</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).</p>	<p>Representative applications</p> <p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>Word Study</b></p> <ul style="list-style-type: none"> <li>Possessives (<i>my</i>)—p. 89</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>Build Fluency (<i>his</i>)—p. 91</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text (<i>it</i>)—pp. 369, 427</li> <li>Interact with the Text—<i>I</i>, p. 97; <i>he</i>, 111</li> </ul> <p style="text-align: right;"><i>continued</i></p>

LANGUAGE STANDARDS	
Grade 1 ELA Standards	From Phonics to Reading, Level A
	<p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write/Use in Context (<i>who</i>)—p. 152</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>Understanding How Sentences Work (pronouns <i>they</i> and <i>we</i>)—TE p. 175</li> </ul> <p><b>Home-School Connection</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>L.1.1.E</b> Use adjectives.</p>	<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>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</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>
<ul style="list-style-type: none"> <li>Use determiners, noun markers, to add specificity (e.g., a book, the book).</li> </ul>	<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>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</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text—<i>the</i>, pp. 51, 81, 151, 167, 187, 213, 425; <i>a</i>, pp. 241, 253, 353, 397</li> <li>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</li> </ul>
<p><b>L.1.1.F</b> Use conjunctions (e.g., and, but, or, so,).</p>	<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>Read-Spell-Write—<i>and</i>, p. 38; <i>or</i>, p. 240; <i>because</i>, p. 298</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text—<i>but</i>, pp. 39, 199; <i>so</i>, pp. 53, 231, 383</li> </ul> <p style="text-align: right;"><i>continued</i></p>

**LANGUAGE STANDARDS**

Grade 1 ELA Standards	<i>From Phonics to Reading, Level A</i>
	<p><b>TEACHER'S EDITION</b>  <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>L.1.1.G</b>                      Use prepositions (e.g., during, beyond, toward).</p>	<p>Representative applications</p> <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—<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</li> </ul>
<p><b>L.1.1.H</b>                      Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Representative applications</p> <p><b>STUDENT BOOK/TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text (exclamation marks/exclamatory sentences)—pp. 39, 199, 241, 285</li> </ul> <p><b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Read Connected Text</b></p> <ul style="list-style-type: none"> <li>Connected Text (sentences that end with exclamation marks)—TE pp. 39, 199, 241, 285</li> </ul> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

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

**LANGUAGE STANDARDS**

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

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## 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><b>TEACHER'S EDITION</b></p> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Dictation</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Learning Center</b></p> <ul style="list-style-type: none"> <li>Spelling with Digraphs—TE pp. 124, 152</li> <li>Spelling with <i>r</i>-Controlled Vowels—TE p. 284</li> <li>Spelling with Long Vowels—TE p. 412</li> </ul>

### Knowledge of Language

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

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

LANGUAGE STANDARDS	
Grade 1 ELA Standards	From Phonics to Reading, Level A
	<ul style="list-style-type: none"> <li>Word Study: Inflectional Ending -ing and -ed—TE pp. 190, 192</li> <li>Word Study: Inflectional Ending (Review)—TE pp. 376, 378</li> <li>Word Study: Transition to Longer Words—TE pp. 292, 294, 306, 308, 362, 364, 390, 392, 406, 408, 420, 422, 434, 436</li> </ul> <p><b>Teacher Table: Intervention</b></p> <ul style="list-style-type: none"> <li>Word Study: Inflectional Ending -s—TE p. 32</li> <li>Word Study: Inflectional Ending -ed—TE p. 132</li> <li>Word Study: Inflectional Ending -ing and -ed—TE p. 189</li> <li>Word Study: Inflectional Ending (Review)—TE p. 376</li> <li>Word Study: Transition to Longer Words—TE pp. 292, 306, 362, 390, 406, 420, 434</li> </ul>
<p><b>L.1.4.D</b> 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><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>
<p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and <i>nuances</i> in word meanings.</p>	
<p><b>L.1.5.A</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p><b>STUDENT BOOK/TEACHER'S EDITION</b> <b>Word Sort</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Word Sort</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Independent/Partner Work</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

LANGUAGE STANDARDS	
Grade 1 ELA Standards	From Phonics to Reading, Level A
<p><b>L.1.5.B</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).</p>	N/A
<p><b>L.1.5.C</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p><u>TEACHER'S EDITION</u> <b>Home/School Connection</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>L.1.5.D</b> 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.</p>	N/A
<p><b>L.1.6</b> 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).</p>	<p><u>STUDENT BOOK/TEACHER'S EDITION</u> <b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Cumulative Review</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Writing Extension</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>See also the following conjunctions</p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>Read-Spell-Write—<i>and</i>, p. 38; <i>or</i>, p. 240; <i>because</i>, p. 298</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Teacher Table: English Language Learners</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>