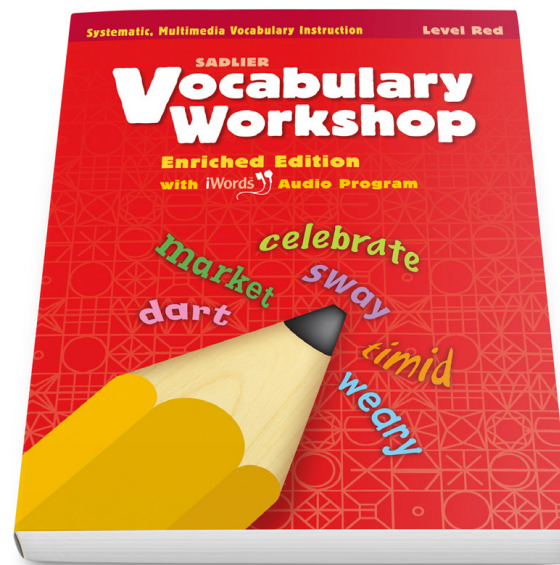


Vocabulary Workshop

ENRICHED EDITION

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Grade 1

Grade 1



Learn more at www.SadlierSchool.com

Unit 1 The Most Precious Gift (Folktale)

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| <ul style="list-style-type: none"> Introducing the Words—TE/SE pp. 6–7 Discuss the Words Introducing the Unit—TE p. T6a Build Background • Read the Selection The Selection: “The Most Precious Gift”—TE p. T6b Part One • Part Two • Part Three Introducing the Words/Reread the Selection—TE pp. 10a–10b Discuss the Words • Use the Words | <p>1LA.A.1 ask and answer questions about key details in a text</p> <p>1LA.A.2 retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>1LA.A.3 describe characters, settings, and major events in a story, using key details</p> <p>1LA.A.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>1LA.A.7 use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> | <p>ELAGSE1RL1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <ul style="list-style-type: none"> Match the Meaning—TE/SE pp. 8, 10 Discuss the Words • Use the Words | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> |
| <ul style="list-style-type: none"> Completing the Sentence—TE/SE pp. 9, 11 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p style="text-align: right;"><i>continued on next page</i></p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: right;"><i>continued on next page</i></p> |

Unit 1 The Most Precious Gift (Folktale)

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| | <i>continued from preceding page</i> | <i>continued from preceding page</i> |
| | <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |
| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 12-13 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> Write—TE/SE p. 13 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

Unit 2 “A Trip to Muir Woods” (Realistic Fiction)

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| <p>Introducing the Words—TE/SE p. 14-15 Discuss the Words</p> <ul style="list-style-type: none"> • Introducing the Unit—TE p. T14a Build Background • Read the Selection • The Selection: “A Trip to Muir Woods”—TE p. T14b Part One • Part Two • Part Three • Introducing the Words/Reread the Selection—TE pp. T18a-T18b Discuss the Words • Use the Words | <p>1LA.A.1 ask and answer questions about key details in a text</p> <p>1LA.A.2 retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>1LA.A.3 describe characters, settings, and major events in a story, using key details</p> <p>1LA.A.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>1LA.A.7 use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge</p> <p>1LA.A.9 read prose and poetry of appropriate complexity for grade 1, with prompting and support</p> <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> | <p>ELAGSE1RL1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <ul style="list-style-type: none"> • Match the Meaning—TE/SE pp. 16, 18 Discuss the Words • Use the Words | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p> |

Unit 2 “A Trip to Muir Woods” (Realistic Fiction)

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| <ul style="list-style-type: none"> Completing the Sentence—TE/SE pp. 17, 19 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |
| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 20–21 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> Write—TE/SE p. 13 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Word Study

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| <ul style="list-style-type: none"> Sorting—TE/SE p. 22 Teach • Practice/Apply • Follow-Up Optional Activity: Four-Square Chart | <p>1LA.F.40.a sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent</p> | <p>ELAGSE1L5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> |
| <ul style="list-style-type: none"> Antonyms—TE/SE p. 23 Teach • Practice/Apply • Follow-Up Optional Activity: Word Substitutions | <p>1LA.F.40 demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults</p> <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> | <p>ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> |

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Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction)

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| <ul style="list-style-type: none"> Introducing the Words—TE/SE p. 24–25 Discuss the Words Introducing the Unit—TE p. T24a Build Background • Read the Selection The Selection: “A Day at Chicago’s Green City Market”—TE p. T24b Part One • Part Two • Part Three Introducing the Words/Reread the Selection—TE pp. T28a–T28b Discuss the Words • Use the Words | <p>1LA.B.10 ask and answer questions about key details in a text</p> <p>1LA.B.11 identify the main topic and retell key details of a text</p> <p>1LA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies)</p> <p>1LA.B.13 ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.17 identify the reasons an author gives to support points in a text</p> <p>1LA.B.19 read informational texts appropriately complex for grade 1, with prompting and support</p> <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> | <p>ELAGSE1R1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1R2 Identify the main topic and retell key details of a text.</p> <p>ELAGSE1R3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSE1R4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELAGSE1R8 Identify the reasons an author gives to support points in a text.</p> <p>ELAGSE1R10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> |
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Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction)

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| | <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> | <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <ul style="list-style-type: none"> Match the Meaning—TE/SE pp. 26, 28 Discuss the Words • Use the Words | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that.</i>)</p> |
| <ul style="list-style-type: none"> Completing the Sentence—TE/SE pp. 27, 29 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |
| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 30–31 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p style="text-align: right;"><i>continued on next page</i></p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p style="text-align: right;"><i>continued on next page</i></p> |

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Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction)

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| | <i>continued from preceding page</i> | <i>continued from preceding page</i> |
| | 1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase | ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase. |
| <ul style="list-style-type: none"> Write—TE/SE p. 31 Write a sentence using a word you learned. | 1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults | ELAGSE1W5 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. |
| | 1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words | ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |

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Unit 4 “An Emperor Penguin Grows Up” (Informational Text)

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| <ul style="list-style-type: none"> Introducing the Words—TE/SE p. 32–33 Discuss the Words Introducing the Unit—TE p. T32a Build Background • Read the Selection The Selection: “An Emperor Penguin Grows Up”—TE p. T32b Part One • Part Two • Part Three Introducing the Words/Reread the Selection—TE pp. T36a–T36b Discuss the Words • Use the Words | <p>1LA.B.10 ask and answer questions about key details in a text</p> <p>1LA.B.11 identify the main topic and retell key details of a text</p> <p>1LA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies)</p> <p>1LA.B.13 ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.17 identify the reasons an author gives to support points in a text</p> <p>1LA.B.19 read informational texts appropriately complex for grade 1, with prompting and support</p> <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><i>continued on next page</i></p> | <p>ELAGSE1R1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1R2 Identify the main topic and retell key details of a text.</p> <p>ELAGSE1R3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSE1R4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELAGSE1R8 Identify the reasons an author gives to support points in a text.</p> <p>ELAGSE1R10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><i>continued on next page</i></p> |
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Unit 4 “An Emperor Penguin Grows Up” (Informational Text)

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| | <i>continued from preceding page</i> | <i>continued from preceding page</i> |
| | <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> | <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <ul style="list-style-type: none"> Match the Meaning—TE/SE pp. 34, 36 Discuss the Words • Use the Words | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p> |
| <ul style="list-style-type: none"> Completing the Sentence—TE/SE pp. 35, 37 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Unit 4 “An Emperor Penguin Grows Up” (Informational Text)

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| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 38–39 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> Write—TE/SE p. 39 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Word Study

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| <ul style="list-style-type: none"> Word Endings—TE/SE p. 40 Teach • Practice/Apply • Follow-Up Optional Activity: Write About It | <p>1LA.F.39.c use frequently occurring bases (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p> | <p>ELAGSE1L4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> |
| <ul style="list-style-type: none"> Multiple-Meaning Words—TE/SE p. 41 Teach • Practice/Apply • Follow-Up Optional Activity: Word Hunt | <p>1LA.F.39 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>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> | <p>ELAGSE1L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> |

Unit 5 “Skating Lesson” (Poem)

- Introducing the Words—TE/SE p. 42–43
Discuss the Words
- Introducing the Unit—TE p. T42a
Build Background • Read the Selection
- The Selection: “Skating Lesson”—TE p. T42b
Part One • Part Two • Part Three
- Introducing the Words/Reread the Selection—TE pp. T46a–T46b
Discuss the Words • Use the Words

- 1LA.A.1**
ask and answer questions about key details in a text
- 1LA.A.2**
retell stories, including key details, and demonstrate understanding of their central message or lesson
- 1LA.A.3**
describe characters, settings, and major events in a story, using key details
- 1LA.A.4**
identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- 1LA.A.7**
use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge
- 1LA.A.9**
read prose and poetry of appropriate complexity for grade 1, with prompting and support
- 1LA.C.23.c**
use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 1LA.E.31**
participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- 1LA.E.31.c**
ask questions to clear up any confusion about the topics and texts under discussion
- 1LA.E.32**
ask and answer questions about key details in a text read aloud or information presented orally or through other media

- ELAGSE1RL1**
Ask and answer questions about key details in a text.
- ELAGSE1RL2**
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ELAGSE1RL3**
Describe characters, settings, and major events in a story, using key details.
- ELAGSE1RL4**
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- ELAGSE1RL7**
Use illustrations and details in a story to describe its characters, setting, or events.
- ELAGSE1RL10**
With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- ELAGSE1RF4.c**
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- ELAGSE1SL1**
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- ELAGSE1SL1.c**
Ask questions to clear up any confusion about the topics and texts under discussion.
- ELAGSE1SL2**
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- Match the Meaning—TE/SE pp. 44, 46
Discuss the Words • Use the Words

- 1LA.F.40.c**
identify real-life connections between words and their use (e.g., note places at home that are cozy)
- 1LA.F.41**
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)

- ELAGSE1L5.c**
Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- ELAGSE1L6**
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., *I named my hamster Nibbles because she nibbles too much because she likes that*).

Unit 5 “Skating Lesson” (Poem)

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| <ul style="list-style-type: none"> Completing the Sentence—TE/SE pp. 45, 47 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |
| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 48–49 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> Write—TE/SE p. 49 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

Unit 6 “The Amazing Jumping Spider” (Informational Text)

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| <ul style="list-style-type: none"> • Introducing the Words—TE/SE p. 50–51 Discuss the Words • Introducing the Unit—TE p. T50a Build Background • Read the Selection • The Selection: “The Amazing Jumping Spider”—TE p. T50b Part One • Part Two • Part Three • Introducing the Words/Reread the Selection—TE pp. T54a–T54b Discuss the Words • Use the Words | <p>1LA.B.10 ask and answer questions about key details in a text</p> <p>1LA.B.11 identify the main topic and retell key details of a text</p> <p>1LA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies)</p> <p>1LA.B.13 ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.17 identify the reasons an author gives to support points in a text</p> <p>1LA.B.19 read informational texts appropriately complex for grade 1, with prompting and support</p> <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> | <p>ELAGSE1R11 Ask and answer questions about key details in a text.</p> <p>ELAGSE1R12 Identify the main topic and retell key details of a text.</p> <p>ELAGSE1R13 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSE1R14 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELAGSE1R18 Identify the reasons an author gives to support points in a text.</p> <p>ELAGSE1R10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <ul style="list-style-type: none"> • Match the Meaning—TE/SE pp. 62, 64 Discuss the Words • Use the Words | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> |
| <ul style="list-style-type: none"> • Completing the Sentence—TE/SE pp. 53, 55 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p style="text-align: right;"><i>continued on next page</i></p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: right;"><i>continued on next page</i></p> |

Unit 6 “The Amazing Jumping Spider” (Informational Text)

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| | <i>continued from preceding page</i> | <i>continued from preceding page</i> |
| | <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |
| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 56–57 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> Write—TE/SE p. 57 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Word Study

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| <ul style="list-style-type: none"> Synonyms—TE/SE p. 58 Teach • Practice/Apply • Follow-Up Optional Activity: Look It Up | <p>1LA.F.40 demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults</p> <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> | <p>ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> |
| <ul style="list-style-type: none"> Prefixes—TE/SE p. 59 Teach • Practice/Apply • Follow-Up Optional Activity: Act It Out | <p>1LA.F.39.b use frequently occurring affixes as clues to the meanings of words</p> <p>1LA.E.35 add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> | <p>ELAGSE1L4.b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>ELAGSE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> |

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Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction)

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| <ul style="list-style-type: none"> Introducing the Words—TE/SE p. 60–61 Discuss the Words Introducing the Unit—TE p. T60a Build Background • Read the Selection The Selection: “In Tune with the P.S. 101 Chorus”—TE p. T60b Part One • Part Two • Part Three Introducing the Words/Reread the Selection—TE pp. T64a–T64b Discuss the Words • Use the Words | <p>1LA.A.1 ask and answer questions about key details in a text</p> <p>1LA.A.2 retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>1LA.A.3 describe characters, settings, and major events in a story, using key details</p> <p>1LA.A.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>1LA.A.7 use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge</p> <p>1LA.A.7 use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge</p> <p>1LA.A.9 read prose and poetry of appropriate complexity for grade 1, with prompting and support</p> <p style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE1RL1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p style="text-align: center;"><i>continued on next page</i></p> |
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Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction)

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| | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <ul style="list-style-type: none"> Match the Meaning—TE/SE pp. 62, 64 Discuss the Words • Use the Words | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> |
| <ul style="list-style-type: none"> Completing the Sentence—TE/SE pp. 63, 65 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction)

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| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 66–67 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> Write—TE/SE p. 67 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale)

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| <ul style="list-style-type: none"> Introducing the Words—TE/SE p. 68–69 Discuss the Words Introducing the Unit—TE p. T68a Build Background • Read the Selection The Selection: “The Amazing Jumping Spider”—TE p. T68b Part One • Part Two • Part Three Introducing the Words/Reread the Selection—TE pp. T72a–T72b Discuss the Words • Use the Words | <p>1LA.A.1 ask and answer questions about key details in a text</p> <p>1LA.A.2 retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>1LA.A.3 describe characters, settings, and major events in a story, using key details</p> <p>1LA.A.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>1LA.A.7 use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge</p> <p>1LA.A.9 read prose and poetry of appropriate complexity for grade 1, with prompting and support</p> <p style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE1RL1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p style="text-align: center;"><i>continued on next page</i></p> |
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Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale)

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| | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <ul style="list-style-type: none"> Match the Meaning—TE/SE pp. 70, 72 Discuss the Words • Use the Words | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> |
| <ul style="list-style-type: none"> Completing the Sentence—TE/SE pp. 71, 73 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale)

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| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 74–75 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> Write—TE/SE p. 75 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Word Study

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| <ul style="list-style-type: none"> Homophones—TE/SE p. 76 Teach • Practice/Apply • Follow-Up Optional Activity: Silly Sentences | <p>1LA.F.40 demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults</p> <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> | <p>ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> |
| <ul style="list-style-type: none"> Suffixes—TE/SE p. 77 Teach • Practice/Apply • Follow-Up Optional Activity: Make Little Books | <p>1LA.F.39.b use frequently occurring affixes as clues to the meanings of words</p> | <p>ELAGSE1L4.b Use frequently occurring affixes as a clue to the meaning of a word.</p> |

Unit 9 “Let’s Make Art!” (Narrative Nonfiction)

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| <ul style="list-style-type: none"> • Introducing the Words—TE/SE p. 78–79 Discuss the Words • Introducing the Unit—TE p. T78a Build Background • Read the Selection • The Selection: “Let’s Make Art!”—TE p. T78b Part One • Part Two • Part Three • Introducing the Words/Reread the Selection— TE pp. T82a–T82b Discuss the Words • Use the Words | <p>1LA.B.10 ask and answer questions about key details in a text</p> <p>1LA.B.11 identify the main topic and retell key details of a text</p> <p>1LA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies)</p> <p>1LA.B.13 ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.17 identify the reasons an author gives to support points in a text</p> <p>1LA.B.19 read informational texts appropriately complex for grade 1, with prompting and support</p> <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> | <p>ELAGSE1RI1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RI2 Identify the main topic and retell key details of a text.</p> <p>ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELAGSE1RI8 Identify the reasons an author gives to support points in a text.</p> <p>ELAGSE1RI10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <ul style="list-style-type: none"> • Match the Meaning—TE/SE pp. 80, 82 Discuss the Words • Use the Words | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> |

Unit 9 “Let’s Make Art!” (Narrative Nonfiction)

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| <ul style="list-style-type: none"> Completing the Sentence—TE/SE pp. 81, 83 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |
| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 84–85 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> Write—TE/SE p. 85 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

Unit 10 “The Fisherman and the Bear” (Tall Tale)

- Introducing the Words—TE/SE p. 86–87
Discuss the Words
- Introducing the Unit—TE p. T86a
Build Background • Read the Selection
- The Selection: “The Fisherman and the Bear”—
TE p. T86b
Part One • Part Two • Part Three
- Introducing the Words/Reread the Selection—
TE pp. T90a–T90b
Discuss the Words • Use the Words

- 1LA.A.1**
ask and answer questions about key details in a text
- 1LA.A.2**
retell stories, including key details, and demonstrate understanding of their central message or lesson
- 1LA.A.3**
describe characters, settings, and major events in a story, using key details
- 1LA.A.4**
identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- 1LA.A.7**
use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge
- 1LA.A.9**
read prose and poetry of appropriate complexity for grade 1, with prompting and support
- 1LA.C.23.c**
use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 1LA.E.31**
participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- 1LA.E.31.c**
ask questions to clear up any confusion about the topics and texts under discussion
- 1LA.E.32**
ask and answer questions about key details in a text read aloud or information presented orally or through other media

- ELAGSE1RL1**
Ask and answer questions about key details in a text.
- ELAGSE1RL2**
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ELAGSE1RL3**
Describe characters, settings, and major events in a story, using key details.
- ELAGSE1RL4**
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- ELAGSE1RL7**
Use illustrations and details in a story to describe its characters, setting, or events.
- ELAGSE1RL10**
With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- ELAGSE1RF4.c**
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- ELAGSE1SL1**
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- ELAGSE1SL1.c**
Ask questions to clear up any confusion about the topics and texts under discussion.
- ELAGSE1SL2**
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- Match the Meaning—TE/SE pp. 88, 90
Discuss the Words • Use the Words

- 1LA.F.40.c**
identify real-life connections between words and their use (e.g., note places at home that are cozy)
- 1LA.F.41**
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)

- ELAGSE1L5.c**
Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- ELAGSE1L6**
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., *I named my hamster Nibbles because she nibbles too much because she likes that*).

Unit 10 “The Fisherman and the Bear” (Tall Tale)

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| <ul style="list-style-type: none"> • Completing the Sentence—TE/SE pp. 89, 91 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |
| <ul style="list-style-type: none"> • Review the Meanings—TE/SE pp. 92–93 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> • Write—TE/SE p. 93 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Word Study

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| <ul style="list-style-type: none"> Context Clues—TE/SE p. 94 Teach • Practice/Apply • Follow-Up Optional Activity: Find Unknown Words in Readers | <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> | <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |
| <ul style="list-style-type: none"> Word Choice—TE/SE p. 95 Teach • Practice/Apply • Follow-Up Optional Activity: This or That | <p>1LA.F.40 demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults</p> <p>1LA.F.40.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</p> | <p>ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>ELAGSE1L5.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.</p> |

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Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography)

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| <ul style="list-style-type: none"> Introducing the Words—TE/SE p. 96–97 Discuss the Words Introducing the Unit—TE p. T96a Build Background • Read the Selection The Selection: “Ida Lewis: The Lighthouse Keeper”—TE p. T96b Part One • Part Two • Part Three Introducing the Words/Reread the Selection—TE pp. T100a–T100b Discuss the Words • Use the Words | <p>1LA.B.10 ask and answer questions about key details in a text</p> <p>1LA.B.11 identify the main topic and retell key details of a text</p> <p>1LA.B.12 describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies)</p> <p>1LA.B.13 ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>1LA.B.17 identify the reasons an author gives to support points in a text</p> <p>1LA.B.17 identify the reasons an author gives to support points in a text</p> <p>1LA.B.19 read informational texts appropriately complex for grade 1, with prompting and support</p> <p style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE1RI1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RI2 Identify the main topic and retell key details of a text.</p> <p>ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELAGSE1RI8 Identify the reasons an author gives to support points in a text.</p> <p>ELAGSE1RI8 Identify the reasons an author gives to support points in a text.</p> <p>ELAGSE1RI10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p style="text-align: center;"><i>continued on next page</i></p> |
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Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography)

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| | <i>continued from preceding page</i> | <i>continued from preceding page</i> |
| | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <ul style="list-style-type: none"> Match the Meaning—TE/SE pp. 98, 100 Discuss the Words • Use the Words | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> |
| <ul style="list-style-type: none"> Completing the Sentence—TE/SE pp. 99, 101 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography)

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| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 102-103 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> Write—TE/SE p. 103 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Unit 12 “Wind and Sun” (Fable)

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| <ul style="list-style-type: none"> Introducing the Words—TE/SE p. 104-105 Discuss the Words Introducing the Unit—TE p. T104a Build Background • Read the Selection The Selection: “Wind and Sun”—TE p. T104b Part One • Part Two • Part Three Introducing the Words/Reread the Selection—TE pp. T108a-T108b Discuss the Words • Use the Words | <p>1LA.A.1 ask and answer questions about key details in a text</p> <p>1LA.A.2 retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>1LA.A.3 describe characters, settings, and major events in a story, using key details</p> <p>1LA.A.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>1LA.A.7 use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge</p> <p>1LA.A.9 read prose and poetry of appropriate complexity for grade 1, with prompting and support</p> <p style="text-align: center;"><i>continued on next page</i></p> | <p>ELAGSE1RL1 Ask and answer questions about key details in a text.</p> <p>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p style="text-align: center;"><i>continued on next page</i></p> |
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Unit 12 “Wind and Sun” (Fable)

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| | <i>continued from preceding page</i> | <i>continued from preceding page</i> |
| | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.31.c ask questions to clear up any confusion about the topics and texts under discussion</p> <p>1LA.E.32 ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| <ul style="list-style-type: none"> Match the Meaning—TE/SE pp. 106, 108 Discuss the Words • Use the Words | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> |
| <ul style="list-style-type: none"> Completing the Sentence—TE/SE pp. 107, 109 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.E.34 describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Unit 12 “Wind and Sun” (Fable)

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| <ul style="list-style-type: none"> Review the Meanings—TE/SE pp. 110–111 Discuss the Words • Use the Words | <p>1LA.C.23.c use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>1LA.E.31 participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p> <p>1LA.F.39.a use sentence-level context as a clue to the meaning of a word or phrase</p> | <p>ELAGSE1RF4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE1L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <ul style="list-style-type: none"> Write—TE/SE p. 111 Write a sentence using a word you learned. | <p>1LA.D.27 focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults</p> <p>1LA.F.38.d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> | <p>ELAGSE1W5 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>ELAGSE1L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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Word Study

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| <ul style="list-style-type: none"> Sorting—TE/SE p. 112 Teach • Practice/Apply | <p>1LA.F.40.a sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent</p> | <p>ELAGSE1L5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> |
| <ul style="list-style-type: none"> Word Choice—TE/SE p. 113 Teach • Practice/Apply | <p>1LA.F.40.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</p> <p>1LA.F.41 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>ELAGSE1L5.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.</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> |

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Glossary

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| <ul style="list-style-type: none"> Glossary—TE/SE pp. 118–127 Using the Glossary • Teach • Practice/Apply | <p>1LA.F.39.d use glossaries and beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meanings of words and phrases (with guidance and support)</p> | |
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Special Features

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| <p>Introducing the Words</p> <ul style="list-style-type: none"> Picture Card Activities—TE pp. T6–7, T10a–10b, T14–15, T18a–18b, T24–25, T28a–28b, T32–33, T36a–36b, T42–43, T46a–46b, T50–51, T54a–54b, T60–61, T64a–64b, T68–69, T72a–72b, T78–79, T82a–82b, T86–87, T90a–90b, T96–97, T100a–100b, T104–105, T108a–108b <p>Match the Meaning</p> <ul style="list-style-type: none"> Decision-Making/Explain Activities—TE pp. T8, T10, T16, T18, T26, T28, T34, T36, T44, T46, T52, T54, T62, T64, T70, T72, T80, T82, T88, T90, T98, T100, T106, T108 <p>Completing the Sentence</p> <ul style="list-style-type: none"> Yes/No/Explain Activities—TE pp. T9, T11, T17, T19, T27, T29, T35, T37, T45, T47, T53, T55, T63, T65, T71, T73, T81, T83, T89, T91, T99, T101, T107, T109 <p>Review the Meaning Activities</p> <ul style="list-style-type: none"> TE pp. T12, T20, T30, T38, T48, T56, T66, T74, T84, T92, T102, T110 | <p>1LA.F.40.c identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>1LA.F.41 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>ELAGSE1L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>ELAGSE1L6 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., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p> |
| <p>Follow-Up Activities</p> <ul style="list-style-type: none"> TE pp. T31, T37, T47, T61, T75 | <p>1LA.F.40.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> | <p>ELAGSE1L5.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> |