

**A Correlation of  
Scott Foresman  
Reading Street Common Core Edition  
West Virginia Edition  
Grade 1, © 2015**



**to the  
West Virginia  
2014-2020  
Group II – English Language Arts**





✓		<p><b>2. EQUAL OPPORTUNITY</b>  The instructional materials meet the requirements of equal opportunity – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures – as set by West Virginia Board of Education Policy (Adopted May 1975).</p>	<p><i>Reading Street</i> avoids stereotyping in presenting literature about groups. <i>Reading Street</i> also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges. Examples can be found throughout the Student Edition.</p>
✓		<p><b>3. FORMAT</b>  This resource is available as an option for adoption in an interactive electronic format.</p>	<p><i>Reading Street's</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-Text relate directly to daily instruction and enhance comprehension. <i>Reading Street</i> users can select digital assets to assign to students and provide feedback. Automatic remediation is delivered based on student assessment data. See Grade 1 Unit 1 p. 12C for an overview of the digital resources and the individual references on pages 12–13, 13b, 15a, 16a, 16c, etc.</p>

## Text Selection

**Complexity of Texts:** The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions will **include a demonstrable staircase of text complexity as materials progress across grade bands.**

✓	<p>4. Texts for each grade band align with the complexity requirements outlined in the objectives. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.</p>	<p>The goal of the <i>Reading Street</i> instructional design is to engage students in rich, complex text and ideas in order to advance their vocabulary, concept development, and syntax needed for strong reciprocal writing. A proud hallmark of the <i>Reading Street</i> program is its embedded standard of rigor for all, due in part to the influence of lead author Dr. Jeanne Paratore, whose multitext model informed the instructional processes. With rigor being a widely validated component of motivation, multiple means and ample opportunities are provided to open up access to grade-level content and beyond for all levels of learners in both whole and small groups.</p> <p>The <i>Reading Street</i> Student Edition contains selections that are at the level of text complexity required in Standard 10 of Literature and Standard 10 of Informational Text. The following chart shows the text complexity for the main selections in a sample unit of Grade 1.</p>
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### Grade 1 Selection Examples

Title—Unit 1	Lexile	Average Sentence Length	Word Frequency
<i>Sam, Come Back!</i>	Beginning Level	3.64	3.46
<i>Pig in a Wig</i>	70	3.55	3.26
<i>The Big Blue Ox</i>	70	4.27	3.45
<i>A Fox and a Kit</i>	100	5.45	3.68
<i>Get the Egg!</i>	210	4.77	3.56
<i>Animal Park</i>	150	5.59	3.55

✓		<p>5. Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes.</p>	<p>Each main selection is accompanied by two sets of questions. The Access Text questions used in the 1st Read help students comprehend the text. The Close Reading questions used in the 2nd Read extend the interpretation of the text using higher-level thinking skills with Analysis, Synthesis, and Evaluation questions applied to the text and supported by Text Evidence. In addition, scaffolding is provided in small group lessons to address the complex text provided in the Student Edition and in <i>Reading Street Sleuth</i>. <i>Reading Street</i> offers scaffolds to ensure that all students have access to complex text. Explicit and systematic support is provided at point of use in the core lesson and in the small group lessons. See examples from Grade 1 Unit 1: 20–21 to 28–29, 34–35.</p>
✓		<p>6. Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-level texts and beyond.</p>	<p>Selections for <i>Reading Street</i> Student Editions were chosen based on their text complexity using quantitative, qualitative, and reader-task criteria. Quantitative criteria used were Lexile scores, average sentence length, and word frequency. Together with these quantitative criteria, qualitative and reader-task criteria, such as levels of meaning, structure, language conventionality and clarity, appropriateness of concepts, and reading purpose and task, were measured and assessed to place selections within and across grade levels. To support teachers, Text Complexity Rubrics for all main selections have been created and included on the back of the weekly Teacher's Edition tabs. The rubrics were created by Dr. Elfrieda Heibert based on the research of our authorship team including but not limited to the work of Dr. Elfrieda Heibert, Dr. P. David Pearson, and Dr. Karen Wixson. The program also includes <i>Reading Street Sleuth</i> selections. All concept-related Sleuth selections follow appropriate Lexile scores for the grade level.</p>

**Range of Text:**

Instructional materials must reflect the distribution of text types and genres required by the standards.

✓		7. In grades K-5, ELA programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA programs shift the balance of texts and instructional time toward reading a blend of literary fiction, literary nonfiction and other informational texts.	<p>All of the selections in <i>Reading Street</i> are of high quality and fall within the prescribed grade level complexity bands described in Appendix A of the Common Core State Standards. The selections provide an equal balance of literary and informational text. For each week, <i>Reading Street</i> offers a main selection and a shorter paired selection on the same topic or concept. A rich variety of literary and informational texts were chosen for these selections. Most main selections are published works, excerpts from published books, or original selections created by well-known, grade-level appropriate authors. The program’s weekly <i>Reading Street Sleuth</i> selections include fiction and nonfiction selections. Each Sleuth selection is two pages with text, illustrations, and text-based questions.</p> <ul style="list-style-type: none"><li>• For Grade 1, there are 40 Literature selections and 32 Informational Text selections in the Student Edition with an additional 16 <i>Reading Street Sleuth</i> selections to give informational text more than 50% of the total.</li></ul>
✓		8. Instructional materials provide a thoughtful sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading.	<p>Each lesson is text-based and the instruction includes reading as well as listening, speaking, and writing development. All phases of the lesson incorporate interaction that involves reading, speaking, listening, and writing. See the 5-Day Planner (Grade 1 Unit 1 Week 1 pages 12d–12e) for an overview of the closely related lesson concepts and Day at a Glance (Grade 1 pages 12j, 18a, 30a, 34a, 36a) for the integrated daily plan. Extended writing applications can be found in the <i>Writing to Sources</i> component for each grade level. <i>Writing to Sources</i> uses a variety of activities to explore narrative, informative/explanatory, and opinion/argument writing carefully coordinated with the reading selections in <i>Reading Street</i>.</p>

✓		9. Additional instructional materials increase the opportunity for regular independent reading of texts that appeal to students.	Independent Reading is a key component in <i>Reading Street</i> . At all grade levels, Independent Reading support is offered on the Access for All and the Independent Stations section of the weekly front matter. For examples, see Grade 1 Teacher’s Edition Unit 1 pages 12f–12g, 12h–12i.
<b>Quality of Texts:</b> High-quality texts are worth reading closely and exhibit exceptional craft and thought, and provide useful information.			
✓		10. Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter.	Most of the main selections in each grade are excerpts from published books or original selections created by well-known, grade-level appropriate authors. Each grade also has a drama or play. Full-length books can be found in the Independent Reading activities for the Pearson Trade Book Library. The main purpose of the reading materials used in the program is to include a wide variety of reading genres and grade-appropriate subjects related to the unit topic and concepts. These materials allow the instruction to use the questioning techniques to build comprehension concepts. See Grade 1 Unit 1 Week 1 pages 20–29 for an example of a literature selection.



✓		<p>11. Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level.</p>	<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts. This structure is followed from Grade K to Grade 6.</p> <ul style="list-style-type: none"> <li>• For Grade 1 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii.</li> </ul> <p>See Grade 1 Unit 1 Week 4 pages 102–111 for an example of an informational selection.</p>
<p><b>Text-Dependent and Text-Specific Questions:</b>  Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text.</p>			
✓		<p>12. High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives.</p>	<p>In the <i>Reading Street</i> program, each lesson in a unit begins with text-based instruction. The Access Text questions that accompany the main selection focus on finding information in the selection to answer the comprehension questions. The Close Reading questions also require text evidence but use Synthesis, Analysis, and Evaluation questions to help students achieve a deeper understanding of the text. See Grade 1 Unit 1 Teacher’s Edition pages 20–21 to 28–29.</p>

✓		<p>13. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>Each selection lesson plan contains <i>Amazing Words</i>, which are content words related to the unit topic and the specific selection. The words are presented in a variety of contexts and are then used by students in daily activities to help them master the use and meanings of the words. The Content Knowledge and Build Oral Vocabulary sections at the beginning of each Day help enhance vocabulary development for all students.</p> <ul style="list-style-type: none"> <li>• See Grade 1 Teacher’s Edition Unit 1 Week 1 Day 1: 12j, 12–13, 13a–13b; Day 2: 18a–18b; Day 3: 30a–30b; Day 4: 34a–34b; Day 5: 36a–36b.</li> </ul> <p>For Grade 1, the Monitor and Clarify strategy in many of the lessons, along with Context Clues activities, helps students use the context of a selection to check that they have correctly identified and understood words. The strategy also suggests ways, including rereading, that students can use to gain meaning and verify their understanding of the selection.</p> <ul style="list-style-type: none"> <li>• See Grade 1 Unit 1 Teacher’s Edition pages 20b, 24–25, and 28–29.</li> </ul>
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**Scaffolding and Supports:**

The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either listened to or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically.

✓		14. Pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction and should exclude a summary of the text.	For Grade 1, the lesson begins with Content Knowledge to prepare students to understand the main and paired selections. The Oral Language section based on the Amazing Words is developed at the beginning of each Day’s instruction. Selection Vocabulary is presented and practiced in a short selection prior to reading the main selection. The Access Text with Modeling helps students recognize information so they can comprehend the text and gain information. By providing sound prereading activities, students are prepared to successfully read more complex text. See preliminary activities on Grade 1 Unit 1 p. 12j and selection activities beginning on 20b.
✓		15. Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.	<i>Reading Street</i> explicitly teaches reading strategies for students to apply to their deep reading of text through direct teaching, systematic review, and application. For examples, see Grade 1 Teacher's Edition Unit 1 pages 17a–17b, 20b–29a.

✓		<p>16. Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.</p>	<p>Texts are the focal points for activities—individual and collaborative—in reading, writing, speaking, and listening. Questions and activities with all texts in <i>Reading Street</i> encourage students to grow as readers by sharing knowledge through high-level questions, deep thinking, and classroom discourse. In both the main and paired selections every week, which are conceptually coherent, multiple-genre texts, teachers have a model in our Close Read routine and in our Look Back and Write for text-reliant questioning. In <i>Reading Street Sleuth</i>, a student-friendly weekly routine allows readers to internalize the processes that will enable substantiating claims with text-based evidence. See Grade 1 Unit 1 Teacher’s Edition pages 20–21 to 28–29, 30–31, 32–33, 34–35 and the related instructional lessons.</p>
✓		<p>17. Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts.</p>	<p>In Content Knowledge on Day 1 at all grade levels in <i>Reading Street</i>, students use academic vocabulary from texts to develop a concept-related graphic organizer that is expanded throughout the week as knowledge is built through discourse and text evidence. Students build oral language and oral vocabulary by acquiring academic and domain-specific words, exemplified in each week’s Amazing Words. Students use these words in reading, writing, speaking, and listening. See Grade 1 Teacher’s Edition Unit 1 pages 12j, 12–13, 13a–13b, 18a–18b, 30a–30b, 34a–34b, 36a–36b.</p>

✓		<p>18. Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Assessment in <i>Reading Street</i> is provided at point of use and in additional assessment materials. For examples of Assessment Checkpoints for the Week, see Grade 1 Teacher's Edition Unit 1 page 371. The <i>Reading Street Assessment Handbook</i> provides more information for teachers on how to interpret assessment results to inform instruction. <i>Reading Street</i> supports teachers with guidance on how to interpret student performance through progress monitoring. The daily monitor progress boxes provide teachers with point of use formative assessment and interpretations guidelines. On Day 3 at all grade levels, retelling rubrics assist teachers in quickly assessing students' retelling of the main selections (Anchor Text). Writing rubrics accompany all writing assignments in <i>Reading Street</i>, from formal weekly writing mini-lessons (Let's Write It!) to weekly writing assessment (Look Back and Write) to Process Writing projects at the end of each unit and extended-response writing in the Unit and End-of-Year Benchmark Tests.</p>
✓		<p>19. Instructional materials must provide both reteaching and additional student learning opportunities.</p>	<p>The architecture of the daily instructional design affords specific strategies for mediating content in both whole and small group for the range of learning style and proficiencies in classrooms. Multi-modal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series. Additionally, see the Access for All information for Grade 1 Unit 1 Week 1 on pp. 12f–12g in addition to the Reader's and Writer's Notebook, Decodable Readers, and the Independent Practice Stations pp. 12h–12i.</p>

**Foundational Skills applicable for grades K-2 only**

ARE SYSTEMATICALLY TAUGHT, ASSESSED AND REINFORCED:

Instructional materials provide explicit and systematic instruction in concepts of print, phonological awareness, phonics, word study, vocabulary development, and reading fluency.

Instructional materials provide diagnostic materials at regular instructional points in order to assess student progress in concepts of print, phonological awareness, phonics, word awareness and reading fluency.

Instructional materials include student reading materials allowing for systematic, regular and frequent practice of foundational skills as they are introduced. **Foundational skills should not be taught in isolation.**

✓		20. Instructional materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, letter recognition, phonics, vocabulary development, word awareness, and reading fluency in a logical and transparent progression. Foundational skills are to be integrated, not taught in isolation.	<i>Reading Street</i> provides explicit and systematic instruction and support at point of use for all foundational skills — concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. Explicit instruction, progress monitoring, and assessment of foundational skills are found in Teacher’s Editions, Student Editions, Reader’s and Writer’s Notebooks, ancillary materials, and digital offerings. See Grade 1 Teacher’s Edition 5-Day Planner for Unit R Week 1 pages 12d–12e and the Access for All charts on pages 12f–12g.
✓		21. Student reading materials must integrate and follow the sequence of foundational skills instruction while providing opportunities for every student to become proficient in each of the foundational skills.	Every lesson includes pages for practice with decoding words, comprehension, writing, conventions, listening and speaking, vocabulary, and fluency. The carefully structured lessons in the Student Edition helps students learn the foundational skills and the basic language arts skills. See a typical Grade 1 Unit 1 Week 1 lesson: 14–15, 16, 17, 18, 19, Selection 20–29, 30, 32, 33, 34–35, 36–37.

✓		<p>22. Reading materials are designed for daily opportunities for students to practice reading fluency with appropriate texts of a wide variety of topics, genres, and grade-level complexity.</p>	<p>The program includes a carefully structured sequence of lessons that deal with all aspects of fluency, including accuracy, appropriate rate, appropriate phrasing, and expression/intonation. Lessons provide teacher modeling, practice, and assessment of fluency skills. For Grade 1, the focus of the fluency lesson for the week is taught on a Student Edition page (see an example on Student Edition page 37). See also the following representative fluency pages in the Teacher’s Edition for Unit 1 Week 1: 16c, 19c, 31b, 34f, 37d–37f.</p>
✓		<p>23. Instructional materials provide consistent practice in encoding (spelling) the sound symbol relationships of English.</p>	<p>By Grades 1 and 2, <i>Reading Street</i>, students know how to write all the uppercase and lowercase letters of the alphabet, they have learned sound-spelling correspondences for many consonants and vowels, and they can construct simple sentences. Students review these skills in Unit R of Grade 1 and then apply them in the genre writing lessons they begin in Unit 1. As they continue to build their phonics, spelling, and grammar knowledge, students also improve and expand their writing abilities.</p> <ul style="list-style-type: none"> <li>• See the Grade 1 Day 1 lesson structure for phonics, spelling, and grammar in Unit 2: Student Edition pages 16, 17; Teacher’s Edition pages 15a, 16, 16a, 16d, 17, 17c.</li> </ul>
✓		<p>24. Instructional materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	<p>Lessons in the Conventions strand that focus on inflected endings, prefixes, and suffixes help students understand how these word parts affect the meanings of the base words. Phonemic Awareness and Phonics lessons along with High-Frequency Words and Selection Words provide a solid foundation for decoding and learning grade-level words.</p> <ul style="list-style-type: none"> <li>• See Grade 1 Unit 1 Week 4 Teacher’s Edition pages 97a, 98, 100d, 100, 112c, 112d, 118c, 118d.</li> </ul>

✓		<p>25. Instructional materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.</p>	<p>The instruction, activities, and questions for the selections focus on the foundational skills students need to read and comprehend literature and informational texts. The foundational skills are presented, reinforced, and applied to reading selections including the Decodable Stories and Readers and Big Book/Trade Book selections throughout the week in the daily lesson plans. The 5-Day lesson plan includes many reading activities to foster the development of critical reading concepts and many opportunities to read and apply the concepts. Foundational skills together with comprehension tools developed in the program enable students to comprehend texts at different levels of understanding so that they become proficient, independent readers.</p>
✓		<p>26. Instructional materials provide diagnostic tools for educators to routinely monitor student progress on every aspect of the foundational skills.</p>	<p><i>Reading Street</i> supports teachers with guidance on how to interpret student performance through progress monitoring. The daily monitor progress boxes provide teachers with point of use formative assessment and interpretations guidelines. On Day 3 at all grade levels, retelling rubrics assist teachers in quickly assessing students' retelling of the main selections (Anchor Text). Writing rubrics accompany all writing assignments in <i>Reading Street</i>, from formal weekly writing mini-lessons (Let's Write It!) to weekly writing assessment (Look Back and Write) to Process Writing projects at the end of each unit and extended-response writing in the Unit and End-of-Year Benchmark Tests. For examples, see Grade 1 Teacher's Edition Unit 4 pages xviii–xix, 16a, 19a, 44g, 44–45–45a, 46–47, 49b, 50b, 51d–51f, 51l.</p>



## Writing to Sources

Instructional materials must adequately address the writing objectives for the grade.

✓		27. Instructional materials provide opportunities for writing based on what students have read, heard or viewed according to grade-specific objectives.	Writing activities in <i>Reading Street</i> are text dependent and require students to confront the text directly. Daily, weekly, and unit writing activities provide performance tasks for students as they write in response to reading texts at various levels of complexity. The writing strand in <i>Reading Street</i> addresses argumentative, explanatory, and narrative writing tasks, as required by the Common Core State Standards. Daily writing instruction is an integral part of the five-day instructional plan in which students write in response to high-quality, complex texts. Each assignment takes students through the steps in the writing process and focuses on the traits and craft of good writing. Weekly writing is in response to reading in whole or small group and requires students to use text evidence to support ideas, claims, and opinions. In grades K–6 Look Back and Write on each Think Critically page in the student edition requires students to respond in writing to the text and use textual evidence to support inferences from the text. On Day 4 in weekly small group instruction, students confront the text in <i>Sleuth</i> by “Making Their Case” as they draw on textual evidence to support claims and statements about the text.
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✓		<p>28. Instructional materials provide prominent and varied writing opportunities focusing on the following writing types and progressions:</p> <ul style="list-style-type: none"> <li>• Grades K-2 must include opportunities for informative/explanatory, opinion and narrative writing.</li> <li>• Grades 3-5: informative/explanatory 35%, opinion 30%, narrative 35%</li> <li>• Grades 6-8: informative/explanatory 35%, argument 35%, narrative 30%</li> <li>• Grades 9-12: informative/explanatory 40%, argument 40%, narrative 20%</li> </ul> <p>They also may reflect blended forms.</p>	<p>In <i>Reading Street Common Core Writing to Sources</i>, students receive weekly writing instruction aligned with a unit level writing focus. Each week students “Write Like a Reporter” and “Connect the Texts” in the same mode of writing throughout the unit, culminating in a unit level “Prove It!” in that featured mode.</p> <ul style="list-style-type: none"> <li>• In weekly “Write Like a Reporter” tasks, students write an argumentative, explanatory, or narrative paragraph in response to the main selection and draw on textual evidence to support their ideas. The text-based prompt requires students to directly confront the text.</li> <li>• For weekly “Connect the Texts,” students write in response to two sources—the weekly main and paired selections—drawing on evidence from two texts to write an argument/opinion, to write to inform/explain, or to write a narrative. These lessons are in support of the requirement in the Standards that students make an increasing number of connections among ideas within and between texts as they develop their ability to use textual evidence with increasing facility.</li> <li>• In the unit level “Prove It!” writing tasks, students respond to multiple sources within a unit of instruction to prepare for performance tasks and the changing expectations of the upcoming Common Core assessments. In the first part of each unit-level writing task, students are asked to answer evidence-based short response questions based on three texts from that unit of instruction to demonstrate comprehension of key ideas and details. In the second half of the writing task, students use the texts and their notes from the short response questions to write an argument, explanation, or narrative that synthesizes information in response to a text-based prompt.</li> </ul> <p>All of the writing tasks in the new <i>Reading Street Common Core Writing to Sources</i> align to the Common Core State Standards and are supported with teacher instruction and rubrics.</p>
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✓		29. Instructional materials provide opportunities for short, focused research projects to guide students in developing the expertise needed to conduct research as stated in grade-specific objectives.	In many of the Research and Inquiry projects, students locate information about the unit topic or concept as they prepare to make a report or presentation on the topic. Each of these activities requires students to use both print and digital materials to locate the necessary information to complete the Research and Inquiry project. • See Grade 1 Unit 2 Week 1 Teacher’s Edition pages 17f, 33g, 37c, 41e, and 43j for examples.
<p><b>Speaking and Listening</b></p> <p>To be aligned to the Next Generation Content Standards and Objectives, instructional materials must reflect communication skills required for real-world applications and for college and career readiness. Instructional materials should promote frequent and regular discussions about what students have read, heard or viewed.</p>			
✓		30. Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts.	<i>Reading Street</i> content provides multiple opportunities for students to develop strong speaking and listening skills as prescribed by the Listening and Speaking strand. Listening and Speaking Standards are practiced during discrete weekly Listening and Speaking lessons and also during Writing projects (Publish and Present) and weekly Build Oral Language/Vocabulary instruction. Lessons and projects presented throughout the program incorporate a range of texts in increasing complexity. For examples, see Grade 1 Teacher’s Edition Unit 3 pages 12j–13b, 18a–18b, 34a–34b, 37b, 38a–38b, 42a–42b, 42–43.
✓		31. Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others.	Many pages in the Student Edition for Unit 1 Grade 1 has topics intended to encourage discussion and participation. See the following references for the first selection: Review the Let’s Talk About (Grade 1 pages 12–13), Let’s Listen for... (Grade 1 pages 14–15), and Think Critically questions (Grade 1 page 30). The Listening and Speaking (or Media Literacy) activities (Grade 1 page 36) are also discussion-based with student collaborations.

✓		<p>32. Instructional materials provide opportunities to develop active listening skills, such as asking relevant questions and elaborating on remarks of others. In grades 3-12, this includes note taking.</p>	<p>Student Edition pages for Listening and Speaking (Grade 1 Unit 1 pages 36–37) or Media Literacy (Grade 1 Unit 4 pages 152–153) have many ideas to incorporate reading and discussions with guidelines for speaking, listening, and teamwork in the lesson and in the accompanying Teacher’s Edition pages. The oral and written activities in Think Critically (Grade 1 page 30) involve students in discussions about selection content while responding to questions that improve and extend comprehension. Additionally, the Small Group activities have Team Talk discussion activities on Day 4 for On-Level, Strategic Intervention, and Advanced learners.</p>
✓		<p>33. Instructional materials must provide opportunities to gather evidence to discuss and orally present findings using academic language.</p>	<p>At all grade levels, the instructional materials in <i>Reading Street</i> make the text the focus of all instruction. All support in <i>Reading Street</i> is designed to complement and enhance the text. All activities are text-based and students return to the text multiple times for reading, vocabulary, writing, speaking and listening, and strategy instruction.</p>

## Language

Instructional materials must adequately address the language objectives for the grade.

✓		34. Instructional materials address the grammar and language conventions specified by the language objectives at each grade level.	<p>At all grades in <i>Reading Street</i>, there is explicit instruction in grammar. In Kindergarten, grammar instruction is explicit and direct. In Grades 1–6, grammar instruction includes the following:</p> <ul style="list-style-type: none"><li>• Daily conventions lessons focused on a weekly grammar skill.</li><li>• Additional instruction and support for daily lessons in the Reader’s and Writer’s Notebook and the Let’s Practice It! pages on the TR DVD.</li><li>• Instruction in grammar, usage, and mechanics in the context of reading and writing.</li><li>• Cumulative grammar, usage, and mechanics practice through the Daily Fix-It activities.</li><li>• Grammar, usage, and mechanics practice in the Editing or Proofreading steps of the Weekly and Unit writing lessons.</li></ul>
✓		35. Instructional materials guide students in discovering accurate usage patterns (grades K-2), and in identifying and correcting their own error patterns in usage and conventions (grades 3-12).	<p>Throughout the program, the conventions of grammar and usage are presented in student and teacher materials, which provide ample opportunities to use the conventions in speaking and writing. Teacher’s Edition lessons introduce, reinforce, and review conventions for capitalization, punctuation, parts of speech, kinds of nouns, verb tenses, adjectives, different kinds and structures of sentences, and more. See the following pages for Grade 1 Unit 1 Week 1: 17c, 29c, 32a, 35c, 37g.</p>

✓		36. To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives.	Conventions instruction is closely integrated into the content of each weekly lesson. Learning the concepts as an integral part of reading, writing, listening, and speaking development allows students to learn, practice, and apply the skills immediately as they progress through the lesson. From the Proofreading Tips in the weekly Writing activity (Grade 1 Unit 1 p. 37h) to the Conventions lesson (Grade 1 Unit 1 pp. 17c, 29c, 32a, 35c, 37g) and the Look Back and Write activity (Grade 1 Unit 1 p. 30–31), the development of language concepts is included in all areas of instruction.
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# GENERAL EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 1

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21 <sup>st</sup> Century which includes opportunities for students to develop:										
<b>Next Generation Skills</b>											
<b>Thinking and Problem-Solving Skills</b>											
<i>English Language Arts Content:</i>											
Each day of the 5-Day plan for a lesson begins with Content Knowledge to start the day exploring and expanding knowledge. See <b>TE 1.1:</b> Content Knowledge 12j, 18a, 30a, 34a, 36a. Each day also includes a Research and Inquiry section. See <b>TE 1.1:</b> Research and Inquiry 17f, 29g, 33c, 35f, 37j.	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary connections;										

<p>In the 1st Read, students respond to questions that help them access and understand the text. In the 2nd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation. <b>TE 1.1:</b> 20–21 to 28–29, 30–31, 33b, 36–37</p>	<p>2. engages in complex analysis of content presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and judgments applicable to students' own lives and future situations;</p>							
<p>In each lesson, there are questions and activities such as Connect to Science, Connect to Social Studies, Connect Text to World, Text to Self and Reading and Writing Across Texts that bridge the learning from the selection to the world. <b>TE 1.1:</b> 24–25, 29a, 30–31, 35a</p>	<p>3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of the human condition; and</p>							
<p>For each week, <i>Reading Street</i> offers a main selection and a shorter paired selection on the same topic or concept. To fully comprehend any text, students must participate in discussions about the text as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems. See Unit 1 Teacher's Edition pages 20–21 to 28–29.</p>	<p>4. makes unusual associations and provides a variety of solutions to problems to reach unexpected answers.</p>							



**Information and Communication Skills/English Language Arts**

*For student mastery of content standards and objectives, the instructional materials will include multiple strategies that provide students with opportunities to:*

<p>Many questions including those labeled “Reread Challenging Text” direct students to reread text. The Look Back and Write question and often other questions on the Student Edition Think Critically page require students to reread text. At the end of each paired selection are Reading Across Texts and Writing Across Texts prompts that provide opportunities for original communication for comparison and synthesis. See Unit 1 Teacher’s Edition pages 20–21 to 29–29 and 30–31.</p>	<p>5. locate existing information in a variety of formats, interpret meaning and then create original communication;</p>							
<p><i>Reading Street</i> Teacher’s Editions at all levels provide a read-and-reread strategy for each main selection. In the 1st Read at Grade 1, students respond to questions that help them understand the text. In the 2nd Read, students draw knowledge from the text and respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation. As students respond to the text-based questions that accompany the main and paired selections in the Student Edition and the <i>Reading Street Sleuth</i> selections in the Small Group lessons, they are continually required to use text information to make informed responses and choices. See Unit 1 Teacher’s Edition pages 20–21 to 28–29 and 30–31.</p>	<p>6. make informed choices; and</p>							

<p>The program has been created to show how the materials are carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop the important reading, writing, listening, and speaking concepts. See Unit 1 page 12c.</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>							
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**Personal and Workplace Productivity Skills**

*For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:*

<p><i>Reading Street</i> provides daily Research and Inquiry projects each week in the core lessons. The weekly Research and Inquiry project expands and extends the weekly concept. In the weekly Research and Inquiry projects, students research to find information about a chosen topic as they prepare a report or presentation on the topic. Students are guided to use both print and digital materials to locate the information they need to answer inquiry questions, narrow their topic, and support their thesis. <b>TE: 1.1</b> <b>Week 1:</b> 17f, 29g, 33c, 35f, 37j</p>	<p>8. conduct research, validate sources and report ethically on findings;</p>							
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<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. See page 12c for the Digital Resources and the eStreet Interactive icon as shown on page 12–13.</p>	<p>9. identify, evaluate and apply appropriate technology tools for a variety of purposes;</p>							
<p>Each main selection in the Student Edition includes a Think Critically page with a Look Back and Write question. Each paired selection in the Student Edition includes a Writing Across Texts prompt. Both writing tasks require students to answer the question and communicate their thinking. See Grade 1 Unit 2 Student Edition pages 34, 41 and Unit 2 Teacher’s Edition pages 34–35, 35a, 40–41. The weekly Research and Inquiry projects guide students in writing and answering inquiry questions and collecting and organizing information before communicating their findings to others. See Unit 1 Teacher’s Edition pages 17f, 29g, 33c, 35f, 37j.</p>	<p>10. engage in self-directed inquiry;</p>							

<p>Student Edition pages for Listening and Speaking (Unit 1 page 37) or Media Literacy (Unit 4 page 153) have many ideas to incorporate reading and discussions with guidelines for speaking, listening, and teamwork in the lesson and in the accompanying Teacher’s Edition pages. The oral and written activities in Think Critically (Unit 1 page 30) involve students in discussions about selection content while responding to questions that improve and extend comprehension. Additionally, the Small Group activities have Team Talk discussion activities on Day 4 for On-Level, Strategic Intervention, and Advanced learners.</p>	<p>11. work collaboratively; and</p>							
<p><i>Reading Street</i> offers instruction that allows students to work together in whole group activities, in small group, in team activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help student understand the task, complete the task, and share the information. The length and density of the section helps to promote the use of all aspects of reading. The Research and Inquiry sections in each Day in the 5-Day lesson plan ask students to use digital and print materials and recommend specific tasks to accommodate understanding of a wide variety of text content and concepts. See Unit 1 pages 17f, 29g, 33c, 35f, 37j.</p>	<p>12. practice time-management and project management skills in problem-based learning situations.</p>							

**Developmentally Appropriate Instructional Resources and Strategies**

*For student mastery of content standards and objectives, the instructional materials*

<p>In <i>Reading Street</i> Teacher’s Editions, weekly story tabs have direct correlations to Common Core State Standards being covered that week, while the Bridge to Common Core boxes throughout the daily plan offer insights to the anchor standards in action. Abundant practice and authentic application can be found in multiple components in both print and digital formats. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness). See the information on the front and back of the Weekly Tab for each selection.</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.</p>						
<p>Teacher scaffolding is focused on reader and task suggestions to access text, routines for reading for understanding, and a two-tiered questioning strategy to address deep reading. For evidence of text as the central focus of daily instruction, see the following examples: Unit 2. Teacher’s Edition pages 13a–13b, 17a–17b, 18a–18b, 20a–29a, 30a–30b, 30–31, 32–33, 34a–34b, 34h–35a, 38a–38b, 38i–41a, 42a–42b</p>	<p>14. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations, and make cross-curricular, global connections.</p>						

<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts. This structure is followed from Grade K to Grade 6.</p> <p>For Grade 1 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Unit 1 Week 1 pages 12j, 17b, 17d, 20a, 20b, 29g, 30–31, 33b, 35c, 36a, and 37h. This well-designed structure allows students to incorporate prior knowledge and extend the concepts to deepen understanding.</p>	<p>15. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding.</p>							
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<p>In Grade 1 selections, the text and graphics are carefully put together to invite the reader to read and enjoy the selection and the related materials. A review of the Student Edition shows the Unit/Week structure with each main selection having vocabulary and comprehension pages prior to reading. The main selection is followed by Think Critically questions about the selection (see Unit 1 page 30–31) and Let’s Write It! pages with a writing activity (see Unit 1 page 32–33). The paired selection pages include annotations for Let’s Think About... for understanding the content reading (see Unit 1 page 34–35), which is followed by Vocabulary and Listening and Speaking or Media Literacy pages (see Unit 1 page 36–37). Additionally, the digital materials are incorporated into the lesson in the <i>eStreet Interactive</i> boxes.</p>	<p>16. provide students with opportunities to use print, graphs, visual displays, media and technology sources to acquire and apply new information.</p>							
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<p>Instruction and practice in sequence are included as students read each selection. Students answer questions about the key details and sequence of events in the selection and create their own questions as they monitor and clarify the content of the selection they are reading.</p> <p>The Retelling Cards are shown on the Think Critically page at the end of every selection in the Student Edition (see Unit 1 page 30–31). These cards can be used to help students retell the selection, including the central message or main ideas, presenting this information in the sequence found in the selection. Students can add to and interpret the events as they retell the story in their own words, verifying their understanding of the content. The Teacher’s Edition instruction for the Think Critically pages (see Unit 1 pages 30–31, 31a) provides suggestions to apply and extend retelling skills.</p>	<p>17. offer opportunities for students to build an understanding of sequencing of time, events and text with or without an anchor text.</p>							
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<p>In every lesson in <i>Reading Street</i>, students are actively involved in reading the selection. The questions and activities for each selection expose students to content that requires them to interpret the text by using text evidence to comprehend the selection and to combine that evidence with interpretive skills to understand the content and structure of the reading materials. Students are also asked to extend the interpretation to multiple applications for solutions. See Unit 1 page 30–31 for Text to Self, page 58–59 for Text to Text, and page 112–113 for Text to World connections.</p>	<p>18. provide opportunities for students to investigate issues that are interconnected to explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions.</p>							
<p>Weekly and unit instruction is built around science and social studies concepts. With the Main Selection as the anchor text, these concepts connect every piece of literature, vocabulary, and writing, allowing students to develop deep knowledge. Text-based instruction is the most important aspect of all instruction in <i>Reading Street</i>, and interaction with complex text begins on Day 1 at all grades. Interaction with complex text goes beyond the main selection and includes teacher read-aloud instructional passages (see Unit 1 Day 1 pages 17a–17b), Big Books (see Day 2 pages 18a–18b), main selection (see Day 2 pages 20b to 28–29 and Day 3 pages 30h to 30–31), paired selection (see Day 4 page 34–35), and <i>Reading Street Sleuth</i> (see Small Group Days 4 and 5 pages SG•5, SG•6, SG•10, SG•11, SG•16</p>	<p>19. provide opportunities for students to investigate texts that are interconnected and linked to an anchor text.</p>							

<p>At all grade levels in <i>Reading Street</i>, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. Text-dependent and text-specific questions provided in the Teacher’s Edition for the main and paired selections include the 1st Read/Access Text questions, in which students explore the content of the selections, and the 2nd Read/Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text. See Unit 1 Teacher’s Edition pages 20–21 to 28–29.</p>	<p>20. include guiding questions and text-dependent questions to aid student comprehension.</p>							
<p>In Content Knowledge on Day 1 at all grade levels in <i>Reading Street</i>, students use academic vocabulary from texts to develop a concept-related graphic organizer that is expanded throughout the week as knowledge is built through discourse and text evidence. Students build oral language and oral vocabulary by acquiring academic and domain-specific words, exemplified in each week’s Amazing Words. Students use these words in reading, writing, speaking, and listening. For examples, see Unit 1 Teacher’s Edition pages 12j, 12–13, 13a–13b, 18a–18b, 30a–30b, 34a–34b, 36a–36b.</p>	<p>21. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills.</p>							

<p>Multi-modal and diverse media experiences augment print instruction, and an increase in specificity and focus of instruction delivers targeted reteaching and remediation in small group or personalized learning settings, all informed by a strong progress monitoring component throughout the series. <i>Reading Street</i> is dedicated to the advancement of all learners, including the gifted. Daily enrichment and targeted text, all designed by national gifted education expert, ensure consistent engagement for this specialized population. See the Access for All chart on Unit 1 pages 12f–12g as well as notes on Unit 1 Teacher’s Edition representative pages 13b, 15a, 16a, 16d, 18b, 18d, 20a, 29e, 33a.</p>	<p>22. support personalized learning through intervention and enrichment activities.</p>							
<p><i>Reading Street</i> provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are cited at the beginning of each week and at point of use on Teacher’s Edition pages. <i>Reading Street’s</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction and enhance comprehension. <i>Reading Street</i> users can select digital assets to assign to students and provide feedback. Automatic remediation is delivered based on student assessment data. See the Digital Resources on Unit 1 p. 12c.</p>	<p>23. provide a dynamic, interactive website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.).</p>							

<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. See <i>eStreet Interactive</i> notes on Unit 1 Day 1 pages 12–13, 13b, 15a, 16a, 16c, 17, 17b, 17d, 17f.</p>	<p>24. include a professional resource that builds content and pedagogical knowledge for the teacher.</p>							
<p>The activities and questions that accompany each main selection are intended for use by all students. The Access Text questions used in the 1st Read help students understand the text. The Close Reading questions used in the 2nd Read help them extend their interpretation of the text using higher-level thinking skills by applying Analysis, Synthesis, and Evaluation questions to the text and supporting their responses with Text Evidence. See these representative pages on Unit 1 Teacher’s Edition pages 20–21 to 28–29.</p>	<p>25. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact.</p>							

<p>The program contains many forms of assessment for measuring students' abilities. The Monitor Progress suggestions within the lessons provide evaluation during the lesson, and the weekly assessments offer more formal evaluation. Tools are included to monitor students' letter recognition/phonics, high-frequency words, and comprehension development as listed in the next item. See Corrective Feedback notes on Unit 1 Teacher's Edition pages 13b, 14–15, 16c, 18c, 18, 19c, 19d, 30d, 31b, 34c, 34d, 34f, 34g, 37a, 37b; See Monitor Progress notes on Unit 1 pages 16a, 19a, 30g, 31a, 35b, 36c, 37d; See Scoring Rubric on pages 31a, 32–33.</p>	<p>26. include questions and tasks that assess the depth and complexity of the analytical thinking required by the objectives. (Note: not every objective must be assessed with every text.)</p>							
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**Life Skills**

*For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:*

<p>Among the genres for literary selections for Grade 1 are animal fantasy, drama, fable, fairy tale, fiction, folk tale, poetry, realistic fiction, and sing-along. Genres for Grade 1 informational texts include autobiography, biography, how-to article, literary nonfiction, photo essay, procedural text, recipe, and science and social studies expository and informational texts. See Unit 1 pages xi–xiii for Table of Contents for genre, with specific genre on lesson page (Unit 1 Week 1 page 20b.)</p>	<p>27. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading materials that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative standards at the specific grade band;</p>							
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<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, Decodable Readers that children can read aloud, and the main and paired selections that can be used for reading along and aloud. Small Group pages in the Teacher’s Edition accommodate On-Level, Strategic Intervention, and Advanced instruction with the Decodable Readers, main selections, and <i>Sleuth</i> selections. The program also includes a Read Aloud Anthology (Grade 1) and Big Books (Grade 1) with high-interest literature and informational texts. See, for example, Unit 1 Teacher’s Edition pages 16b–16c, 17a–17b, 18a, 19b–19c, 20b–20c, 30a, 34a, 34e–34f, 34–35, 35b, 36a, and SG•1–SG•17.</p>	<p>28. achieve visual and media literacy through access to a wide variety of high-quality materials including, but not limited to, graphic novels, primary and secondary source documents, digital media, podcasts, vodcasts, audio recordings, visual art, videos, etc.; and</p>							
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<p>Each grade level is organized into six units. For each unit a grade-appropriate concept summarized in a unit question is divided into weekly topics and questions to create content knowledge related to social studies and science concepts related to global literacy topics and events. This structure is followed from Grade K to Grade 6. For Grade 1 Unit 1, Unit Skills Overview introductory pages xvi and xvii show at a glance how the unit is structured with Integrated Science and Social Studies topics, the Weekly Question, and the Knowledge Goals. This is also presented in the Weekly structure on Content Knowledge page xxii. Within each Week, the information is expanded on in the Bridge to Common Core knowledge notes. See Unit 1 Week 1 pages 12j, 17b, 29g, and 36a.</p>	<p>29. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>							
<p>All of the instructional information in the Teacher’s Edition works with key reading, writing, speaking, and listening concepts that focus on the reading selection and help students read and apply all aspects of concept development to become successful readers who comprehend text and apply the learning to real-world activities. See the Listening and Speaking activities on Unit 1 Teacher’s Edition pages 36–37, 64–65, 92–93, 118–119, 144–145, 170–171.</p>	<p>30. practice situational language (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media) in real-world activities.</p>							

**Assessment**

A comprehensive 5-step assessment system includes formative and formal daily, weekly, unit, and summative opportunities in print and fully digital formats. Support for using all soft and hard data to know and serve the students is found in the *Assessment Handbook*. Suggestions and ideas for assisting and scaffolding of students are given in the chapters of the *Assessment Handbook*, but are also dealt with extensively in the Teacher's Editions and in suggestions in the Teacher's Manuals of the various formal assessments. The *Reading Street Assessment* offerings include: Baseline Group Tests Corrective Feedback and Progress Monitoring (included at point of use in the Teacher's Editions), Weekly Assessments (included in the Teacher's Editions), Weekly Tests and Fresh Reads for Fluency and Comprehension Performance Tasks based on the *Reading Street Sleuth* (included in the Teacher's Editions), Unit Benchmark Tests, End-of-Year Benchmark Tests. See Unit 1 pages xviii and xix for Assessment component summary.

31. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, text-dependent questions (TDQs), performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).



<p>For Grade 1, the Assessment Checkpoints (Grade 1 Unit 1 page 37l) include Weekly Assessment, Differentiated Assessment, and Managing Assessment. Managing Assessment identifies the key components of the <i>Assessment Handbook: Weekly Assessment Blackline Masters for Monitoring Progress, Observation Checklists, Record-Keeping Forms, and Portfolio Assessment</i>. Support for assessment can also be found in the Teacher’s Edition at point of use. (TE Unit 1: 16a, 30g, 31a, 37d)</p>	<p>32. Instructional materials provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>							
<p><b>Organization, Presentation and Format</b></p>								
<p>The program has been created to show how the materials address the Common Core State Standards for each grade. As in earlier editions, this new edition is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop those important reading, writing, listening, and speaking concepts. See Common Core State Standards notes on each spread of the lesson (for example Unit 1 Week 1 Day 1 pages 13a, 14–15, 1616b, 16d, 17a, 17c, 17e) and Bridge to Common Core notes within the lesson (Unit 1 Week 1 pages 12j, 17b, 17d, 20a, 20b, etc.)</p>	<p>33. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.</p>							

<p>All of the instructional information in the Teacher’s Edition works with key reading, writing, speaking, and listening concepts that focus on the reading selection and help students read and apply all aspects of concept development to become successful readers who comprehend text. This edition is carefully designed and constructed around excellent informational texts and literature to help students master the concepts they need to succeed in school and beyond. From the printed books to the online database, students and teachers can choose from a wide variety of materials as they develop those important reading, writing, listening, and speaking concepts. See Unit 1 components on pages iv–ix, Table of Contents on pages xi–xv, Skills Overview on pages xvi–xvii, and digital learning on pages xx–xxi.</p>	<p>34. The media included in the instructional materials must enhance and support instruction and learning.</p>							
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<p>The program’s robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital formats. Reteaching opportunities are suggested and supported daily, with increased intensity, across the bands of a tiered model of intervention. Review and assessment occurs on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s classroom, incorporating an assortment of digital tools to obtain the highest expectations for inquiry and collaboration toward CCR (College and Career Readiness). See the Digital references in a typical week.</p> <ul style="list-style-type: none"> <li>Grade 1 Unit 1 Week 1 Teacher’s Edition 12c, 12–13, 13b, 15a, 16a, 16c, 17, 17b, 17d, 17f, 18b, 18d, 19a, 19c, 19e, 20a, 20c, 29a, 29c, 29e, 29g, 30b, 30d, 30f, 30h, 31a, 32a, 33a, 33c, 34b, 34d, 34f, 34h, 34–35, 35b, 35d, 36b, 37a, 37c, 37g, 37i</li> </ul>	<p>35. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher’s server, both of which are accessible by an internet-enabled device that can open standard file formats.</p>							
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# **SPECIFIC EVALUATION CRITERIA**

**2014-2020**

**Group II – English Language Arts**

**Grade 1**

English Language Arts for the first grade student involves immersion in a literacy-rich environment to develop an awareness of print materials and media as sources of information and enjoyment. The student will grow in language and communication development through increased emphasis on collaboration, sharing information and giving opinions through integration of reading, writing, listening and speaking that will develop lifelong learning skills and global awareness. The first grade student will learn from reading equally both literature and informational texts that are of appropriate complexity for Grade 1. The student will actively participate in an engaging and appropriate environment to develop independent English Language Arts and 21st century skills. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

## **Standard 1: Reading**

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

## **Standard 2: Writing**

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

## **Standard 3: Speaking and Listening**

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

## **Standard 4: Language**

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
<b>READING</b>											
<b>Key Ideas and Details</b>											
<p><b>SE R:</b> EI•13, 28, 54, 80, 106, 132, 158</p> <p><b>SE 1:</b> 30, 58, 84, 112, 138</p> <p><b>SE 2:</b> 34, 66, 128</p> <p><b>SE 3:</b> 34, 74, 81, 115, 142, 208</p> <p><b>SE 4:</b> 44, 78, 182, 218</p> <p><b>SE 5:</b> 40, 78, 120, 232</p> <p><b>TE R:</b> 18–19, 24–25, 27a, 28–29a, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 54–55, 70–71, 72–73, 78–79, 79a, 80–81, 81a, 96a, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 106–107, 122–123, 124–125, 126–127, 128–129, 131a, 132–133, 133a, 148–149, 152–153, 156–157, 157a, 159a, 162i, 162–163</p> <p><b>TE 1:</b> 20b, 20–21, 22–23, 24–25, 28–29, 29a, 30–31, 37b–37c, 57a, 58–59, 63a, 74–75, 76–77, 82–83, 83a, 84–85, 93b–96c, 117a, 125a, 132–133, 134–135, 136–137, 137a, 138–139, 145b–145c, 151a</p> <p><b>TE 2:</b> 32–33, 33a, 33b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 66–67, 83a, 112–113, 114–115, 116–117,</p>	<p>1. ask and answer questions about key details in a literary text. <b>(CCSS RL.1.1)</b></p>										

<p>118–119, 120–121, 122–123, 124–125, 126–127, 127a, 128–129, 199a</p> <p><b>TE 3:</b> 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33a, 33b, 34h, 34–35, 49a–49b, 52b, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 74–75a, 80–81, 83b, 83c, 110–111, 112–113, 114–115, 115a, 123a–123b, 126b, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 143h, 155a, 187a–187b, 190b, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 207a, 208–209, 214–215</p> <p><b>TE 4:</b> 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 40–41, 42–43, 43a, 44h, 44–45, 51b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 87b–87c, 110–111, 125a, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 181a, 182–183, 189c, 198b, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a, 218–219, 227b–227c</p> <p><b>TE 5:</b> 20b, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 38–39, 39a, 40–41, 48–49, 49a, 51b–51c, 57a, 60b, 60–61, 62–63, 68–69, 70–71, 72–73, 74–75, 76–77, 77a, 78h, 78–79, 79a, 82i, 87a, 89b–89c, 210b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a, 232–233, 233a, 238–239</p>								
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<p><b>Writing to Sources:</b>  <b>Unit R:</b> 30–31, 32  <b>Unit 1:</b> 66–67, 68  <b>Unit 3:</b> 136–137, 138–139</p>								
<p><b>SE R:</b> 28, 54, 80, 106, 132, 145e, 158  <b>SE 1:</b> 30, 58, 84, 138  <b>SE 2:</b> 34, 66, 128  <b>SE 3:</b> 34, 74, 142, 208  <b>SE 4:</b> 44, 78, 182, 218  <b>SE 5:</b> 40, 78, 232</p> <p><b>TE R:</b> 28–29a, 54–55a, 80–81a, 106–107a, 126–127, 132–133a, 158–159a  <b>TE 1:</b> 30–31a, 52–53, 58–59a, 84–85a, 138–139a  <b>TE 2:</b> 34–35a, 66–67a, 128–129a  <b>TE 3:</b> 20b, 22–23, 30–31, 33b, 34–35a, 74–75a, 117c, 142–143a, 207a, 208–209a  <b>TE 4:</b> 44–45a, 57a, 60c, 78–79a, 159a, 180–181, 182–183a, 189c, 218–219a  <b>TE 5:</b> 38–39, 40h, 40–41a, 78–79a, 207a–207b, 210b–210c, 226–227, 230–231, 231a, 222–233a, 241c</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 14–15, 22–23  <b>Unit 1:</b> 42–43, 46–47, 50–51  <b>Unit 2:</b> 90–91</p>	<p>2. retell stories, including key details and demonstrate understanding of their central message or lesson in literary texts. <b>(CCSS RL.1.2)</b></p>							

<p><b>SE R:</b> 28, 33, 137  <b>SE 1:</b> 30, 58, 117  <b>SE 4:</b> 83–85  <b>SE 5:</b> 40, 45, 83–87</p> <p><b>TE R:</b> 15d–15e, 15q, 17c, 18a, 20–21, 22–23, 27a, 28–29, 32–33, 39d–39e, 41a, 43d, 44a, 46–47, 48–49, 53a, 54–55, 65d–65e, 67a, 70a, 70–71, 72–73, 76–77, 79a, 80–81, 95c, 96a–96b, 98–99, 104–105, 105a, 106–107, 117d–117e, 119a, 128–129, 132, 136–137, 143d–143e, 152–153</p> <p><b>TE 1:</b> 17a–17b, 22–23, 24–25, 28–29, 29a–29b, 30h, 30–31, 35a, 37b, 43a–43b, 46b, 48–49, 52–53, 56–57, 58h, 58–59, 65c, 71a–71b, 74b, 74–75, 76–77, 78–79, 80–81, 84h, 116i, 117, 119c, 128b, 130–131, 132–133, 134–135, 136–137, 137a, 138h</p> <p><b>TE 2:</b> 17a, 20b, 24–25, 26–27, 28–29, 33a, 33b, 34–35, 49a, 54–55, 60–61, 62–63, 64–65, 65a, 65b, 66h, 67a, 109a, 112b, 114–115, 118–119, 120–121, 122–123, 124–125, 127a, 128h, 128–129, 137c</p> <p><b>TE 3:</b> 17a–17b, 28–29, 30–31, 33b, 34–35a, 43b, 43c, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 73b, 74h, 74–75a, 112–113, 114–115, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141a–141b, 142h, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 207a, 208h</p> <p><b>TE 4:</b> 17a, 22–23, 26–27, 28–29, 30–31, 32–33, 34–35, 36–37, 40–41, 43a, 57a, 64–65, 66–67, 68–69, 70–71, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162b, 164–165, 166–167, 170–</p>	<p>3. describe characters, settings and major events in a story, using key details in literary texts. <b>(CCSS RL.1.3)</b></p>							
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171, 174–175, 176–177, 178–179, 181a, 182h, 189b–189c, 195a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 214–215, 216–217, 218h, 227b–227c

**TE 5:** 17a, 22–23, 26–27, 30–31, 32–33, 36–37, 38–39, 39a, 40–41, 41a, 44i, 44–45, 46–47, 51b, 57a–57b, 62–63, 64–65, 68–69, 74–75, 76–77, 77b, 82i, 82–83, 84–85, 86–87, 87a, 89c, 207a–207b, 210–211, 212–213, 214–215, 216–217, 218–219, 220–221, 224–225, 226–227, 230–231, 231a, 232h

**Writing to Sources:**

**Unit R:** 6–7, 10–11, 14–15, 18–19, 22–23, 28–29, 30–31, 32, 33–35, 36

**Unit 1:** 42–43, 46–47, 50–51, 58–59, 62–63, 66–67, 68, 69–71, 72, 73–75

**Unit 2:** 78–79, 82–83

**Unit 3:** 142–145

**Unit 4:** 154–155, 166–167

**Unit 5:** 186–187, 190–191, 194–195

<p><b>SE R:</b> 58, 137  <b>SE 1:</b> 112, 164  <b>SE 2:</b> EI•13, 70–71, 72–73, 74–75, 96, 133, 134–135, 160, 178b, 182–183, 190–191, 193a, 194  <b>SE 3:</b> 39–41, 106, 147, 174  <b>SE 4:</b> 110, 114–117, 144  <b>SE 5:</b> 124–127, 156, 194</p> <p><b>TE R:</b> 84–85, 136i, 136–137  <b>TE 1:</b> 90–91, 104–105, 106–107, 108–109, 110–111, 111a, 111b, 112–113, 143a, 154c, 154–155, 156–157, 158–159, 160–161, 162–163, 163a, 164–165  <b>TE 2:</b> 72–73, 74–75, 75a, 86–87, 88–89, 94–95, 95a, 95b, 96–97, 101a, 132i, 132–133, 134–135, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–159, 159a, 160–161, 178b, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195  <b>TE 3:</b> 40–41, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104–105, 105a, 105b, 106–107, 146i–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 173a, 174–175  <b>TE 4:</b> 49a, 96–97, 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 109a, 110–111, 114–115, 116–117, 128b, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–143, 143a, 144–145, 150–151, 187a  <b>TE 5:</b> 98–99, 100–101, 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 119a, 120–121, 124i, 124–125, 126–127, 138–139, 140–141, 142–143, 144–145, 146–147, 148–</p>	<p>4. ask and answer questions about key details in an informational text.  <b>(CCSS RI.1.1)</b></p>							
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<p>149, 150–151, 152–153, 154–155, 155a, 156–157, 160i, 162–163, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 192–193, 193a, 194–195, 199a</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 102–103, 104  <b>Unit 4:</b> 174–175, 176–177  <b>Unit 5:</b> 210–211, 212–213</p>								
<p><b>SE 1:</b> 112, 164  <b>SE 2:</b> 96, 135, 160, 194  <b>SE 4:</b> 110, 144  <b>SE 5:</b> 120, 156, 163, 194</p> <p><b>TE 1:</b> 99a, 102b, 104–105, 106–107, 108–109, 111a, 112–113a, 142–143a, 163a, 164h, 165a  <b>TE 2:</b> 75a, 86b, 90–91, 96h, 96–97, 97a, 103b, 132i, 143a, 152–153, 159b, 160–161a, 169b, 186–187, 190–191, 194–195a  <b>TE 3:</b> 38–39, 105a, 175a  <b>TE 4:</b> 93a, 98–99, 100–101, 102–103, 104–105, 108–109, 110h, 110–111, 111a, 119b, 130–131, 132–133, 134–135, 140–141, 144–145a, 153b  <b>TE 5:</b> 102–103, 108–109, 119a, 121a, 135a–135b, 138b–138c, 142–143, 146–147, 150–151, 152–153, 154–155, 156–157a, 160i, 160–161, 162–163, 165b–165c, 188–189, 194h, 194–195, 195a</p>	<p>5. identify the main topic and retell key details of an informational text.  <b>(CCSS RI.1.2)</b></p>							

<p><b>SE 1:</b> 143 <b>SE 2:</b> EI•4, 194</p> <p><b>TE 1:</b> 142–143 <b>TE 2:</b> 146–147, 148–149, 152–153, 160h, 175a, 178b–178c, 180–181, 182–183, 184–185, 186–187, 193a <b>TE 3:</b> 89a–89b, 94–95, 100–101, 102–103, 106h, 117c, 158b, 158–159, 162–163, 164–165, 166–167, 170–171, 172–173, 173a, 174–175, 181c <b>TE 4:</b> 104–105, 108–109, 109a, 132–133, 136–137, 144h <b>TE 5:</b> 95a–95b, 100–101, 102–103, 114–115, 116–117, 118–119, 129b, 152–153, 156h, 171a–171b, 184–185</p>	<p>6. describe the connection between two individuals, events, ideas or pieces of information in an informational text. <b>(CCSS RI.1.3)</b></p>							
<b>Craft and Structure</b>								
<p><b>SE 3:</b> 213 <b>SE 4:</b> 224 <b>SE 5:</b> 80–81, 239</p> <p><b>TE 1:</b> 17a, 137b <b>TE 3:</b> 73d–73e, 115a, 198–199, 212i–213, 217c <b>TE 4:</b> 43a, 113b, 168–169, 217a, 222–223, 224–225 <b>TE 5:</b> 80–81, 210–211, 218–219, 236i, 236–237, 238–239</p>	<p>7. in literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <b>(CCSS RL.1.4)</b></p>							

<p><b>SE 1:</b> 116–117, 168–169  <b>SE 3:</b> 78–81, 110–115, 212–215  <b>SE 5:</b> 45</p> <p><b>TE R:</b> 69c, 91d, 93a, 95c, 100–101, 121c, 162–163, 168–169  <b>TE 1:</b> 90–91, 116i, 116–117  <b>TE 2:</b> 127a, 137c  <b>TE 3:</b> 38i, 105b, 173a, 215c  <b>TE 4:</b> 109a, 143a  <b>TE 5:</b> 44i, 201c, 231b</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 52–53, 56–57  <b>Unit 3:</b> 128–129  <b>Unit 5:</b> 196–197</p>	<p>8. explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types. <b>(CCSS RL.1.5)</b></p>							
<p><b>TE 1:</b> 22–23  <b>TE 2:</b> 58–59  <b>TE 3:</b> 73b, 143b, 207a, 207b, 209b, 212i  <b>TE 4:</b> 36–37, 45b, 62–63, 109b, 219b  <b>TE 5:</b> 121b</p>	<p>9. identify who is telling the story at various points in a literary text. <b>(CCSS RL.1.6)</b></p>							
<p><b>TE 2:</b> 72–73, 74–75, 178b  <b>TE 3:</b> 92b  <b>TE 4:</b> 128b, 134–135, 138–139, 140–141  <b>TE 5:</b> 112–113, 178–179, 186–187, 188–189, 190–191</p>	<p>10. ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text. <b>(CCSS RI.1.4)</b></p>							

<p><b>SE R:</b> 85  <b>SE 1:</b> 88–91  <b>SE 2:</b> 164–167  <b>SE 3:</b> 178–179  <b>SE 5:</b> 194, 198–199</p> <p><b>TE R:</b> 31b, 57b, 58i, 84i, 85  <b>TE 1:</b> 33c, 83g, 87c, 88i, 88–91, 154b  <b>TE 2:</b> 33g, 37c, 38i, 43c, 77c, 95g, 159g, 164i, 164–165, 166–167, 169c, 193f  <b>TE 3:</b> 73g, 109c, 141f, 145c, 170–171, 178i–179, 179a, 207g  <b>TE 4:</b> 48i, 48–49, 96–97, 143f, 181f, 186i, 186–187, 187a  <b>TE 5:</b> 81c, 119g, 123b–123c, 155b, 155g, 165c, 176–177, 182–183, 186–187, 193f, 194–195, 195a, 197c, 198i, 198–199, 199a, 231g</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 88–89  <b>Unit 3:</b> 132–133  <b>Unit 4:</b> 164–165</p>	<p>11. know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in an informational text. <b>(CCSS RI.1.5)</b></p>							
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<p><b>SE R:</b> 58–59, 110–111  <b>SE 1:</b> 88–91, 142–143  <b>SE 2:</b> 72–73  <b>SE 5:</b> 162, 198–199</p> <p><b>TE R:</b> 58–59, 110i, 110–111  <b>TE 1:</b> 88i, 88–91, 93c, 110–111, 142i, 160–161  <b>TE 2:</b> 70i, 70–71, 72–73, 74–75, 94–95  <b>TE 3:</b> 96–97, 98–99, 149c  <b>TE 4:</b> 96–99, 119c, 138–139, 148i, 148–149  <b>TE 5:</b> 102–103, 129c, 146–147, 150–151, 155b, 160i, 162–163, 165c, 198i, 198–199, 199a</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 88–89, 102–103, 104  <b>Unit 5:</b> 198–199</p>	<p>12. distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text. <b>(CCSS RI.1.6)</b></p>							
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**Integration of Knowledge and Ideas**

**SE R:** 32–33

**SE 1:** 62–63

**SE 3:** 76, 79–81, 142

**SE 5:** 82–85

**TE R:** 15d–15e, 20–21, 22–23, 32–33, 32i, 39d–39e, 44–45, 46–47, 48–49, 50–51, 52–53, 53a, 65d, 70–71, 72–73, 78–79, 79a, 98–99, 122–123, 148a, 148–149, 150–151, 152–153, 156–157, 157a, 162i

**TE 1:** 20–21, 24–25, 34i, 46–47, 50–51, 62i, 62–63, 74b, 74–75, 78–79, 82–83, 128–129, 136–137

**TE 2:** 20–21, 22–23, 24–25, 28–29, 52–53, 58–59, 60–61, 62–63, 65b, 112b, 112–113, 116–117, 120–121, 124–125, 127a

**TE 3:** 20–21, 26–27, 30–31, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68–69, 70–71, 72–73, 73a, 76–77a, 78i, 78–79, 112–113, 114–115, 115a, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 141b, 142–143, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205

**TE 4:** 20–21, 26–27, 28–29, 30–31, 32–33, 36–37, 38–39, 40–41, 43a, 66–67, 68–69, 74–75, 76–77, 77a, 82i, 82–83, 84–85, 162–163, 166–167, 170–171, 172–173, 174–175, 176–177, 178–179, 181a, 198–199, 200–201, 204–205, 206–207, 208–209, 210–211, 212–213, 214–215, 216–217, 217a

**TE 5:** 20–21, 22–23, 26–27, 28–29, 30–31, 34–35, 36–37, 43b, 44i, 46–47, 48–49, 64–65, 68–69, 72–73, 77a,

13. use illustrations and details in a story to describe its characters, setting, or events in literary texts. **(CCSS RL.1.7)**



<p>84–85, 86–87, 210–211, 214–215, 216–217, 218–219, 220–221, 222–223, 224–225, 226–227, 228–229, 230–231, 231a</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 6–7, 10–11, 14–15, 18–19, 22–23, 26–27, 28–29, 30–31, 32, 33–35, 36  <b>Unit 1:</b> 42–43, 46–47, 50–51, 58–59, 62–63, 66–67, 68, 69–71, 72, 73–75  <b>Unit 2:</b> 78–79, 82–83  <b>Unit 3:</b> 118–119, 142–145  <b>Unit 4:</b> 154–155, 166–167  <b>Unit 5:</b> 186–187, 190–191, 194–195</p>								
<p><b>SE 1:</b> 35, 58, 91, 117, 143, 169  <b>SE 2:</b> 41, 65b  <b>SE 3:</b> 74, 81, 115  <b>SE 4:</b> 85  <b>SE 5:</b> 49, 87</p> <p><b>TE 1:</b> 29b, 34–35a, 58–59, 65c, 90–91, 116–117a, 142–143a, 168–169a  <b>TE 2:</b> 40–41, 65b, 201b  <b>TE 3:</b> 49a–49b, 64–65, 68–69, 73a, 78–79, 80–81, 115a, 141a–141b, 208h  <b>TE 4:</b> 77a, 82–83, 84–85  <b>TE 5:</b> 28–29, 34–35, 44–45, 48–49, 49a, 84–85, 86–87, 87a</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 8–9  <b>Unit 1:</b> 44–45, 48–49  <b>Unit 3:</b> 120–121, 124–125, 126–127  <b>Unit 5:</b> 188–189, 192–193</p>	<p>14. compare and contrast the adventures and experiences of characters in stories in literary texts. <b>(CCSS RL.1.9)</b></p>							

<p><b>SE R:</b> 58–59, 84–85, 110–111, 136–137</p> <p><b>SE 1:</b> 88–91</p> <p><b>SE 2:</b> 70–75, 100–101, 164–167</p> <p><b>SE 3:</b> 146–147</p> <p><b>SE 4:</b> 48–49, 148–149, 150–151</p> <p><b>SE 5:</b> 124–125, 126–127, 160–163, 198–199</p> <p><b>TE R:</b> 58c, 58–59, 84i, 84–85, 109b, 110i, 110–111, 136–137</p> <p><b>TE 1:</b> 87c, 88i, 88–91, 93c, 102–103, 106–107, 111a, 111b, 154–155, 158–159</p> <p><b>TE 2:</b> 43c, 70i, 70–75, 86b, 90–91, 92–93, 94–95, 95g, 100i, 100–101, 101a, 103c, 146–147, 159a, 159b, 164i, 164–165, 178–179, 182–183, 186–187, 190–191, 193a, 195a</p> <p><b>TE 3:</b> 92–93, 105a, 106–107, 141f, 146–147, 147a, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 181c</p> <p><b>TE 4:</b> 48i, 48–49, 49a, 51c, 100–101, 102–103, 106–107, 108–109, 109a, 109g, 114–115, 116–117, 132–133, 136–137, 138–139, 140–141, 143a, 148i, 148–149, 150–151, 153c, 185b, 221b</p> <p><b>TE 5:</b> 98–99, 102–103, 119a, 119b, 123b, 124i, 124–125, 126–127, 129c, 138–139, 140–141, 142–143, 146–147, 148–149, 150–151, 155a, 155b, 160i, 160–161, 162–163, 165c, 178–179, 180–181, 182–183, 184–185, 186–187, 188–189, 190–191, 193a, 198i, 198–199, 199a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 54–55  <b>Unit 2:</b> 86–87, 102–103, 104  <b>Unit 4:</b> 158–159, 162–163</p>	<p>15. use the illustrations and details in a text to describe its key ideas in informational texts. <b>(CCSS RI.1.7)</b></p>							
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<p><b>SE 1:</b> 164  <b>SE 2:</b> 75, 96, 160</p> <p><b>TE 1:</b> 164, 171b  <b>TE 2:</b> 70i, 74–75, 96–97, 97a, 103b, 132–133, 143a, 148–149, 154–155, 161a, 164–165, 169b, 194h</p>	<p>16. identify the reasons an author gives to support points in an informational text. <b>(CCSS RI.1.8)</b></p>						
<p><b>SE 1:</b> 91  <b>SE 2:</b> 135, 167, 199  <b>SE 3:</b> 41, 105b, 115, 215  <b>SE 4:</b> 117  <b>SE 5:</b> 162–163</p> <p><b>TE 1:</b> 90–91, 163b  <b>TE 2:</b> 132i, 134–135, 164i, 166–167, 198–199, 199a  <b>TE 3:</b> 115a, 147a  <b>TE 4:</b> 116–117  <b>TE 5:</b> 162–163, 190–191</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 88–89, 96–97  <b>Unit 4:</b> 160–161  <b>Unit 5:</b> 200–201, 204–205, 214–217, 218–219</p>	<p>17. identify basic similarities in, and differences between two informational texts on the same topic (e.g., in illustrations, descriptions or procedures). <b>(CCSS RI.1.9)</b></p>						

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

<p><b>SE 1:</b> 37, 65, 93</p> <p><b>TE R:</b> 18b, 29a, 32i, 44b, 70b, 122b, 133a, 148b, 162i</p> <p><b>TE 1:</b> 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 34–35, 36–37a, 46c, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 62i, 62–63a, 64–65a, 74c, 85b, 91a, 92–93a, 116i, 128c, 168i, 168–169, 171c</p> <p><b>TE 2:</b> 20c, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 52b, 198i</p> <p><b>TE 3:</b> 20c, 52c, 74h, 126c, 190c, 212i–213, 214–215, 217c</p> <p><b>TE 4:</b> 20c, 60c, 113b, 128c, 198c, 222i, 222–223, 224–225</p> <p><b>TE 5:</b> 20c, 60c, 236i, 236–237, 238–239</p>	<p>18. with prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts. <b>(CCSS RL.1.10)</b></p>							
<p><b>SE R:</b> 58–59, 84–85</p> <p><b>SE 1:</b> 102–111, 154–163</p> <p><b>SE 2:</b> 86–95, 146–159, 178–193</p> <p><b>SE 3:</b> 92–105, 158–173</p> <p><b>SE 4:</b> 96–109, 128–143</p> <p><b>SE 5:</b> 98–119, 138–155, 174–193</p> <p><b>TE R:</b> 58i, 84i</p> <p><b>TE 1:</b> 102c, 102–111, 154b–154c, 154–163, 164h</p> <p><b>TE 2:</b> 38i, 38–41, 86c, 86–95, 146c, 146–159, 178–193</p> <p><b>TE 3:</b> 92c, 92–105, 149c, 158c, 158–173</p> <p><b>TE 4:</b> 96c, 96–109, 128c, 128–143</p> <p><b>TE 5:</b> 98c, 98–119, 138c, 138–155, 174–193</p>	<p>19. with prompting and support, read informational texts appropriately complex for grade 1. <b>(CCSS RI.1.10)</b></p>							

**Print Concepts**

20. demonstrate understanding of the organization and basic features of print.

**TE R:** 15l, 16c, 16o, 31b, 32c, 40c, 42c, 42o, 57b, 58c, 66c, 68c, 68o, 83b, 84c, 92c, 94c, 94o, 110c, 118c, 120c, 120o, 135b, 136c

- Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation). **(CCSS RI.1.1)**

**TE R:** 91f, 91h, 93b, 94i, 117h, 143f, 144c, 145b, 146c, 146i, 146o, 162c

**TE I:** 17c, 29c, 32a, 35c, 37g, 99c, 111c, 114a, 117c, 119g, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c, 171g

**TE 5:** 17c, 49c

20. demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation). **(CCSS RI.1.1)**

Phonological Awareness						
<p>21. demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p><b>SE R:</b> 14–15, 116 <b>SE 1:</b> 68, 96</p> <p><b>TE R:</b> 14–15a, 42d, 58d, 84d, 94d, 94q–94r, 110d, 116, 118d, 120d, 136d, 146d, 162d <b>TE 1:</b> 30c–30d, 36c, 58c–58d, 64c, 68–69, 84c–84d, 88c–88d, 92c, 96–97, 112c, 138c–138d, 164c–164d, 170c <b>TE 2:</b> 66c <b>TE 3:</b> 78c, 146c, 148c, 180c, 216c <b>TE 4:</b> 44c, 152c, 188c, 222c <b>TE 5:</b> 58d, 136c</p> <ul style="list-style-type: none"> <li>distinguish long from short vowel sounds in spoken single-syllable words.</li> </ul> <p><b>SE 1:</b> 14 <b>SE 2:</b> 46, 80, 106, 140, 172 <b>SE 4:</b> 14, 54</p> <p><b>TE 1:</b> 14–15, 15a <b>TE 2:</b> 46–47, 76c, 80–81, 102c, 106–107, 136c, 140–141, 141a, 164c–164d, 168c, 172–173, 173a, 200c <b>TE 4:</b> 14–15, 15a, 54–55, 55a</p> <ul style="list-style-type: none"> <li>orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> </ul> <p><b>SE R:</b> 68, 116, 120, 142 <b>SE 1:</b> 14, 40, 68, 122, 124, 148 <b>SE 3:</b> 18, 46, 86, 188 <b>SE 4:</b> 14, 54, 90, 122, 156, 192 <b>SE 5:</b> 14, 96, 204</p>	<p>21. demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <b>(CCSS RF.1.2)</b></li> </ul>					

<p><b>TE R:</b> 16p, 32d, 42p, 58d, 68p, 68, 110d, 120p, 146p</p> <p><b>TE 1:</b> 14–15, 15a, 18c–18d, 30c–30d, 40–41, 41a, 44c–44d, 58d, 58e, 68–69, 69a, 72c–72d, 116c, 118c, 122–123, 123a, 124, 126c–126d, 126–127a, 138d, 138e, 144c, 148–149, 149a, 152c–152d, 164d, 168d</p> <p><b>TE 2:</b> 14–15, 15a, 18c, 34c, 38c 42c, 50c, 70c, 84c, 110c, 140–141, 141a, 172–173, 173a, 176c</p> <p><b>TE 3:</b> 14–15, 18c, 34c, 38c, 42c, 46–47, 74c, 82c, 86–87, 90c, 106c, 110c, 116c, 124c, 142c, 174c, 178c</p> <p><b>TE 4:</b> 14–15, 15a, 18c–18d, 54–55, 58c, 78c, 86c, 90–91, 91a, 94c, 110c, 118c, 122–123, 123a, 126c, 144c, 148c, 152c, 156–157, 160c, 182c, 186c, 188c, 192–193, 196c, 218c, 222c, 226c</p> <p><b>TE 5:</b> 14–15, 15a, 54–55, 55a, 58c, 78c, 124c, 132–133, 133a, 156c, 160c, 164c, 168–169, 169a, 204–205, 205a, 208c</p> <ul style="list-style-type: none"> <li>isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> </ul> <p><b>SE R:</b> 14–15, 16–17, 38–39, 64–65, 90–91, 116–117, 120–121, 142–143</p> <p><b>SE 1:</b> 14, 40, 68, 96, 122, 148</p> <p><b>SE 2:</b> 14, 46, 80, 140, 172</p> <p><b>SE 3:</b> 86, 120, 152, 184</p> <p><b>SE 4:</b> 14, 54, 90, 156, 192</p> <p><b>SE 5:</b> 92</p> <p><b>TE R:</b> 14–15, 15a, 15m, 16d, 16q–16r, 38–39a, 40d, 42p, 64–65a, 66d, 84d, 90–91a, 92d, 116–117, 118d, 120–121, 144d</p>								
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<p><b>TE 1:</b> 14–15, 15a, 18c–18d, 34c–34d, 40–41, 41a, 62c–62d, 68–69, 69a, 72c–72d, 84c–84d, 88c–88d, 92c, 100c–100d, 122–123, 123a, 126c–126d, 126–127a, 142c–142d, 144c, 149a, 152d, 168c–168d, 170c</p> <p><b>TE 2:</b> 14–15, 15a, 47a, 50d, 80–81, 81a, 100c, 128c–128d, 132c–132d, 140–141, 141a, 164c–164d, 172–173, 173a, 198c–198d</p> <p><b>TE 3:</b> 38c, 86–87, 90c, 116c, 120–121, 124c, 142c, 152–153, 156c, 188c, 208c</p> <p><b>TE 4:</b> 14–15, 15a, 18c, 48c–48d, 50c, 54–55, 55a, 78c, 82c, 86c, 90–91, 91a, 94c, 110c, 114c, 118c, 156–157, 182c</p> <p><b>TE 5:</b> 78c, 82c, 88c, 92–93, 93a, 120c, 164c, 240c</p> <ul style="list-style-type: none"> <li>segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <b>(CCSS RF.1.2)</b></li> </ul> <p><b>SE 1:</b> 40</p> <p><b>SE 2:</b> 14, 106</p> <p><b>SE 3:</b> 14, 86, 152, 184</p> <p><b>SE 4:</b> 14, 90, 122, 156, 192</p> <p><b>SE 5:</b> 14, 54, 92, 132, 168, 204</p> <p><b>TE R:</b> 16p, 42p, 68p, 94p, 146p, 162d</p> <p><b>TE 1:</b> 41a, 44c–44d, 62c–62d, 64c, 69a, 92c, 122–123, 123a, 126c–126d</p> <p><b>TE 2:</b> 14–15, 15a, 18c, 106–107, 107a, 110c, 132c, 200c</p> <p><b>TE 3:</b> 15a, 18c, 50c, 86–87, 90c, 110c, 152–153, 156c, 178c, 184–185, 188c, 212c</p> <p><b>TE 4:</b> 14–15, 18c, 94c, 122–123, 126c, 152c, 156–157, 160c, 186c, 188c, 192–193, 196c</p>								
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<p><b>TE 5:</b> 14–15, 18c, 54–55, 92–93, 96c, 132–133, 136c, 168–169, 204–205, 205a, 208c</p>								
<p><b>Phonics and Word Recognition</b></p>								
<p>22. know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>SE R:</b> 16, 40, 42, 66, 68, 92, 94, 118, 120, 144</p> <p><b>SE 1:</b> 16, 18, 42, 44, 70, 98, 100, 124, 126, 150, 152</p> <p><b>TE R:</b> 15a, 15b–15c, 15n–15o, 15p, 16e–16f, 16q–16r, 16, 17a–17b, 26–27, 32e, 32g–32h, 35b, 38–39, 39a, 39b–39c, 40e–40f, 40–40g, 42e–42f, 42g, 42–43a, 43b–43c, 50–51, 58e, 58g–58h, 61b, 64–65, 65a, 65b–65c, 66e–66f, 66, 68e–68f, 68g, 68q–68r, 68, 69a–69b, 84e, 84g–84h, 87b, 91a, 91b–91c, 92e–92f, 92, 94e–94f, 94g, 94q–94r, 94, 95a–95b, 102–103, 110e, 110g–110h, 113b, 117a, 117b–117c, 118e–118f, 118, 120e–120f, 120g, 120q–120r, 120, 121a–121b, 130–131, 136e, 136g–136h, 139b, 143a, 143b–143c, 144e–144f, 144, 146e–146f, 146g, 146q–146r, 146, 147a–147b, 162e, 162g–162h, 165b</p> <p><b>TE 1:</b> 15a, 16–16a, 16b–16c, 18c–18d, 18–19a, 19b–19c, 19d, 30e, 34d, 34e–34f, 34g, 37d–37e, 37f, 40–41, 41a, 42–42a, 42b–42c, 44c–44d, 44–45a, 45b–45c, 45d, 58d, 58e, 62c–62d, 62e–68f, 62g, 64c, 65d–65e, 69a, 70–70a, 70b–70c, 72c–72d, 72–73a, 73b–73c, 73d, 84c–84d, 84e, 88c–88d, 88e–88f, 88g, 93d, 97a, 96–</p>	<p>22. know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• know the spelling-sound correspondence for common consonant digraphs.</li> <li>• decode regularly spelled one-syllable words.</li> <li>• know final –e and common vowel team conventions for representing long vowel sounds.</li> <li>• use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>• decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>• read words with inflectional endings.</li> <li>• recognize and read grade-appropriate irregularly spelled words. <b>(CCSS RF.1.3)</b></li> </ul>							

<p>96a, 98, 98b–98c, 100d, 100–101a, 101b–101c, 101, 112e, 116d, 116e–116f, 116g, 118c, 119d–119e, 122–123, 123a, 124–124a, 124b–124c, 126d, 126–127a, 127b–127c, 127d, 127, 138c–138d, 138e, 142c–142d, 142e–142f, 142g, 144c, 145d–145e, 148–149, 149a, 150–150a, 150b–150c, 152c–152d, 152–153a, 153b–153c, 153d, 164c–164d, 164e, 168c–168d, 168e–168f, 168g, 171d–171e</p> <p><b>TE 2:</b> 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 34c–34d, 34e, 38c–38d, 38e–38f, 38g, 43d, 48–48a, 48b–48c, 50d, 50–51a, 51b–51c, 51d, 66c–66d, 66e, 70c–70d, 70e–70f, 70g, 76c, 77d, 80–81, 81a, 82b–82c, 85d, 85, 96c–96d, 100c–100d, 100e–100f, 107a, 108–108a, 108b–108c, 110d, 110–111a, 111b–111c, 111d, 128d, 128e, 132c–132d, 132e–132f, 136c, 142–142a, 142b–142c, 144c–144d, 144–145a, 145b–145c, 156–157, 160c–160d, 160e, 164e–164f, 164g, 173a, 174–174a, 174b–174c, 176c–176d, 176–177a, 177b–177c, 177d, 194e, 198c–198d, 198e–198f, 198g</p> <p><b>TE 3:</b> 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 34d, 34e, 38d, 38e–38f, 38g, 42c, 43d–43e, 47a, 48–48a, 48b–48c, 50d, 50–51a, 51b–51c, 51d, 74d, 74e, 78d, 78e–78f, 78g, 82c, 83d–83e, 83f, 88–88a, 88b–88c, 90d, 90–91a, 91b–91c, 91d, 106d, 106e, 110d, 110e–110f, 110g, 116c, 117d–117e, 122–122a, 122b–122c, 124d, 124–125a, 125b–125c, 125d, 142d, 142e, 146d, 146e–146f, 146g, 148c, 149d–149f, 153a, 154–154a, 154b–154c, 156d, 156–157a, 157b–157c, 157d, 157, 174d, 174e, 178d, 178e–178f, 178g, 180c, 181d–181f, 185a,</p>								
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<p>186–186a, 186b–186c, 188d, 188–189a, 189b–189c, 189d, 208d, 208e, 212d, 212e–212f, 212g, 216c, 217d–217f</p> <p><b>TE 4:</b> 15a, 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 44d, 44e, 48d, 48e–48f, 48g, 51d–51e, 55a, 56–56a, 56b–56c, 58d, 58–59a, 59b–59c, 59d, 78d, 78e, 82d, 82e–82f, 82g, 86c, 87d–87e, 91a, 92–92a, 92b–92c, 94d, 94–95a, 95b–95c, 95d, 110d, 110e, 114d, 114e–114f, 114g, 118c, 119d–119e, 122–123, 123a, 124–124a, 124b–126c, 126d, 144d, 144e, 148d, 148e–148f, 148g, 152c, 153d, 157a, 158–158a, 158b–158c, 160d, 160–161a, 161b–161c, 161d, 161, 182d, 182e, 186d, 186e–186f, 186g, 188c, 189d–189e, 194–194a, 194b–194c, 196c–196d, 196–197a, 197b–197c, 197d, 218d, 218e, 222e–222f, 222g, 226c, 227d–227e</p> <p><b>TE 5:</b> 15a, 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 40d, 40e, 44d, 44e–44f, 44g, 50c, 51d–51e, 55a, 56–56a, 56b–56c, 58d, 58–59a, 59b–59c, 59d, 78d, 78e, 82d, 82e–82f, 82g, 88c, 89d–89e, 93a, 94–94a, 94b–94c, 96d, 96–97a, 97b–97c, 97d, 120d, 120e, 124d, 124e–124f, 124g, 128c, 129d–129e, 133a, 134–134a, 134b–134c, 136d, 136–137a, 137b–137c, 137d, 156d, 156e, 160d, 160e–160f, 160g, 164c, 165d–165e, 169a, 170–170a, 170b–170c, 172d, 172–173a, 173b–173c, 173d, 194d, 194e, 198c–198d, 198e–198f, 198g, 200c, 201d–201e, 205a, 206–206a, 206b–206c, 208d, 208–209a, 209b–209c, 209d, 232d, 232e, 236c–236d, 236e–236f, 236g, 240c, 241d–241e</p>								
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<ul style="list-style-type: none"> <li>• decode regularly spelled one-syllable words</li> </ul> <p><b>SE R:</b> 16, 42, 66, 68, 92, 94, 118, 120, 144</p> <p><b>SE 1:</b> 16, 18, 42, 44, 70, 72, 98, 124, 126, 150, 152</p> <p><b>SE 2:</b> 16, 18, 48, 50, 82, 84, 108, 110, 142, 144, 174</p> <p><b>SE 3:</b> 16, 18, 48, 90, 124, 154</p> <p><b>SE 4:</b> 16, 56, 92, 94, 124, 126, 160, 196</p> <p><b>SE 5:</b> 94, 96, 134, 170, 208</p> <p><b>TE R:</b> 16, 17a–17b, 32g–32h, 42–43a, 43b–43c, 66e–66f, 66, 66g, 68e–68f, 68g, 68q–68r, 68, 69a–69b, 74–75, 92, 94r, 94, 95a–95b, 113b, 118e–118f, 118, 120e–120f, 120, 121a–121b, 144, 146, 146g, 147a–147b, 154–155, 162g–162h</p> <p><b>TE 1:</b> 16–16a, 16b–16c, 18–19a, 19b–19c, 19d, 34e–34f, 36c–36d, 37d–37e, 42–42a, 42b–42c, 44–45a, 45b–45c, 58e, 65d–65e, 68–69, 69a, 70–70a, 70b–70c, 72d, 72–73a, 73b–73c, 84d, 88e–88f, 92c, 93d–93e, 98, 98b–98c, 119d–119e, 124–124a, 124b–124c, 126–127a, 127b–127c, 127d, 142e–142f, 145d–145e, 150a, 150b–150c, 152–153a, 153b–153c, 153d, 164e, 170c, 171d–171e</p> <p><b>TE 2:</b> 16–16a, 16c, 18d, 18–19a, 19b–19c, 19d, 38c, 38e–38f, 38g, 42c, 43d, 48a, 48b–48c, 51a, 51b–51c, 51d, 66d, 70e–70f, 77d, 82–82a, 82b–82c, 84–85a, 85d, 100e–100f, 108–108a, 108b–108c, 110–111a, 111b–111c, 111d, 128e, 132e–132f, 142–142a, 142b–142c, 144–145a, 145b–45c, 174–174a, 174b–174c, 177b–177c, 177d, 198e–198f</p>								
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<p><b>TE 3:</b> 16b–16c, 18–19a, 19b–19c, 19d, 38e–38f, 43d–43e, 48–48a, 48b–48c, 51d, 78e–78f, 83d–83e, 110e–110f, 117d–117e, 142e, 146e–146f, 149d–149f, 154–154a, 154b–154c, 157b–157c, 178e–178f, 181d–181f, 186b–186c, 188–189a, 189b–189c, 212d, 212e–212f, 217d–217e</p> <p><b>TE 4:</b> 16b–16c, 18–19a, 19b–19c, 48e–48f, 51d–51e, 56b–56c, 59b–59c, 59d, 82e–82f, 87d–87e, 92–92a, 92b–92c, 94c–94d, 94–95a, 95b–95c, 114e–114f, 119d–119e, 124b–124c, 126–127a, 127b–127c, 148e–148f, 153d–153e, 158b–158c, 186e–186f, 196–197a, 198a, 222e–222f, 226c</p> <p><b>TE 5:</b> 16–16a, 19d, 40d–40e, 44e–44f, 51d–51e, 56–56a, 56b–56c, 78d–78e, 82d, 82e–82f, 82g, 89d–89e, 94–94a, 94b–94c, 97d, 124d, 124e–124f, 129d–129e, 134–134a, 134b–134c, 137d, 156c–156d, 160e–160f, 170–170a, 170b–170c, 173d, 194e, 198e–198f, 206b–206c, 208–209a, 209b–209c, 236e–236f, 236g</p> <ul style="list-style-type: none"> <li>• know the spelling-sound correspondence for common consonant digraphs.</li> </ul> <p><b>SE 1:</b> 18, 126  <b>SE 2:</b> 16, 84  <b>SE 3:</b> 48</p> <p><b>TE 1:</b> 30d, 30e, 37d–37e, 62d, 62g, 126–127a  <b>TE 2:</b> 15a, 16–16a, 16b–16c, 19d, 34c, 34e, 38e–38f, 42c, 43d, 70d, 70g, 84d, 84–85a, 96d, 96e, 100e–100f, 102c, 103d, 132d  <b>TE 3:</b> 47a, 48, 48a, 48b–48c, 51d, 74d, 110g</p>								
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<ul style="list-style-type: none"> <li>know final -e and common vowel team conventions for representing long vowel sounds.</li> </ul> <p><b>SE 2:</b> 48, 50, 82, 108, 111, 142, 174, 176</p> <p><b>SE 4:</b> 16, 56, 92, 94, 124</p> <p><b>SE 5:</b> 56</p> <p><b>TE 2:</b> 38g, 47a, 48–48a, 48b, 50–51a, 51c, 51d, 66d, 66e, 70e–70f, 76c, 77d, 82–82a, 82b–82c, 85d, 96c–96d, 96e, 100d, 100e–100f, 100g, 103d, 107a, 108–108a, 108b–108c, 111, 111d, 128d, 128e, 132d, 132e–132f, 132g, 136c, 137d–137e, 141a, 142–142a, 142b–142c, 142d, 145b–145c, 145d, 160d, 160e, 164c–164d, 164e–164f, 168c, 169d–169e, 173a, 174–174a, 174b–174c, 177c, 177d, 194c–194d, 194e, 198d, 198e–198f, 198g, 200c, 201d–201e</p> <p><b>TE 3:</b> 16–16a, 16b–16c, 18d, 18–19a, 19b–19c, 19d, 38d, 38e–38f, 78d</p> <p><b>TE 4:</b> 15a, 16–16a, 16b–16c, 19d, 44d, 44e, 48e–48f, 50c, 51d, 55a, 56–56a, 56b–56c, 59d, 78d, 78e, 82c–82d, 82e–82f, 87d–87e, 91a, 92–92a, 92b–92c, 95d, 95, 110d, 110e, 114d, 114e–114f, 114g, 118c, 119d–119e, 123a, 124–124a, 124b–124c, 127b–127c, 127d, 144d, 144e, 148d, 148e–148f, 148g, 152c, 153d–153e, 158b–158c, 161b–161c, 186d, 186e–186f, 186g</p> <p><b>TE 5:</b> 44g, 56–56a, 78d, 78e</p>								
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<ul style="list-style-type: none"> <li>use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> </ul> <p><b>SE 2:</b> 176</p> <p><b>TE R:</b> 68d, 136d, 146d  <b>TE 1:</b> 112c  <b>TE 2:</b> 176c, 176d, 176, 177a, 200c  <b>TE 3:</b> 110c, 146c, 178c  <b>TE 4:</b> 148c, 152c, 186c, 188c, 222c, 226c  <b>TE 5:</b> 58d, 58–59a, 96c <ul style="list-style-type: none"> <li>decode two-syllable words following basic patterns by breaking the words into syllables.</li> </ul> <p><b>SE 2:</b> 176  <b>SE 3:</b> 50  <b>SE 4:</b> 194  <b>SE 5:</b> 18, 58, 172</p> <p><b>TE 2:</b> 176d, 176–177a, 177b–177c, 194e, 198e–198f, 200c, 201d, 201e  <b>TE 3:</b> 38d, 50–51a, 51b–51c, 74d  <b>TE 4:</b> 194–194a, 194b–194c  <b>TE 5:</b> 18c–18d, 18–19a, 19b–19c, 40e, 44e–44f, 50c, 58c–58d, 58–59a, 59b–59c, 59d, 78c–78d, 78e, 82d, 82e–82f, 88c, 124d, 124g, 172–173a, 173b–173c, 236d <ul style="list-style-type: none"> <li>read words with inflectional endings.</li> </ul> <p><b>SE 1:</b> 98, 100  <b>SE 2:</b> 144  <b>SE 3:</b> 88, 91, 122, 125, 186, 189  <b>SE 4:</b> 58  <b>SE 5:</b> 96</p> <p><b>TE 1:</b> 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e,</p> </p></p>								
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<p>102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d</p> <p><b>TE 2:</b> 144d, 144–145a, 145b–145c, 160e, 164e–164f, 168c, 169d–169e, 198d, 198g</p> <p><b>TE 3:</b> 49c, 87a, 88–88a, 88b–88c, 91d–91e, 106d–106e, 106f, 110e–110f, 116c, 117d–117e, 121a, 122–122a, 122b–122c, 125d, 126a, 142d, 146d, 146e–146f, 146g, 148c, 149d–149f, 178d, 178g, 185a, 186–186a, 186b–186c, 189d, 216c</p> <p><b>TE 4:</b> 19d, 48d, 48g, 58–59a, 59b–59c, 82e–82f, 86c, 114d</p> <p><b>TE 5:</b> 44g, 96d, 96–97a, 97b–97c, 120d, 120e, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g</p> <ul style="list-style-type: none"> <li>recognize and read grade-appropriate irregularly spelled words. <b>(CCSS RF.1.3)</b></li> </ul> <p><b>SE R:</b> 17, 41, 43, 69, 93, 95, 119, 121, 145, 147</p> <p><b>SE 1:</b> 17, 19, 43, 45, 71, 73, 99, 101, 125, 127, 150–151, 152–153</p> <p><b>TE R:</b> 16h, 17a–17b, 17, 32f, 32g–32h, 35b, 41, 42h, 43b–43c, 43, 58f, 58g–58h, 61b, 67, 68h, 69a–69b, 69, 84f, 84g–84h, 87b, 93, 94h, 95a–95b, 95, 110g–110h, 113b, 119, 120h, 121a–121b, 121, 130–131, 136f, 136g–136h, 139b, 145, 146h, 147a–147b, 147, 162f, 162g–162h, 165b</p> <p><b>TE 1:</b> 16b–16c, 17, 19b–19c, 30g, 34e–34f, 37b, 37d–37e, 42b–42c, 43, 45b–45c, 45, 58g, 62e–62f, 65b, 65e, 70b–70c, 71, 73, 84g, 88e–88f, 93b, 93d–93e, 99, 101, 112g, 119b, 119d–119e, 124b–124c, 125, 127, 138g, 145d–145e, 151, 153, 164g, 168e–168f, 171b, 171d–171e</p>								
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<p><b>TE 2:</b> 16b–16c, 17, 19b–19c, 19, 34g, 38f, 43b, 43d, 48b–48c, 51b–51c, 51, 66g, 70e–70f, 77b, 77d, 82b–82c, 83, 85, 96g, 100e–100f, 100g, 103b, 103d, 108c, 108d, 111b–111c, 111, 128g, 132f, 132g, 137b, 137d, 142b–142c, 142d–143, 145b–145c, 145, 154–155, 156–157, 160g, 164g, 169b, 169d–169e, 174b–174c, 175, 177b–177c, 194g, 198e–198f, 198g–198h, 201b, 201d–201e</p> <p><b>TE 3:</b> 16b–16c, 17, 19b–19c, 19, 34g, 38g, 43b, 43d–43e, 48b–48c, 49, 51b–51c, 51, 52a, 74g, 78e–78f, 78g, 83b, 83d–83e, 88b–88c, 89, 91b–91c, 106g, 110e–110f, 117b, 117d–117e, 122b–122c, 123, 125b–125c, 125, 142g, 146e–146f, 146g, 149b, 149d–149f, 154b–154c, 155, 157b–157c, 157, 178e–178f, 181b, 181d–181f, 186b–186c, 186d, 189b–189c, 189, 208g, 212e–212f, 212g, 217b, 217d–217f</p> <p><b>TE 4:</b> 16b–16c, 17, 19b–19c, 19, 44g, 48e–48f, 48g, 51b, 51d–51e, 56b–56c, 57, 59b–59c, 78g, 82e–82f, 82g, 87b, 87d–87e, 92c, 93, 95b–95c, 95, 110g, 114e–114f, 119b, 119d–119e, 124b–124c, 125, 127b–127c, 144g, 148e–148f, 148g, 153b, 153d–153e, 158b–158c, 159, 161b–161c, 161, 182e, 182g, 186e–186f, 186g, 189b, 189d–189e, 194b–194c, 197b–197c, 197, 218g, 222f, 222g, 227b, 227d–227e</p> <p><b>TE 5:</b> 16b–16c, 17, 19b–19c, 19, 40g, 44e–44f, 44g, 51b, 51d–51e, 56b–56c, 57, 59c, 59, 78g, 82e–82f, 89b, 89d–89e, 94b–94c, 95, 97b–97c, 97, 120e, 120g, 124e–124f, 129b, 129d–129e, 134b–134c, 135, 137b–137c, 137, 156e, 156g, 160e–160f, 165b,</p>								
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<p>165d–165e, 170b–170c, 171, 173b–173c, 173, 194e, 194g, 198f, 201b, 201d–201e, 206b–206c, 207, 209b–209c, 209, 232e, 232g, 236e–36f, 241b, 241d–241e</p>								
<p><b>Fluency</b></p>								
<p>23. read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Accuracy:</b>  <b>SE 1:</b> 37, 65  <b>SE 2:</b> 43, 137, 201  <b>SE 3:</b> 43  <b>SE 4:</b> 87, 153</p> <p><b>Rate:</b>  <b>SE 1:</b> 93, 119  <b>SE 2:</b> 43, 137, 201  <b>SE 3:</b> 43  <b>SE 4:</b> 87, 153  <b>SE 5:</b> 51, 89</p> <p><b>TE R:</b> 17b, 32h, 43c, 58h, 69b, 84h, 95b, 110h, 121b, 136h, 147b, 162h  <b>TE 1:</b> 19c, 31b, 34e–34f, 35b, 37a, 59b, 62e–62f, 63b, 70c, 73b–73c, 85b, 88f, 91a, 93a, 98c, 101c, 113b, 116e–116f, 117b, 124c, 127c, 142f, 150c, 153c, 153, 168f, 169b  <b>TE 2:</b> 16c, 19c, 35b, 38f, 41a, 43a, 48c, 51c, 70f, 82c, 100f, 108c, 111c, 132f, 137a, 142c, 145, 164f, 174c, 177c, 198f, 201a  <b>TE 3:</b> 16c, 35b, 38e–38f, 43d–43e, 48b–48c, 51b–51c, 78e–78f, 83d–83e, 91b–91c, 110e–110f, 117d–117e, 122b–122c, 125b–125c, 146e–146f, 149d–149f, 157b–157c, 178e–178f, 181d–181f, 186b–186c, 189b–</p>	<p>23. read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• read on-level text with purpose and understanding.</li> <li>• read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>(CCSS RF.1.4)</b></li> </ul>							

<p>189c, 212e–212f, 217d–217f</p> <p><b>TE 4:</b> 16c, 19c, 48f, 51d, 56c, 59c, 79b, 82f, 87d, 92c, 95c, 114f, 119d, 124c, 127c, 148f, 153d, 158c, 161c, 183b, 186f, 189a, 189d, 194c, 197c, 222f, 227d</p> <p><b>TE 5:</b> 16c, 19c, 44f, 51d–51e, 56c, 59c, 82f, 89d, 94c, 97c, 124f, 129d–129e, 134c, 137c, 160f, 165d, 170c, 173c, 198f, 201d, 206c, 209c, 236f, 241d</p> <ul style="list-style-type: none"> <li>• read on-level text with purpose and understanding.</li> </ul> <p><b>TE R:</b> 18a, 27a, 44a, 53a, 70a–79a, 96a–105a, 122a–131a, 148a, 157b</p> <p><b>TE 1:</b> 20b–29a, 46b–57a, 74–83a, 102b–111a, 128b–137a, 154b–163a</p> <p><b>TE 2:</b> 20b–33a, 52b–65a, 86b–95a, 112b–127a, 146b–159a, 178b–193a</p> <p><b>TE 3:</b> 20b–33a, 52b–73a, 92b–105a, 126b–141a, 158b–173a, 190b–207a</p> <p><b>TE 4:</b> 20b–43a, 60b–77a, 96b–109a, 128b–143a, 162b–181a, 198b–217a</p> <p><b>TE 5:</b> 20b–39a, 60b–77a, 98b–119a, 138b–155a, 174b–193a, 210b–231a</p> <ul style="list-style-type: none"> <li>• read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul> <p><b>Appropriate Phrasing:</b></p> <p><b>SE 1:</b> 65, 145, 171</p> <p><b>SE 2:</b> 77, 103, 169</p> <p><b>SE 3:</b> 83, 117</p> <p><b>SE 5:</b> 51, 89, 241</p> <p><b>Expression and Intonation:</b></p> <p><b>SE 3:</b> 149, 181, 217</p> <p><b>SE 4:</b> 51, 119, 153, 227</p>								
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<p><b>TE 1:</b> 45c, 45, 59b, 63b, 65a, 85b, 91a, 113b, 117b, 119a, 139b, 143b, 145a, 165b, 171a</p> <p><b>TE 2:</b> 35b, 67b, 75b, 77a, 97b, 101b, 102–103a, 129b, 135a, 137a, 161b, 167a, 169a, 195b, 199b, 201a</p> <p><b>TE 3:</b> 35b, 41a, 43a, 75b, 81a, 82–83, 107b, 115b, 117a, 143b, 145b, 149a, 175b, 179b, 181a, 209b, 215a, 217a</p> <p><b>TE 4:</b> 45b, 49b, 51a, 79b, 85a, 87a, 111b, 113b, 117a, 119a, 145b, 151a, 153a, 187b, 219b, 225a, 227a</p> <p><b>TE 5:</b> 41b, 49b, 51a, 79b, 87b, 89a, 127a, 129a, 157b, 163a, 165a, 195b, 199b, 201a, 233b, 239a, 241a</p> <ul style="list-style-type: none"> <li>use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>(CCSS RF.1.4)</b></li> </ul> <p><b>SE 2:</b> 169</p> <p><b>SE 3:</b> 217</p> <p><b>SE 4:</b> 153</p> <p><b>SE 5:</b> 165</p> <p><b>TE 1:</b> 50–51</p> <p><b>TE 2:</b> 52b, 56–57, 72–73, 74–75, 120–121, 122–123, 169a, 196–197, 206–207</p> <p><b>TE 3:</b> 26–27, 190a, 194–195</p> <p><b>TE 4:</b> 20b, 24–25, 68–69, 128a, 136–137, 153a</p> <p><b>TE 5:</b> 66–67, 112–113, 138a, 165a, 178–179</p>								
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# WRITING

## Text Types and Purposes

**SE 3:** 76–77  
**SE 4:** 184–185  
**SE 5:** 80–81

**TE 2:** 17e, 33d  
**TE 3:** 49d, 49e, 73d–73e, 76–77a, 81c, 83h–83i  
**TE 4:** 159d, 159e, 181c, 181d, 184–185a, 187d, 187e, 189h–189i  
**TE 5:** 77d, 80–81, 89h, 135d, 135e, 155d–155e, 158–159a, 163c, 163d, 165h–165i

### Writing to Sources:

**Unit 1:** 222–223, 224–225, 226–227  
**Unit 3:** 114–115, 116–117, 118–119, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134–135, 136–137, 138–139, 140–141, 142–145, 146–147  
**Unit 2:** 228–229, 230–231, 232–233  
**Unit 3:** 234–235, 236–237  
**Unit 4:** 238–239, 240–241, 242–243  
**Unit 5:** 186–187, 188–189, 190–191, 192–193, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 208–209, 210–211, 212–213, 214–217, 218–219, 244–245, 246–247

24. write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure. **(CCSS W.1.1)**

<p><b>SE 1:</b> 112, 166–167  <b>SE 2:</b> 36–37, 68–69, 98–99, 162–163, 196–197  <b>SE 3:</b> 108–109, 144–145, 176–177  <b>SE 4:</b> 80–81, 112–113, 220–221  <b>SE 5:</b> 80–81, 196–197</p> <p><b>TE 1:</b> 112, 151d, 151e, 163d, 166–167, 169d, 169e, 171h  <b>TE 2:</b> 33d–33e, 36–37a, 41c, 41d, 43h–43i, 49d, 49e, 65d–65e, 68–69, 69a, 75d, 75e, 77h–77i, 83d, 83e, 95d–95e, 98–99, 99a, 101d, 103h–103i, 143d, 143e, 159d–159e, 162–163, 163a, 167c, 167d, 169h–169i, 175d, 175e, 193c–193d, 196–197, 197a, 199d, 199e, 201h–201i  <b>TE 3:</b> 89d, 89e, 105d–105e, 108–109a, 115d, 115e, 117h–117i, 123d, 123e, 141c–141d, 144–145a, 147d, 149h–149i, 155d, 155e, 173c–173d, 176–177a, 179d, 179e, 181h–181i  <b>TE 4:</b> 57d–57e, 77d–77e, 80–81a, 85c, 85d, 87h–87i, 93d, 93e, 109d–109e, 112–113a, 117c, 117d, 119h–119i, 195d, 195e, 217c–217d, 220–221, 225c, 225d, 227h–227i  <b>TE 5:</b> 57d, 57e, 77d–77e, 81a, 89h–89i, 123a, 207d, 207e–207f, 231d–231e, 234–235a, 239c, 239d, 241h–241i</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–95, 96–97, 98–99, 100–101, 102–103, 104, 105–107, 108, 109–111  <b>Unit 4:</b> 150–151, 152–153, 154–155, 156–157, 158–159, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–181, 182–183</p>	<p>25. write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.  <b>(CCSS W.1.2)</b></p>							
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<p><b>SE 1:</b> 60–61, 114–115, 132, 140–141  <b>SE 3:</b> 36–37, 210–211  <b>SE 4:</b> 146–147  <b>SE 5:</b> 42–43, 196–197</p> <p><b>TE 1:</b> 17d, 17e, 29d–29e, 32–33a, 43d, 43e, 57c–57d, 60–61, 61a, 63d–63e, 65h–65i, 87a, 99d, 99e, 111d–111e, 115a, 117d, 117f, 119h–119i, 125d, 125e, 137d–137e, 140–141a, 143d, 143e, 145h–145i  <b>TE 2:</b> 109e, 127c–127d, 130–131a, 135c, 135d, 137h–137i  <b>TE 3:</b> 17d, 17e, 33d–33e, 36–37a, 41c, 41d, 43h–43i, 187d, 187e, 207d–207e, 210–211a, 215d  <b>TE 4:</b> 125d, 125e, 143c–143d, 146–147a, 151c, 151d, 153h–153i, 159d, 159e, 181c, 184–185a, 187d, 187e  <b>TE 5:</b> 17d, 17e, 39c–39d, 42–43a, 49d, 49e, 51h–51i, 171d, 171e, 193c–193d, 196–197a, 199d, 199e, 201h–201i</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 28–29, 30–31, 32, 33–35, 36, 37–39  <b>Unit 1:</b> 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 60–61, 62–63, 64–65, 66–67, 68, 69–71, 72, 73–75, 248–249  <b>Unit 2:</b> 250–251  <b>Unit 3:</b> 252–253, 254–255  <b>Unit 4:</b> 256–257  <b>Unit 5:</b> 258–259</p>	<p>26. write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order and provide some sense of closure. <b>(CCSS W.1.3)</b></p>							
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**Production and Distribution of Writing**

**TE R:** 28–29, 55a, 81a, 107a, 133a, 159a

**TE 1:** 30–31a, 35d, 35e, 37h–37i, 57c–57d, 58–59, 60–61, 61a, 63d, 63e, 65h–65i, 71d, 71e, 83d–83e, 84–85, 86–87, 87a, 91c, 91d, 93h–93i, 112–113, 117d–117e, 138–139, 140–141, 143d, 143e–143f, 145h–145i, 163d–163e, 164–165, 167a, 167c

**TE 2:** 33d–33e, 35a, 36–37, 37a, 41c, 41d–41e, 67a, 69a, 75d, 95e, 97a, 101d, 101e, 129a, 135c, 135d–135e, 161a, 163a, 167c, 167d–167e, 175f, 193c–193d, 194–195, 199e–199f

**TE 3:** 34–35, 41c, 41d, 74–75, 81c, 81d, 106–107, 115e, 117h–117i, 142–143, 147d, 147e, 173c–173d, 174–175, 176–177a, 179d, 179f, 208–209, 215d, 215e

**TE 4:** 17d, 17e–17f, 43c–43d, 44–45, 46–47a, 49d, 49e–49f, 79a, 85c, 85d–85e, 109d–109e, 111a, 112–113a, 117c, 117d–117e, 118–119, 145a, 151e, 153h–153i, 183a, 187d, 187f, 219a, 225c, 225e

**TE 5:** 41a, 49d, 49f, 77d–77e, 79a, 87d, 87e–87f, 89h–89i, 119d–119e, 121a, 127c, 127e, 129h–129i, 155d–155e, 156–157, 157a, 163c, 163e, 195a, 196–197, 197a, 199e–199f, 233a, 239c, 239d–239e

**Writing to Sources:**

**Unit R:** 37–39

**Unit 1:** 73–75, 222–223, 224–225, 226–227, 248–249

**Unit 2:** 105–107, 228–229, 230–231, 232–233, 250–252

**Unit 3:** 142–145, 234–235, 236–237, 252–253, 254–255

27. 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. **(CCSS W.1.5)**



<p><b>Unit 4:</b> 178–181, 238–239, 240–241, 242–243, 256–257  <b>Unit 5:</b> 244–245, 246–247, 258–259</p>								
<p><b>TE 1:</b> 37i, 65i, 93i, 119i, 145i  <b>TE 2:</b> 43i, 77i, 103i, 137i, 169i, 193f  <b>TE 3:</b> 43i, 83i, 149i, 181j, 217i  <b>TE 4:</b> 87i, 119i, 186i, 186–187, 189i, 227i  <b>TE 5:</b> 51i, 89i, 165i, 193f, 241i</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 73–75, 226–227  <b>Unit 2:</b> 109–111, 230–231  <b>Unit 3:</b> 146–147  <b>Unit 4:</b> 256–257  <b>Unit 5:</b> 218–219</p>	<p>28. with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>(CCSS W.1.6)</b></p>							
<p><b>Research to Build and Present Knowledge</b></p>								
<p><b>TE 1:</b> 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61c, 63f, 65j, 71f, 83g, 87c, 91e, 93j, 99f, 111g, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 151f, 169f  <b>TE 2:</b> 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j  <b>TE 3:</b> 17f, 73g, 81e, 147f, 217j  <b>TE 4:</b> 181f  <b>TE 5:</b> 51j</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 94–95, 96–97, 98–99  <b>Unit 4:</b> 158–159, 160–161, 174–175, 176–177, 182–183</p>	<p>29. participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). <b>(CCSS W.1.7)</b></p>							

<p><b>TE 1:</b> 17f, 29g, 33c, 35f, 37j, 43f, 57f, 61c, 63f, 65j, 71f, 83g, 87c, 91e, 93j, 99f, 111g, 117f, 119j, 125f, 137g, 141c, 143f, 145j, 151f, 169f</p> <p><b>TE 2:</b> 41e, 43j, 49f, 65g, 69c, 77j, 83f, 99c, 101f, 103j, 109f, 135e, 137j, 143f, 175f, 199f, 201j</p> <p><b>TE 3:</b> 17f, 73g, 81e, 147f, 217j</p> <p><b>TE 4:</b> 181f</p> <p><b>TE 5:</b> 51j</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 94–95, 96–97, 98–99  <b>Unit 4:</b> 158–159, 160–161, 174–175, 176–177, 182–183</p>	<p>30. with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <b>(CCSS W.1.8)</b></p>							
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**SPEAKING AND LISTENING**

**Comprehension and Collaboration**

<p>31. participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SE R:</b> 34, 112  <b>SE 1:</b> 38, 64, 66, 94, 120  <b>SE 2:</b> 102, 136  <b>SE 3:</b> 118, 150, 182</p> <p><b>TE R:</b> 34–35, 91i, 93e, 112–113, 113d, 139d  <b>TE 1:</b> 37j, 61b, 64–65, 65k, 66–67, 119j, 170–171  <b>TE 2:</b> 43j, 66a, 69b, 70a, 77j, 99b, 102–103, 131b, 136–137, 169j, 201j  <b>TE 3:</b> 43j, 83j, 117j, 118–119, 149j,</p>	<p>31. participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>• follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>• ask questions to clear up any confusion about the topics and texts under discussion. <b>(CCSS SL.1.1)</b></li> </ul>							
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<p>150–151, 181j, 182–183, 187f  <b>TE 4:</b> 51j, 87j, 119j, 147b, 153j, 185b, 189j, 227j  <b>TE 5:</b> 43b, 51j, 129j, 165j, 201j, 241j</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 74–75  <b>Unit 2:</b> 109–111  <b>Unit 3:</b> 138–139, 146–147  <b>Unit 4:</b> 174–175, 182–183  <b>Unit 5:</b> 210–211, 218–219</p> <ul style="list-style-type: none"> <li>follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> </ul> <p><b>SE R:</b> 34, 60, 112  <b>SE 1:</b> 64, 118  <b>SE 2:</b> 76, 136, 168, 200  <b>SE 3:</b> 12, 82, 180, 216  <b>SE 4:</b> 86, 88  <b>SE 5:</b> 12, 52, 88, 130</p> <p><b>TE R:</b> 15i, 15u, 16l, 34–35, 39i, 41e, 42l, 60–61, 65c, 65i, 93e, 94l, 112–113  <b>TE 1:</b> 64–65, 115b, 118–119, 167b, 171j  <b>TE 2:</b> 42–43, 76–77, 103j, 131b, 137j, 163b, 168–169, 200–201  <b>TE 3:</b> 77b, 82–83, 83j, 117j, 149j, 177b, 180–181, 211b, 216–217, 217j  <b>TE 4:</b> 81b, 86–87, 87j, 88–89, 119j, 189j  <b>TE 5:</b> 12–13, 52–53, 81b, 88–89, 89j, 130–131, 159b, 201j, 241j</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 74–75</p>								
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<p><b>Unit 2:</b> 109–111  <b>Unit 3:</b> 146–147  <b>Unit 4:</b> 182–183  <b>Unit 5:</b> 218–219</p> <ul style="list-style-type: none"> <li>build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> </ul> <p><b>SE 1:</b> 118  <b>SE 2:</b> 104, 136  <b>SE 3:</b> 180  <b>SE 5:</b> 88, 90, 164, 166</p> <p><b>TE R:</b> 15i, 16l  <b>TE 1:</b> 115b, 118–119  <b>TE 2:</b> 37b, 104, 131b, 136–137  <b>TE 3:</b> 77b, 82–83, 180–181  <b>TE 4:</b> 51j, 81b  <b>TE 5:</b> 81b, 88–89, 90–91, 164–165, 165j, 166–167</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 74–75  <b>Unit 2:</b> 109–111,  <b>Unit 3:</b> 138–139, 146–147  <b>Unit 4:</b> 174–175  <b>Unit 5:</b> 210–211, 218–219</p> <ul style="list-style-type: none"> <li>ask questions to clear up any confusion about the topics and texts under discussion. <b>(CCSS SL.1.1)</b></li> </ul> <p><b>SE R:</b> EI•13, 138  <b>SE 1:</b> 36  <b>SE 4:</b> EI•13</p> <p><b>TE R:</b> EI•13, 117i, 138–139, 143i  <b>TE 1:</b> 33b, 36–37, 171j  <b>TE 2:</b> 43j, 102–103, 137j, 201j  <b>TE 3:</b> 43j, 109b, 117j, 149j, 181j,</p>							
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<p>211b  <b>TE 4:</b> 50–51, 153j, 189j, 227j  <b>TE 5:</b> 51j, 89j, 128–129, 164–165</p>								
<p><b>SE R:</b> EI•13, 138  <b>SE 1:</b> 36, 170  <b>SE 4:</b> EI•13, 152  <b>SE 5:</b> 164</p> <p><b>TE R:</b> 15j–15k, 16a–16b, 16m–16n, 37a–37b, 40a–40b, 41e, 42a–42b, 42l, 42m–42n, 61e, 63a–63b, 66a–66b, 67e, 68a–68b, 68l, 68m–68n, 86–87, 89a–89b, 92a–92b, 94a–94b, 94m–94n, 112–113, 115a–115b, 118a–118b, 119e, 120a–120b, 120l, 120m–120n, 138–139, 141a–141b, 144a–144b, 145e, 146a–146b, 146m–146n, 161b</p> <p><b>TE 1:</b> 18a–18b, 30a–30b, 33b, 34a–34b, 36–37, 44a–44b, 58a–58b, 62a–62b, 72a–72b, 84a–84b, 88a–88b, 100a–100b, 112a–112b, 116a, 126a, 138a–138b, 142a–142b, 152a–152b, 164a–164b, 168a–168b</p> <p><b>TE 2:</b> 18a–18b, 34a–34b, 38a–38b, 50a–50b, 84a–84b, 96a–96b, 100a–100b, 110a–110b, 128a–128b, 132a–132b, 144a–144b, 160a–160b, 164a–164b, 176a–176b, 194a–194b, 197b, 198a–198b</p> <p><b>TE 3:</b> 18a–18b, 34a–34b, 38a–38b, 50a–50b, 74a–74b, 78a–78b, 90a–90b, 106a–106b, 110a–110b, 124a–124b, 142a–142b, 146a–146b, 156a–156b, 174a–174b, 178a–178b, 188a–188b, 208a–208b, 212a–212b</p> <p><b>TE 4:</b> 18a–18b, 44a–44b, 48a–48b, 58a–58b, 78a–78b, 82a–82b, 94a–94b, 110a–110b, 114a–114b, 126a–</p>	<p>32. ask and answer questions about key details in a text read aloud or information presented orally or through other media. <b>(CCSS SL.1.2)</b></p>							

<p>126b, 144a–144b, 148a–148b, 160a–160b, 182a–182b, 186a–186b, 196a–196b, 218a–218b, 222a–222b</p> <p><b>TE 5:</b> 18a–18b, 40a–40b, 44a–44b, 58a–58b, 78a–78b, 82a–82b, 96a–96b, 120a–120b, 124a–124b, 136a–136b, 156a–156b, 159b, 160a–160b, 164–165, 172a–172b, 194a–194b, 197b, 198a–198b, 208a–208b, 232a–232b, 236a–236b</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 74–75  <b>Unit 2:</b> 109–111  <b>Unit 3:</b> 146–147  <b>Unit 4:</b> 182–183  <b>Unit 5:</b> 218–219</p>								
<p><b>SE R:</b> EI•13, 138  <b>SE 1:</b> 36, 118  <b>SE 2:</b> 168  <b>SE 4:</b> EI•13, 188</p> <p><b>TE R:</b> 42l, 60–61, 117i, 138–139, 143i  <b>TE 1:</b> 33b, 65j, 118–119, 145j, 171j  <b>TE 2:</b> 37b, 43j, 102–103, 137j, 168–169  <b>TE 3:</b> 42–43, 82–83, 149j, 177b, 180–181, 211b, 216–217  <b>TE 4:</b> 50–51, 87j, 188–189, 227j  <b>TE 5:</b> 89j, 128–129, 241j</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 74–75  <b>Unit 2:</b> 109–111  <b>Unit 3:</b> 146–147  <b>Unit 4:</b> 182–183  <b>Unit 5:</b> 218–219</p>	<p>33. ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <b>(CCSS SL.1.3)</b></p>							

Presentation of Knowledge and Ideas							
<p><b>SE R:</b> 91, 164  <b>SE 1:</b> 12, 38, 92, 144, 146, 170  <b>SE 2:</b> 12, 42, 44, 76, 78, 102, 104, 138, 170  <b>SE 3:</b> 42, 44, 116  <b>SE 4:</b> 50, 118, 152, 226  <b>SE 5:</b> 50, 200</p> <p><b>TE R:</b> 94i, 146l, 164–165  <b>TE 1:</b> 12, 38, 61b, 65j, 87b, 92–93, 93j, 141b, 144–145, 170–171  <b>TE 2:</b> 37b, 42–43, 44–45, 69b, 76–77, 102–103, 104, 38, 170  <b>TE 3:</b> 37b, 42–43, 43j, 109b, 116–117, 145b, 211b  <b>TE 4:</b> 47b, 50–51, 113b, 118–119, 152–153, 226–227  <b>TE 5:</b> 50–51, 200–201, 201j</p>	<p>34. describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <b>(CCSS SL.1.4)</b></p>						
<p><b>SE 1:</b> 60–61, 91  <b>SE 3:</b> 176–177  <b>SE 5:</b> 200, 240</p> <p><b>TE 1:</b> 60–61a, 65j, 91, 93j, 119j  <b>TE 2:</b> 103j, 169j, 201j  <b>TE 3:</b> 43j, 117j, 149j, 177a  <b>TE 4:</b> 51j, 119j, 153j, 189j  <b>TE 5:</b> 51j, 129j, 165j, 235b, 240–241</p> <p><b>Writing to Sources:</b>  <b>Unit R:</b> 37–39  <b>Unit 1:</b> 74–75  <b>Unit 2:</b> 109–111</p>	<p>35. add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <b>(CCSS SL.1.5)</b></p>						

<p><b>SE R:</b> 164  <b>SE 1:</b> 118, 170  <b>SE 3:</b> 180, 216</p> <p><b>TE R:</b> 15u, 39i, 60–61, 65i, 87d, 164–165  <b>TE 1:</b> 17c–17d, 61b, 64–65, 118–119, 170–171  <b>TE 2:</b> 20–21, 86–87  <b>TE 3:</b> 155d, 180–181, 216–217  <b>TE 4:</b> 119j  <b>TE 5:</b> 88–89, 89j, 129j, 235b</p>	<p>36. produce complete sentences when appropriate to task and situation.  <b>(CCSS SL.1.6)</b></p>							
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# LANGUAGE

## Conventions of Standard English

37. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**SE R:** 108, 134–135, 161

**SE 1:** 60–61, 115

**SE 2:** 68–69, 98–99, 130–131

**SE 3:** 108–109, 210–211

**SE 4:** 46–47, 80–81, 112–113, 146–147, 184–185, 220–221

**SE 5:** 196–197, 234–235

**TE R:** 15t, 16k, 41d, 42k, 67d, 68k, 87d, 91f, 93b, 93d, 94i, 94k, 108–109, 109a, 113d, 117f, 117h, 119b, 119d, 120i, 134–135, 139d, 143f, 143h, 145d, 146i

**TE 1:** 17c–17d, 29c, 32a, 57b, 61a, 63c, 65g, 83c, 99c, 111c, 114a, 114–115, 119g, 125c, 137c, 140a, 145g, 163c, 166a, 171g

**TE 2:** 43g, 49c–49d, 65c, 68a, 75c, 77g, 83c, 95c, 95d–95e, 98a, 99a, 101c, 103g, 109c, 127b, 130a, 130–131, 131a, 135b, 137g, 137h–137i, 196a, 199c

**TE 3:** 89c, 105c, 108–109a, 115c, 115e, 141c–141d, 181g, 187c, 207c, 210–211a, 215b, 215e, 217g

**TE 4:** 43b, 46a, 46–47, 49c, 51g, 57c, 77c, 80a, 80–81, 85b, 87g, 93c, 109c, 112a, 112–113, 117b, 119g, 125c, 146a, 146–147, 147a, 151b, 153g, 159c, 181b, 184a, 187c, 189g, 195c, 217b, 220a, 220–221, 225b, 227g

**TE 5:** 17c, 39b, 42a, 49c, 51g, 57c,

37. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- print all upper- and lowercase letters.
- use common, proper, and possessive nouns.
- use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
- use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- use frequently occurring adjectives.
- use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- use determiners (e.g., *articles, demonstratives*).
- use frequently occurring prepositions (e.g., *during, beyond, toward*).
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **(CCSS L.1.1)**

80a, 89g, 95c, 119c, 122a, 127b–127c, 129g, 155c, 165g, 171c, 193b, 196a, 196–197, 197a, 199c, 201g, 207c, 231c, 234–234a, 235a, 239b, 241g

**Writing to Sources:**

**Unit R:** 6–7, 10–11, 14–15, 18–19, 22–23, 26–27

**Unit 1:** 42–43, 46–47, 50–51, 54–55, 58–59, 62–63

**Unit 2:** 78–79, 82–83, 86–87, 90–91, 94–95, 98–99

**Unit 3:** 114–115, 118–119, 122–123, 126–127, 130–131, 134–135

**Unit 4:** 150–151, 154–155, 158–159, 162–163, 166–167, 170–171

**Unit 5:** 186–187, 191–191, 194–195, 198–199, 202–203, 206–207

- print all upper- and lowercase letters.

**SE R:** 35, 61, 87, 138–139, 164–165

**TE R:** 15a, 15g, 15n, 15s, 16e, 16j, 16q, 31c, 35a, 39a, 39g, 40e, 41c, 42e, 42j, 57c, 61, 61a, 65a, 65g, 66e, 7c, 68e, 68j, 68q, 83c, 86–87a, 91g, 92e, 93c, 94j, 94q, 109c, 113a, 117a, 117g, 118e, 119c, 120e, 120j, 120q, 135c, 138–139a, 143g, 145c, 146e, 146j, 146q, 161c, 164–165a

**TE 1:** 29f, 57e, 65g, 83f, 111f, 137f, 163f

**TE 2:** 33f, 65f, 95f, 127e, 159f, 193e

**TE 3:** 33f, 73f, 105f, 141e, 173e, 207f

**TE 4:** 43e, 77f, 109f, 143e, 181e, 217e

**TE 5:** 39e, 77f, 119f, 155f, 193e, 231f

<ul style="list-style-type: none"> <li>use common, proper, and possessive nouns.</li> </ul> <p><b>SE R:</b> 16i, 30–31, 56–57  <b>SE 2:</b> 37, 69, 130–131, 163  <b>SE 4:</b> 18</p> <p><b>TE R:</b> 15f, 15h, 15q, 15r, 16i, 16k, 30–31, 35d, 39f, 39h, 41b, 42i, 42k, 56–57, 57a, 61d  <b>TE 2:</b> 17c, 33c, 36a, 36–37a, 41b, 43g, 49c, 65c, 68a, 68–69, 75c, 77g, 109c, 127b, 130a, 135b, 137g, 143c, 159c, 162a, 163a, 175c, 193b, 196a, 199c, 201g  <b>TE 4:</b> 18d <ul style="list-style-type: none"> <li>use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> </ul> <p><b>SE R:</b> 30–31, 56–57  <b>SE 2:</b> 163, 197  <b>SE 3:</b> 77, 109</p> <p><b>TE R:</b> 15f, 15h, 15r, 15t, 16i, 16k, 30–31, 31a, 35d, 39f, 39h, 41b, 41d, 42i, 42k, 56–57, 57a, 61d, 65f, 67b, 67d, 68i, 68k, 82–83, 83a, 87d, 93b, 93d, 94i, 94k, 109a, 113d, 143f, 143h, 145c, 146i, 146k, 160–161, 161a, 165d  <b>TE 2:</b> 143c, 159c, 162a, 162–163, 167b, 169g, 169h, 175c, 193b, 196–197, 199c, 201g  <b>TE 3:</b> 17c, 33c, 36a, 41b, 43g, 49c, 73c, 81b, 83g, 89c, 105c, 108a, 109a, 115c, 117g</p> </p>								
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<ul style="list-style-type: none"> <li>use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</li> </ul> <p><b>SE 5:</b> 81, 123, 159, 196–197</p> <p><b>TE 5:</b> 57c, 77c, 80a, 81a, 87c, 89g, 95c, 119c, 122a, 122–123a, 127b–127c, 129g, 135c, 155c, 158a, 158–159a, 163b, 165a, 165g, 165h–165i</p> <ul style="list-style-type: none"> <li>use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> </ul> <p><b>SE R:</b> 82–83  <b>SE 3:</b> 37, 77, 109, 145, 177</p> <p><b>TE 3:</b> 33c, 36a, 36–37, 41b, 43g, 49c, 73c, 77a, 81b, 83g, 89c, 105c, 108a, 115c, 117g, 123c, 141b, 144a, 145a, 147c, 149g, 149h–149i, 155c, 173b, 176a, 177a, 179c, 181g, 181h–181i</p> <ul style="list-style-type: none"> <li>use frequently occurring adjectives.</li> </ul> <p><b>SE R:</b> 60, 134–135, 139  <b>SE 3:</b> 117  <b>SE 4:</b> 47, 81, 113, 147, 152, 185, 221</p> <p><b>TE R:</b> 41a, 61a, 117f, 117h, 119a, 119b, 119d, 120i, 120k, 134–135a, 138–139a, 139d  <b>TE 3:</b> 92a, 116–117a  <b>TE 4:</b> 17c, 43b, 46a, 46–47, 47a, 49c, 51g, 51h–51i, 57c, 77c, 80a, 80–81, 81a, 85b, 87g, 93c, 109c, 112a, 113a, 117b, 119g, 125c, 143b, 146a, 146–147, 147a, 151b, 152–153a, 153g, 159c, 181b, 184a, 185a, 187c, 189g, 195c, 217b, 220a, 220–221a, 225b,</p>								
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<p>227g</p> <ul style="list-style-type: none"> <li>use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</li> </ul> <p><b>TE 2:</b> 75e  <b>TE 3:</b> 109a, 115e, 117h  <b>TE 4:</b> 57c, 77c, 85b  <b>TE 5:</b> 77c, 80a, 87c, 89g</p> <ul style="list-style-type: none"> <li>use determiners (e.g., <i>articles</i>, <i>demonstratives</i>).</li> </ul> <p><b>SE R:</b> 93  <b>SE 4:</b> 185</p> <p><b>TE R:</b> 93  <b>TE 2:</b> 62–63  <b>TE 4:</b> 159c, 181b, 184a, 187c, 189g, 195c, 220a, 225b</p> <ul style="list-style-type: none"> <li>use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</li> </ul> <p><b>SE 1.1:</b> 37  <b>SE 5:</b> 235, 240–241</p> <p><b>TE 5:</b> 207c, 220–221, 226–227, 231c, 234a, 235a, 239b, 240–241a, 241g, 241h–241i</p> <ul style="list-style-type: none"> <li>produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <b>(CCSS L.1.1)</b></li> </ul> <p><b>SE R:</b> 108, 160–161  <b>SE 1:</b> 86–87, 115, 141, 167  <b>SE 4:</b> 147  <b>SE 5:</b> 43, 197</p>								
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<p><b>TE R:</b> 91f, 91h, 93b, 93d, 94i, 94k, 108–109a, 113d, 119d, 120k, 145d, 146k, 160–161, 165d</p> <p><b>TE 1:</b> 43c, 57b, 60a, 63c, 71c, 83c, 83e, 86a, 86–87, 87a, 91b, 93g, 93h, 99c, 111c, 114a, 114–115, 117c, 119g, 125c, 137c, 140a, 140–141a, 143c, 145g, 151c, 163c, 166a, 166–167, 169c, 171g</p> <p><b>TE 2:</b> 65d–65e, 69a, 131a</p> <p><b>TE 3:</b> 207d–207e</p> <p><b>TE 4:</b> 147a, 151c</p> <p><b>TE 5:</b> 17c, 39b, 42a, 43a, 49c, 51g, 51h–51i, 95c–95d, 95e, 119d–119e, 122–123, 123a, 127c, 127d, 129h–129i, 197a, 201h–201i, 231d–231e</p> <p><b>WV 21<sup>st</sup> Century Writing Projects (online): E-Invitation</b></p>								
<p>38. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b>SE R:</b> 108–109, 161</p> <p><b>SE 1:</b> 32–33, 61, 115, 141</p> <p><b>SE 2:</b> 99</p> <p><b>SE 4:</b> 185</p> <p><b>TE R:</b> 35d, 61d, 91h, 108–109a, 117h, 134–135, 143f, 145b, 160–161, 161a, 165d</p> <p><b>TE 1:</b> 32–33, 35c, 37g, 37h–37i, 43c, 61, 61a, 63c, 63e, 93g, 119h, 145h, 169c, 171h</p> <p><b>TE 2:</b> 37a, 43h–43i, 77h–77i, 98–99, 103h, 137h</p> <p><b>TE 3:</b> 43h–43i, 83h–83i, 117h–117i, 149h–149i, 181h–181i, 217h–217i</p>	<p>38. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• capitalize dates and names of people.</li> <li>• use end punctuation for sentences.</li> <li>• use commas in dates and to separate single words in a series.</li> <li>• use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <b>(CCSS L.1.2)</b></li> </ul>							

**TE 4:** 51h–51i, 87h–87i, 119h–119i, 181d, 184–185, 185a, 187c, 189h–189i, 227h–227i

**TE 5:** 51h–51i, 89h–89i, 127b–127c, 129h–129i, 165h–165i, 201h–201i, 241h–241i

**Writing to Sources:**

**Unit R:** 6–7, 10–11, 14–15, 18–19, 22–23, 26–27

**Unit 1:** 42–43, 46–47, 50–51, 54–55, 58–59, 62–63

**Unit 2:** 78–79, 82–83, 86–87, 90–91, 94–95, 98–99

**Unit 3:** 114–115, 118–119, 122–123, 126–127, 130–131, 134–135

**Unit 4:** 150–151, 154–155, 158–159, 162–163, 166–167, 170–171

**Unit 5:** 186–187, 191–191, 194–195, 198–199, 202–203, 206–207

- capitalize dates and names of people.

**SE 2:** 69, 99, 131

**TE 2:** 49c, 65c, 68a, 68–69a, 75c, 77g, 77h–77i, 83c, 95c, 98a, 99a, 101c, 103g, 103h, 109c, 127b, 130a, 130–131a, 135b, 137g, 137h

- use end punctuation for sentences.

**SE R:** 108–109, 161

**SE 1:** 32–33, 115, 141, 167

**SE 5:** 234–235

**TE R:** 91f, 91h, 108–109a, 113d, 143f, 143h, 145d, 146i, 146k, 160–161, 165d

**TE 1:** 17c–17d, 29c, 32a, 32–33, 35c, 37g, 37h–37i, 99c, 114a, 114–115,

<p>119h, 125c, 137c, 140a, 145g, 145h, 151c, 163c, 166a, 169c, 171g, 171h</p> <p><b>TE 3:</b> 217h–217i</p> <p><b>TE 4:</b> 51h–51i, 119h–119i, 189h–189i</p> <p><b>TE 5:</b> 51h–51i, 235a</p> <ul style="list-style-type: none"> <li>use commas in dates and to separate single words in a series.</li> </ul> <p><b>TE 2:</b> 33e, 37a, 99a, 103h, 137h</p> <p><b>TE 4:</b> 181d, 184–185, 185a</p> <p><b>WV 21<sup>st</sup> Century Writing Projects (online): E-Invitation</b></p> <ul style="list-style-type: none"> <li>use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> </ul> <p><b>TE 1:</b> 16d–17, 19e, 30f, 34h, 36d, 42d, 45e, 58d, 58f, 62h, 64d, 70d, 73e, 84f, 88h, 92d, 98d, 101e, 112f, 116h, 118d, 124d, 127e, 138f, 142h, 144d, 150d, 153e, 164f, 168h, 170d</p> <p><b>TE 2:</b> 16d–17, 19e, 34f, 38h, 42d, 48d, 51e, 66f, 70h, 76d, 82d–83, 85e, 96f, 100h, 102d, 108d–109, 111e, 128f, 132h, 136d, 142d, 145e, 160f, 164h, 168d, 174d, 177e, 194f, 198h, 200d</p> <p><b>TE 3:</b> 16d, 19d, 19e, 34f, 38h, 42d, 48d, 51e, 74f, 78h, 82d, 88d, 91e, 106f, 110h, 122d, 125e, 142f, 146h, 148d, 154d, 157e, 174f, 178h, 180d, 186d, 189e, 208f, 212h, 216d</p> <p><b>TE 4:</b> 16d, 19e, 44f, 48h, 50d, 56d, 59e, 78f, 82h, 86d, 92d, 95e, 110f, 114h, 118d, 124d, 127e, 144f, 148h, 152d, 158d, 161e, 182f, 185a, 186h, 188d, 195, 197e, 218f, 222h, 226d</p> <p><b>TE 5:</b> 16d, 19e, 40f, 44h, 50d, 56d,</p>								
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59e, 78f, 82h, 88d, 94d, 97e, 120f, 124h, 128d, 134d, 137e, 156f, 160h, 164d, 170d, 173e, 194f, 198h, 200d, 206d, 209e, 232f, 236h, 240d

- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **(CCSS L.1.2)**

**TE R:** 16r, 32f, 39b–39c, 40e–40f, 40, 42f, 43a, 58f, 65b, 66e, 68f, 68r, 84f, 91b, 92f, 94f, 94r, 110f, 117b–117c, 118f, 120f, 120q–120r, 136f, 143b–143c, 144f, 146f, 146r, 162f

**TE 1:** 16d–17, 42d, 43, 70d, 71, 73e, 99, 124d, 150d, 151, 153e

**TE 3:** 16d, 19e, 48d, 88d, 91e, 122d, 154d, 157e, 189e

**TE 4:** 16d, 19e, 56d, 92d, 95e, 124d, 127e, 158d, 161e, 195, 197e

**TE 5:** 16d, 56d, 59e, 94d, 97e, 134d, 170d, 206d, 209e

**Vocabulary Acquisition and Use**

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.

**SE 2:** 169

**SE 3:** 217

**SE 4:** 87, 189, 227

**TE 1:** 26–27, 37a, 67a–67b, 72a, 78–79, 84a, 88b, 102a

**TE 2:** 52a, 86a, 92–93, 103a, 168–169a, 182–183, 184–185

**TE 3:** 126a, 149a, 158a, 162–163, 168–169, 217a

**TE 4:** 87a, 162a, 168–169, 188–189a, 227a

**TE 5:** 60a, 72–73, 77g, 174a

- use sentence-level context as a clue to the meaning of a word or phrase.

**SE 2:** 169

**SE 3:** 217

**SE 4:** 153

**SE 5:** 165

**TE 2:** 146a, 150–151, 168–169a

**TE 3:** 190a, 194–195, 198–199, 206–207, 216–217a

**TE 4:** 44–45, 128a, 152–153a

**TE 5:** 112–113, 138a, 146–147, 164–165a

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.

- use sentence-level context as a clue to the meaning of a word or phrase.
- use frequently occurring affixes as a clue to the meaning of a word.
- identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). **(CCSS L.1.4)**

<ul style="list-style-type: none"> <li>use frequently occurring affixes as a clue to the meaning of a word.</li> </ul> <p><b>TE 4:</b> 193a, 195c, 197e  <b>TE 5:</b> 44d, 136d, 198d, 205a, 206–206a, 206c, 209d–209e</p> <ul style="list-style-type: none"> <li>identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). <b>(CCSS L.1.4).</b></li> </ul> <p><b>SE 1:</b> 98, 100  <b>SE 2:</b> 144  <b>SE 3:</b> 88, 122</p> <p><b>TE 1:</b> 97a, 98, 100, 101b–101c, 101d–101e, 112c–112d, 112e, 112f, 116e–116f  <b>TE 2:</b> 144d, 144, 164e–164f  <b>TE 3:</b> 87a, 88–88a, 91d, 122, 125d, 178d, 185a  <b>TE 4:</b> 114d  <b>TE 5:</b> 160d</p>								
<p>40. with guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>SE 1:</b> 171  <b>SE 2:</b> 201  <b>SE 3:</b> 43, 83  <b>SE 5:</b> 51, 165</p> <p><b>TE 1:</b> 154a, 171a  <b>TE 2:</b> 178a, 192–193, 201a, 201c, 201–202  <b>TE 3:</b> 20a, 42–43a, 52a, 82–83a, 132–133</p>	<p>40. with guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>sort words into categories (e.g., <i>colors</i>, <i>clothing</i>) to gain a sense of the concepts the categories represent.</li> <li>define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).</li> <li>identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings. <b>(CCSS L.1.5)</b></li> </ul>							

<p><b>TE 5:</b> 20a, 50–51a, 164–165a</p> <ul style="list-style-type: none"> <li>sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.</li> </ul> <p><b>SE R:</b> 31, 35, 87, 113, 165  <b>SE 1:</b> 145; <b>2:</b> 43, 137  <b>SE 4:</b> 119  <b>SE 5:</b> 129</p> <p><b>TE R:</b> 15f, 15h, 15q, 31, 31a, 35a, 67a, 86–87a, 93a, 112–113a, 145a, 164–165a  <b>TE 1:</b> 20a, 128a, 132–133, 144–145a  <b>TE 2:</b> 20a, 42–43a, 112a, 114–115, 136–137a, 193b  <b>TE 3:</b> 105g  <b>TE 4:</b> 96a, 108–109, 118–119a  <b>TE 5:</b> 98a, 108–109, 128–129a</p> <ul style="list-style-type: none"> <li>define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).</li> </ul> <p><b>SE R:</b> 35, 61, 61a, 87, 113, 165  <b>SE 1:</b> 145  <b>SE 2:</b> 43, 137  <b>SE 4:</b> 119</p> <p><b>TE R:</b> 61, 61a, 87, 112–113a, 164–165a  <b>TE 1:</b> 128a, 132–133, 144–145, 145a  <b>TE 2:</b> 20a, 43a, 112a, 136–137a  <b>TE 3:</b> 105g  <b>TE 4:</b> 118–119a</p>								
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- identify real-life connections between words and their use (e.g., note places at home that are cozy).

**SE R:** 12–13, 36–37, 62–63, 88–89, 114–115, 140–141

**TE R:** 12–13, 13a–13b, 15k, 16b, 16n, 36–37, 37a–37b, 40b, 42b, 42n, 62–63, 63a–63b, 65h, 66b, 68b, 68n, 88–89, 89a–89b, 92b, 94b, 94n, 114–115, 115a–115b, 118b, 120b, 120n, 140–141, 141a–141b, 144b, 146b, 146n

**TE 1:** 13b, 18b, 30b, 34b, 39b, 44b, 58b, 62b, 67b, 72b, 84b, 88b, 95a, 121a–121b, 126b, 138b, 142b, 147a–147b, 152b, 164b, 168b

**TE 2:** 13a–13b, 18b, 34b, 38b, 45a–45b, 50b, 66b, 70b, 79a–79b, 84b, 96b, 100b, 105a–105b, 110b, 128b, 132b, 139a–139b, 144b, 160b, 164b, 171a–171b, 176b, 194b, 198b

**TE 3:** 13a–13b, 18a–18b, 34a–34b, 38a–38b, 45a–45b, 50a–50c, 74a–74b, 78a–78b, 85a–85b, 90a–90b, 106a–106b, 110a–110b, 119a–119b, 124a–124b, 142a–142b, 146a–146b, 151a–151b, 156a–156b, 174a–174b, 178a–178b, 183a–183b, 188a–188b, 208a–208b, 212a–212b

**TE 4:** 13a–13b, 18b, 44b, 48b, 53a–53b, 58b, 78b, 82b, 89a–89b, 94b, 110b, 114b, 121a–121b, 126b, 144b, 148b, 155a–155b, 160b, 182b, 186b, 191a–191b, 196b, 218b, 222b

**TE 5:** 13a–13b, 18b, 40b, 44b, 53a–53b, 58b, 78b, 82b, 91a–91b, 96b, 120b, 124b, 131a–131b, 136b, 156b, 160b, 167a–167b, 172b, 194b, 198b, 203a–203b, 208b, 232b, 236b

- 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. **(CCSS L.1.5)**

**TE 1:** 29d–29e, 74a, 93a

**TE 2:** 182–183, 184–185

**TE 3:** 92a, 117a, 132–133

**TE 4:** 46a, 51g, 93d, 109c, 112a, 119g, 125c, 153g

**TE 5:** 20a, 24–25, 30–31

<p><b>TE R:</b> 18a, 44a, 70a, 96a, 122a</p> <p><b>TE 1:</b> 18a, 18b, 30a, 30b, 34a, 34b, 44a, 44b, 58a, 58b, 62a, 62b, 72a, 72b, 84a, 84b, 88a, 88b, 95b, 100b, 112b, 116b, 126a, 126b, 138a, 138b, 142a, 142b, 152a, 152b, 164a, 164b, 168a, 168b</p> <p><b>TE 2:</b> 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 66a, 66b, 70a, 70b, 84a, 84b, 96a, 96b, 100a, 100b, 110a, 110b, 128a, 128b, 132a, 132b, 144a, 144b, 160a, 160b, 164a, 164b, 176a, 176b, 194a, 194b, 198a, 198b</p> <p><b>TE 3:</b> 18a, 18b, 34a, 34b, 38a, 38b, 50a, 50b, 74a, 74b, 78a, 78b, 90a, 90b, 105g, 106a, 106b, 110a, 110b, 124a, 124b, 142a, 142b, 146a, 146b, 156a, 156b, 174a, 174b, 178a, 178b, 188a, 188b, 208a, 208b, 212a, 212b</p> <p><b>TE 4:</b> 18a, 18b, 44a, 44b, 48a, 48b, 58a, 58b, 78a, 78b, 82a, 82b, 86–87, 94a, 94b, 110a, 110b, 114a–114b, 126a, 126b, 144a, 144b, 148a, 148b, 160a, 160b, 182a, 182b, 186a, 186b, 196a, 196b, 200–201, 204–205, 206–207, 208–209, 214–215, 216–217, 218a, 218b, 222a–222b, 227b</p> <p><b>TE 5:</b> 18a, 18b, 40a, 40b, 44a, 44b, 58a, 58b, 78a, 78b, 82a, 82b, 96a, 96b, 120a, 120b, 124a, 124b, 136a, 136b, 156a, 156b, 160a, 160b, 172a–172b, 194a–194b, 198a, 198b, 208a, 208b, 232a, 232b, 236a, 236b</p>	<p>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., <i>because</i>). <b>(CCSS L.1.6)</b></p>							
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