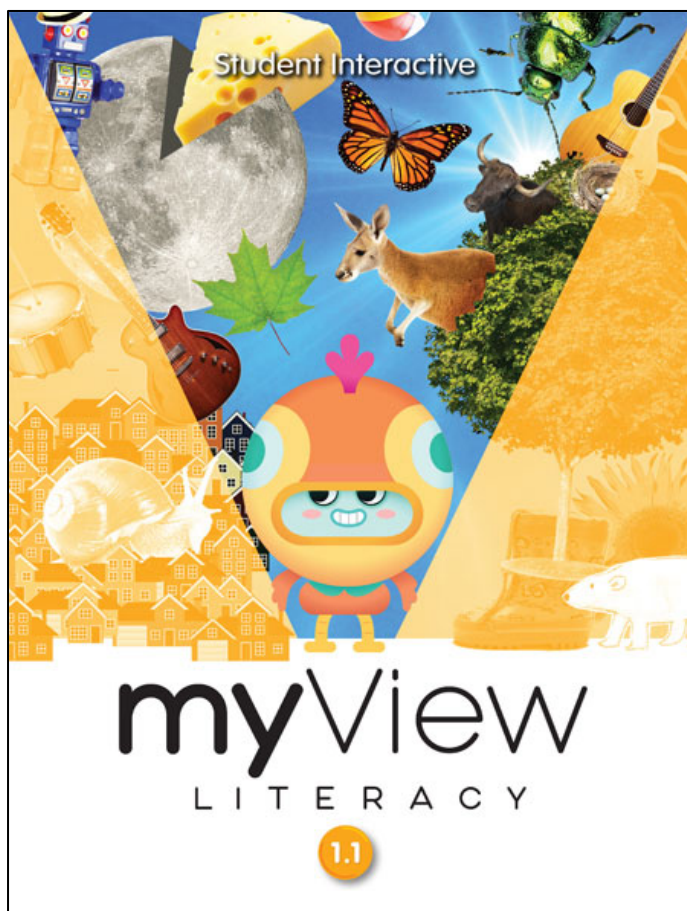


A Correlation of



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To the

Oklahoma Academic Standards English Language Arts Grade 1

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**Correlation with
Oklahoma Academic Standards**

PreK-5 English Language Arts

myView Literacy Grade 1, ©2020

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Correlation Location:

Listening: Students will develop and apply effective communication skills through active listening.	
TE: Unit 1, Week 2, p. T80 TE: Unit 1, Week 6, pp. T468–T469 / SI: Unit 1, Week 6, p. 232 TE: Unit 2, Week 2, p. T80 TE: Unit 2, Week 4, pp. T238–T239 / SI: Unit 2, Week 4, p. 150	1.1.L.1: Students will actively listen using agreed-upon discussion rules.
TE: Unit 5, Week 1, p. T320 TE: Unit 5, Week 2, p. T348	1.1.L.2: Students will follow simple two- and three-step oral directions.
Speaking: Students will develop and apply effective communication skills to share ideas through speaking.	
TE: Unit 1, Writing Workshop, Week 3, p. WW27 TE: Unit 1, Book Club, pp. T471, T477 TE: Unit 3, Writing Workshop, Week 5, p. T424	1.1.S.1: Students will work respectfully with peers.
TE: Unit 1, Week 1, pp. T20–T21 / SI: Unit 1, Week 1, pp. 12–13 TE: Unit 1, Week 1, p. T69 / SI: Unit 1, Week 1, p. 42 TE: Unit 1, Week 1, pp. T31, T47, T55, T65 TE: Unit 1, Week 3, pp. T186–T187 / SI: Unit 1, Week 3, p. 124 TE: Unit 1, Week 3, pp. T382–T383 / SI: Unit 1, Week 3, p. 131 TE: Unit 1, Week 4, pp. T406–T407 / SI: Unit 1, Week 4, p. 173	1.1.S.2: Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups.
TE: Unit 1, Week 1, pp. T20–T21 (information) / SI: Unit 1, Week 1, pp. 12–13 (information) TE: Unit 1, Week 1, pp. T330, T334 (help) / SI: Unit 1, Week 1, pp. 48–49 (help) SI: Unit 1, Week 2, p. 95 (help) TE: Unit 1, Week 2, pp. T122–T123 (information) / SI: Unit 1, Week 2, p. 87 (information) TE: Unit 1, Week 4, pp. T406–T407 (information) / SI: Unit 1, Week 4, p. 173 (information) TE: Unit 1, Week 6, pp. T468–T469 (information)	1.1.S.3: Students will ask and answer relevant questions to seek help or get information to confirm understanding.

<p>TE: Unit 1, Week 1, pp. T20–T21 / SI: Unit 1, Week 1, pp. 12–13 TE: Unit 1, Week 2, pp. T78–T79 / SI: Unit 1, Week 2, pp. 50–51 TE: Unit 2, Week 1, pp. T68–T69 / SI: Unit 2, Week 1, p. 42</p>	<p>1.1.S.4: Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p>
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Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Correlation Location:

Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.	
<p>TE: Unit 3, Week 5, pp. T282–T283 / SI: Unit 3, Week 5, p. 181 TE: Unit 3, Week 6, pp. T446–T447 / SI: Unit 3, Week 6, p. 218 pp. AP353-AP354</p>	1.2.PA.1: Students will count, segment, blend, and delete syllables in spoken words.
<p>TE: Unit 1, Week 1, pp. T48–T49 / SI: Unit 1, Week 1, p. 17 TE: Unit 1, Week 2, pp. T110–T111 / SI: Unit 1, Week 2, p. 55 TE: Unit 1, Week 3, pp. T166–T167 / SI: Unit 1, Week 3, p. 101 p. AP355</p>	1.2.PA.2: Students will blend and segment onset and rime in spoken words (e.g., /ch/+ at = <i>chat</i>).
<p>TE: Unit 1, Week 1, pp. T18–T19 / SI: Unit 1, Week 1, p. 14 TE: Unit 1, Week 2, pp. T76–T77 / SI: Unit 1, Week 2, p. 52</p>	1.2.PA.3: Students will isolate and pronounce medial sounds in spoken words.
<p>TE: Unit 1, Week 3, pp. T166–T167 / SI: Unit 1, Week 3, p. 101 TE: Unit 2, Week 1, pp. T18–T19 / SI: Unit 2, Week 1, p. 14 TE: Unit 2, Week 1, pp. T48–T49 / SI: Unit 2, Week 1, p. 17 TE: Unit 2, Week 2, pp. T106–T107 / SI: Unit 2, Week 2, p. 55 TE: Unit 2, Week 3, pp. T134–T135 / SI: Unit 2, Week 3, p. 90</p>	1.2.PA.4: Students will blend phonemes to form spoken words with 4–6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /l/ /ng/ = <i>string</i>).
<p>TE: Unit 2, Week 1, pp. T18–T19 / SI: Unit 2, Week 1, p. 14 TE: Unit 2, Week 3, pp. T134–T135 / SI: Unit 2, Week 3, p. 90 TE: Unit 3, Week 4, pp. T198–T199 / SI: Unit 3, Week 4, p. 142 TE: Unit 3, Week 4, pp. T226–T227 / SI: Unit 3, Week 4, p. 145 TE: Unit 3, Week 5, pp. T254–T255 / SI: Unit 3, Week 5, p. 178</p>	1.2.PA.5: Students will segment phonemes in spoken words with 4–6 phonemes into individual phonemes (e.g., <i>string</i> = /s/ /t/ /r/ /l/ /ng/).

<p>TE: Unit 1, Week 6, p. T456 TE: Unit 2, Week 2, pp. T106–T107 / SI: Unit 2, Week 2, p. 55 TE: Unit 2, Week 4, pp. T236–T237 TE: Unit 2, Week 5, pp. T246–T247 / SI: Unit 2, Week 5, p. 160 TE: Unit 2, Week 6, pp. T430–T431 / SI: Unit 2, Week 6, p. 196 TE: Unit 3, Week 1, pp. T68–T69 TE: Unit 3, Week 3, pp. T142–T143</p>	<p>1.2.PA.6: Students will add*, delete*, and substitute* phonemes in one-syllable spoken words with 3-5 phonemes (e.g., add /c/ to the beginning of <i>at</i> to say <i>cat</i>; delete the /p/ from <i>pin</i>, to say <i>in</i>; substitute the /o/ in <i>stop</i> with /e/ to say <i>step</i>).</p>
<p>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.</p>	
<p>TE: Unit 2, Week 2, pp. T339, T343, T347, T351 / SI: Unit 2, Week 2, p. 84 p. AP104 TE: Unit 2, Week 3, pp. T363, T367, T371, T375 / SI: Unit 2, Week 3, p. 118 p. AP105 TE: Unit 2, Week 4, pp. T387, T391, T395, T399 / SI: Unit 2, Week 4, p. 154 AP106 TE: Unit 2, Week 5, pp. T415, T419 / SI: Unit 2, Week 5, p. 190 p. AP107</p>	<p>1.2.PC.1: Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).</p>

<p>TE: Unit 1, Week 5, pp. T264–T265 / SI: Unit 1, Week 5 p. AP27</p> <p>TE: Unit 2, Week 1, pp. T26–T27 / SI: Unit 2, Week 1 p. AP87</p> <p>TE: Unit 2, Week 3, pp. T142–T143 / SI: Unit 2, Week 3 p. AP91</p> <p>TE: Unit 2, Week 5, pp. T278–T279 / SI: Unit 2, Week 5 p. AP96</p> <p>SI: Unit 3, Week 1, p. 18</p> <p>TE: Unit 3, Week 1, pp. T54–T55</p> <p>TE: Unit 3, Week 4, pp. T206–T207 / SI: Unit 3, Week 4 p. AP161</p> <p>TE: Unit 4, Week 2, pp. T90–T91 / SI: Unit 4, Week 2 p. AP225</p> <p>TE: Unit 4, Week 5, pp. T294–T295 / SI: Unit 4, Week 5 p. AP232</p> <p>TE: Unit 5, Week 3, pp. T168–T169 / SI: Unit 5, Week 3 p. AP296</p> <p>TE: Unit 5, Week 4, pp. T200–T201 / SI: Unit 5, Week 4 p. AP297 p. AP356</p>	<p>1.2.PC.2: Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p>
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<p>Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.</p>	
<p>1.2.PWS.1*: Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: *sequential skills</p>	
<p>TE: Unit 1, Week 1, pp. T48–T49, T56–T57, T66–T67, T128–T129 / SI: Unit 1, Week 1, pp. 17, 19–20 TE: Unit 1, Week 1, pp. T58–T59 / SI: Unit 1, Week 1, pp. 21–23 TE: Unit 1, Week 2, pp. T110–T111, T118–T119, T184–T185 / SI: Unit 1, Week 2, pp. 55, 57–58 TE: Unit 1, Week 2, pp. T120–T121 / SI: Unit 1, Week 3, pp. 59–61 TE: Unit 1, Week 3, pp. T166–T167, T174–T175, T246–T247 / SI: Unit 1, Week 3, pp. 101, 103–104 TE: Unit 1, Week 3, pp. T176–T177 / SI: Unit 1, Week 3, pp. 105–107 TE: Unit 1, Week 4, pp. T228–T229, T236–T237, T302–T303 / SI: Unit 1, Week 4, pp. 137, 139–140 TE: Unit 1, Week 4, pp. T238–T239 / SI: Unit 1, Week 4, pp. 141–143 TE: Unit 1, Week 5, pp. T284–T285, T292–T293 / SI: Unit 1, Week 5, pp. 179, 181–182 TE: Unit 1, Week 5, pp. T294–T295 / SI: Unit 1, Week 5, pp. 183–185</p>	<p>a. single consonants (e.g., b = /b/, f = /f/, t = /t/)</p>
<p>TE: Unit 1, Week 1, pp. T18–T19, T32–T33 / SI: Unit 1, Week 1, pp. 14–16 TE: Unit 1, Week 1, pp. T58–T59 / SI: Unit 1, Week 1, pp. 21–23 TE: Unit 1, Week 2, pp. T76–T77, T90–T91 / SI: Unit 1, Week 2, pp. 52–54 TE: Unit 1, Week 2, pp. T120–T121 / SI: Unit 1, Week 2, pp. 59–61 TE: Unit 1, Week 3, pp. T138–T139, T152–T153 / SI: Unit 1, Week 3, pp. 98–100 TE: Unit 1, Week 3, pp. T176–T177 / SI: Unit 1, Week 3, pp. 105–107 TE: Unit 1, Week 4, pp. T194–T195, T208–T209 / SI: Unit 1, Week 4, pp. 134–136 TE: Unit 1, Week 4, pp. T238–T239 / SI: Unit 1, Week 4, pp. 141–143 TE: Unit 1, Week 5, pp. T256–T257, T270–T271 / SI: Unit 1, Week 5, pp. 176–178 TE: Unit 1, Week 5, pp. 294–T295 / SI: Unit 1, Week 5, pp. 183–185</p>	<p>b. short vowel sounds (i.e., ä, ë, ĩ, ö, ü)</p>

<p>TE: Unit 2, Week 1, pp. T18–T19, T32–T33 / SI: Unit 2, Week 1, pp. 14–16 TE: Unit 2, Week 1, pp. T58–T59 / SI: Unit 2, Week 1, pp. 21–23 TE: Unit 2, Week 3, pp. T134–T135, T148–T149 / SI: Unit 2, Week 3, pp. 90–92 TE: Unit 2, Week 3, pp. T172–T173 / SI: Unit 2, Week 3, pp. 97–99 TE: Unit 5, Week 1, pp. T50–T51, T58–T59 / SI: Unit 5, Week 1, pp. 17, 19–20 TE: Unit 5, Week 1, pp. T60–T61 / SI: Unit 5, Week 1, pp. 21–23</p>	<p>c. consonant blends (e.g., bl, br, cr)</p>
<p>TE: Unit 2, Week 4, pp. T190–T191, T204–T205 / SI: Unit 2, Week 4, pp. 124–126 TE: Unit 2, Week 4, pp. T228–T229 / SI: Unit 2, Week 4, pp. 131–133 TE: Unit 3, Week 1, pp. T18–T19, T34–T33 / SI: Unit 3, Week 1, pp. 14–16 TE: Unit 3, Week 1, pp. T60–T61 / SI: Unit 3, Week 1, pp. 21–23 TE: Unit 4, Week 3, pp. T172–T173, T180–T181 / SI: Unit 4, Week 3, pp. 115, 117–118 TE: Unit 4, Week 3, pp. T182–T183 / SI: Unit 4, Week 3, pp. 119–121</p>	<p>d. consonant digraphs and trigraphs (e.g., sh, tch)</p>
<p>TE: Unit 2, Week 5, pp. T260–T261 / SI: Unit 2, Week 5, pp. 161–162 TE: Unit 2, Week 6, pp. T434–T435 / SI: Unit 2, Week 6, pp. 197–198 TE: Unit 3, Week 2, pp. T92–T93 / SI: Unit 3, Week 2, pp. 57–58 TE: Unit 3, Week 2, pp. T122–T123 / SI: Unit 3, Week 2, pp. 61–62</p>	<p>e. vowel-consonant-silent-e (e.g., <i>lake</i>)</p>
<p>TE: Unit 3, Week 6, pp. T438–T439, T442–T443 / SI: Unit 3, Week 6, pp. 214–216 TE: Unit 3, Week 6, pp. T450–T451 / SI: Unit 3, Week 6, pp. 222–225 TE: Unit 4, Week 1, pp. T18–T19, T32–T33 / SI: Unit 4, Week 1, pp. 14–16 TE: Unit 4, Week 1, pp. T64–T65 / SI: Unit 4, Week 1, pp. 21–23 TE: Unit 4, Week 2, pp. T82–T83, T96–T97 / SI: Unit 4, Week 2, p. 66–68 TE: Unit 4, Week 2, pp. T126–T127 / SI: Unit 4, Week 2, pp. 73–75</p>	<p>f. r-controlled vowels (i.e., ar, er, ir, or, ur)</p>

<p>TE: Unit 3, Week 3, pp. T142–T143, T157–T157 / SI: Unit 3, Week 3, pp. 108–110 TE: Unit 3, Week 3, pp. T180–T181 / SI: Unit 3, Week 3, pp. 115–117 TE: Unit 4, Week 5, pp. T290–T291, T298–T299 / SI: Unit 4, Week 5, pp. 191, 193–194 TE: Unit 4, Week 5, pp. T300–T301 / SI: Unit 4, Week 5, pp. 195–197 TE: Unit 5, Week 1, pp. T18–T19, T32–T33 / SI: Unit 5, Week 1, pp. 14–16 TE: Unit 5, Week 1, pp. T60–T61 / SI: Unit 5, Week 1, pp. 21–23</p>	<p>g. vowel digraphs (e.g., ea, oa, ee)</p>
<p>1.2.PWS.2*: Students will decode words by applying knowledge of syllable types in one-syllable words: *sequential skills</p>	
<p>TE: Unit 1, Week 2, pp. T76–T77 / SI: Unit 1, Week 2, p. 52 TE: Unit 1, Week 4, pp. T208–T209 / SI: Unit 1, Week 4, pp. 135–136</p>	<p>a. closed</p>
<p>TE: Unit 3, Week 5, pp. T282–T283, T290–T291 / SI: Unit 3, Week 5, pp. 181, 183–184 TE: Unit 3, Week 5, pp. T292–T293 / SI: Unit 3, Week 5, pp. 185–187 TE: Unit 5, Week 5, pp. T252–T253, T266–T267 / SI: Unit 5, Week 5, pp. 174–176 TE: Unit 5, Week 5, pp. T292–T293 / SI: Unit 5, Week 5, pp. 181–183</p>	<p>b. open</p>
<p>1.2.PWS.3*: Students will decode words by applying knowledge of structural analysis: *sequential skills</p>	
<p>TE: Unit 3, Week 6, pp. T446–T447 / SI: Unit 3, Week 6, p. 218 TE: Unit 3, Week 6, pp. T448–T449 / SI: Unit 3, Week 6, pp. 220–221 TE: Unit 3, Week 6, pp. T450–T451 / SI: Unit 3, Week 6, pp. 222–225</p>	<p>a. compound words</p>
<p>TE: Unit 2, Week 3, pp. T162–T163, T170–T171 / SI: Unit 2, Week 3, pp. 93, 95–96 TE: Unit 2, Week 3, pp. T172–T173 / SI: Unit 2, Week 3, pp. 97–99 TE: Unit 2, Week 4, pp. T218–T219, T226–T227 / SI: Unit 2, Week 4, pp. 127, 129–130 TE: Unit 2, Week 4, pp. T228–T229 / SI: Unit 2, Week 4, pp. 131–133 TE: Unit 3, Week 3, pp. T170–T171, T178–T179 / SI: Unit 3, Week 3, pp. 111, 113–114 TE: Unit 3, Week 3, pp. T180–T181 / SI: Unit 3, Week 3, pp. 115–117</p>	<p>b. inflectional endings (e.g., -s, -ed, -ing)</p>

<p>Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</p>	
<p>1.2.SE.1:* Students will use correct spelling when writing the following sounds in words: *sequential skills</p>	
<p>TE: Unit 1, Week 1, pp. T320, T324, T328, T332, T336 / SI: Unit 1, Week 1, p. 45 p. AP29 SI: Unit 1, Week 1, pp. 19–20 SI: Unit 1, Week 1, p. 54 SI: Unit 1, Week 2, p. 58 TE: Unit 1, Week 2, pp. T344, T348, T352, T356, T360 / SI: Unit 1, Week 2, p. 91 p. AP30 SI: Unit 1, Week 3, p. 54 SI: Unit 1, Week 3, p. 104 TE: Unit 1, Week 3, pp. T368, T372, T376, T380, T384 / SI: Unit 1, Week 3, p. 127 p. AP31 SI: Unit 1, Week 4, p. 136 SI: Unit 1, Week 4, p. 140 TE: Unit 1, Week 4, pp. T392, T396, T400, T404, T408 / SI: Unit 1, Week 4, p. 169 p. AP32 SI: Unit 1, Week 5, p. 178 SI: Unit 1, Week 5, p. 182 TE: Unit 1, Week 5, pp. T416, T420, T424, T428, T432 / SI: Unit 1, Week 5, p. 205 p. AP33</p>	<p>a. consonants</p>
<p>SI: Unit 1, Week 1, pp. 19–20, 54 TE: Unit 1, Week 1, pp. T320, T324, T328, T332, T336 / SI: Unit 1, Week 1, p. 45 p. AP29 SI: Unit 1, Week 2, p. 54 TE: Unit 1, Week 2, pp. T344, T348, T352, T356, T360 / SI: Unit 1, Week 2, p. 91 p. AP30 TE: Unit 1, Week 3, pp. T368, T372, T376, T380, T384 / SI: Unit 1, Week 3, p. 127 p. AP31 SI: Unit 1, Week 4, p. 136 TE: Unit 1, Week 4, pp. T392, T396, T400, T404, T408 / SI: Unit 1, Week 4, p. 169 p. AP32 SI: Unit 1, Week 5, p. 178 TE: Unit 1, Week 5, pp. T416, T420, T424, T428, T432 / SI: Unit 1, Week 5, p. 205 p. AP33</p>	<p>b. short vowels</p>

<p>TE: Unit 2, Week 4, pp. T372, T386, T390, T394, T398 / SI: Unit 2, Week 4, p. 153 p. AP100 SI: Unit 2, Week 4, p. 126 SI: Unit 3, Week 1, p. 16 TE: Unit 3, Week 1, pp. T318, T322, T326, T330, T334 / SI: Unit 3, Week 1, p. 49 p. AP165</p>	<p>c. digraphs</p>
<p>SI: Unit 2, Week 1, p. 16 TE: Unit 2, Week 1, pp. T310, T314, T318, T322, T326 / SI: Unit 2, Week 1, p. 45 p. AP97 SI: Unit 2, Week 3, p. 92 TE: Unit 2, Week 3, pp. T358, T362, T366, T370, T374 / SI: Unit 2, Week 3, p. 117 p. AP99</p>	<p>d. consonant blends</p>
<p>SI: Unit 2, Week 5, p. 162 TE: Unit 2, Week 5, pp. T406, T410, T414, T418, T422 / SI: Unit 2, Week 5, p. 189 p. AP101 SI: Unit 2, Week 6, p. 198 TE: Unit 2, Week 6, pp. T432–T433 / SI: Unit 2, Week 6, p. 199 p. AP102 SI: Unit 3, Week 2, p. 58 TE: Unit 3, Week 2, pp. T342, T346, T350, T354, T358 / SI: Unit 3, Week 2, p. 101 p. AP166</p>	<p>e. vowel-consonant-silent e</p>
<p>pp. AP357-AP361</p>	<p>1.2.SE.2: Students will correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words (e.g., <i>the</i>: th- is a common letter/sound correspondence, -e is irregular).</p>
<p>Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.</p>	
<p>TE: Unit 1, Week 1, pp. T19, T33, T49 / SI: Unit 1, Week 1, p. 18 TE: Unit 1, Week 1, pp. T58–T59 / SI: Unit 1, Week 1, pp. 21–23 TE: Unit 2, Week 1, pp. T19, T33, T49 / SI: Unit 2, Week 1, p. 18 TE: Unit 2, Week 1, pp. T58–T59 / SI: Unit 2, Week 1, pp. 21–23 TE: Unit 5, Week 1, pp. T19, T33, T51 / SI: Unit 5, Week 1, p. 18 TE: Unit 5, Week 1, pp. T60–T61 / SI: Unit 5, Week 1, pp. 21–23</p>	<p>1.2.F.1: Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.</p>

<p>TE: Unit 1, Week 2, p. T83 / SI: Unit 1, Week 2, p. 62 TE: Unit 1, Week 2, p. T103 / SI: Unit 1, Week 2, pp. 68–69 TE: Unit 2, Week 3, p. T141 / SI: Unit 2, Week 3, p. 100 TE: Unit 3, Week 4, p. T205 / SI: Unit 3, Week 4, p. 152 TE: Unit 4, Week 2, p. T89 / SI: Unit 4, Week 2, p. 76 TE: Unit 5, Week 5, p. T259 / SI: Unit 5, Week 5, p. 184 TE: Unit 5, Week 5, p. T275 / SI: Unit 5, Week 5, pp. 192–193</p>	<p>1.2.F.2: Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.</p>
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Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Correlation Location:

Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	
<p>TE: Unit 2, Week 1, pp. T37, T41 / SI: Unit 2, Week 1, pp. 28–29, 34–37, 39</p> <p>TE: Unit 3, Week 5, pp. T302–T303 / SI: Unit 3, Week 5, p. 204</p> <p>TE: Unit 5, Week 1, pp. T24–T25 / SI: Unit 5, Week 1, pp. 24–25</p>	1.2.R.1: Students will identify the topic or main idea with some supporting details of a text.
<p>TE: Unit 1, Week 1, pp. T144–T145 / SI: Unit 1, Week 1, p. 108</p> <p>TE: Unit 1, Week 5, pp. T262–T263 / SI: Unit 1, Week 5, p. 186</p> <p>TE: Unit 2, Week 4, pp. T196–T197 / SI: Unit 2, Week 4, p. 134</p> <p>TE: Unit 3, Week 5, pp. T260–T261 / SI: Unit 3, Week 5, p. 188</p> <p>TE: Unit 4, Week 3, pp. T150–T151 / SI: Unit 4, Week 3, p. 122</p>	1.2.R.2: Students will discriminate between fiction and nonfiction genres.
<p>TE: Unit 1, Week 1, pp. T68–T69 / SI: Unit 1, Week 1, p. 42</p> <p>TE: Unit 3, Week 1, p. T23</p> <p>TE: Unit 3, Week 1, pp. T52–T53 / SI: Unit 3, Week 1, p. 44</p> <p>TE: Unit 3, Week 2, pp. T134–T135 / SI: Unit 3, Week 2, p. 98</p> <p>TE: Unit 3, Week 4, pp. T228–T229 / SI: Unit 3, Week 4, p. 166</p> <p>TE: Unit 5, Week 4, pp. T244–T245 / SI: Unit 5, Week 4, p. 164</p>	1.2.R.3: Students will sequence the plot (i.e., beginning, middle, and end) of a story.
<p>TE: Unit 2, Week 3, pp. T140–T141 / SI: Unit 2, Week 3, pp. 100–101</p> <p>TE: Unit 3, Week 5, pp. T302–T303 / SI: Unit 3, Week 5, p. 204</p> <p>TE: Unit 5, Week 1, pp. T24–T25 / SI: Unit 5, Week 1, pp. 24–25</p>	1.2.R.4: Students will retell facts and details from an informational text.

Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	
<p>TE: Unit 1, Week 2, pp. T346–T347 / SI: Unit 1, Week 2, p. 93</p> <p>TE: Unit 1, Week 3, pp. T370–T371, T378–T379, T382 / SI: Unit 1, Week 3, pp. 129–131</p> <p>TE: Unit 1, Week 4, pp. T402–T403, T406–T407 / SI: Unit 1, Week 4, pp. 172–173</p> <p>TE: Unit 1, Week 5, pp. T418–T419 / SI: Unit 1, Week 5, p. 207</p> <p>pp. AP362-AP363</p>	<p>1.2.W.1: Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p>
<p>TE: Unit 2, Week 2, pp. T332–T333, T340–T341 / SI: Unit 2, Week 2, pp. 85–86</p> <p>TE: Unit 2, Week 3, pp. T356–T357 / SI: Unit 2, Week 3, p. 119</p> <p>TE: Unit 4, Week 1, p. T340 / SI: Unit 4, Week 1, p. 63</p> <p>TE: Unit 4, Week 2, pp. T364, T372–T373, T380–T381, T388 / SI: Unit 4, Week 2, pp. 109, 143–145</p>	<p>1.2.W.2: Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.</p>
<p>TE: Unit 2, Opinion Writing, Week 3, pp. WW24, WW26 / SI: Unit 2, Week 3, pp. 242–243</p> <p>TE: Unit 3, Week 6, p. T464 / SI: Unit 3, Week 6, p. 233</p>	<p>1.2.W.3: Students will revise drafts by adding and/or deleting text.</p>
<p>TE: Unit 2, Week 5, p. T416</p> <p>TE: Unit 3, Week 4, pp. T392–T393, T396 / SI: Unit 3, Week 4, p. 174</p> <p>TE: Unit 3, Week 5, p. T420</p> <p>TE: Unit 4, Week 5, pp. T428–T429, T432–T433</p> <p>TE: Unit 5, Week 5, pp. T412–T413 / SI: Unit 5, Week 5, p. 207</p> <p>p. AP364</p>	<p>1.2.W.4: Students will correctly spell grade-level, highly decodable words (e.g., <i>cup</i>, <i>like</i>, <i>cart</i>) and common, irregularly spelled sight words (e.g., <i>the</i>) while editing using resources as needed.</p>
<p>TE: Unit 2, Week 5, pp. T412–T413, T416–T417</p> <p>TE: Unit 3, Week 5, pp. T420–T421, T423–T424</p> <p>TE: Unit 4, Week 5, pp. T428–T429, T432–T433</p> <p>TE: Unit 5, Week 5, pp. T420–T421, T424–T425</p>	<p>1.2.W.5: Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).</p>

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Correlation Location:

<p>Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p>	
<p>TE: Unit 2, Week 3, pp. T140–T141, T164–T165, T174–T175, T182–T183 / SI: Unit 2, Week 3, pp. 100, 112–114 SI: Unit 3, Week 1, p. 43 TE: Unit 3, Week 2, p. T97 / SI: Unit 3, Week 2, pp. 70–71</p>	<p>1.3.R.1: Students will identify the author’s purpose (i.e., tell a story, provide information) with prompting.</p>
<p>TE: Unit 1, Week 1, pp. T52–T53 / SI: Unit 1, Week 1, p. 44 TE: Unit 3, Week 1, pp. T39, T54–T55 / SI: Unit 3, Week 1, pp. 30, 48 TE: Unit 4, Week 2, p. T352</p>	<p>1.3.R.2: Students will describe who is telling a story with prompting.</p>
<p>Setting TE: Unit 1, Week 2, pp. T97, T101, T112–T113, T130–T131 / SI: Unit 1, Week 2, pp. 69, 77, 86, 88</p> <p>Characters TE: Unit 1, Week 1, pp. T24–T25, T43, T50–T51, T60–T61 / SI: Unit 1, Week 1, pp. 24, 39–41</p>	<p>1.3.R.3: Students will find textual evidence when provided with examples of literary elements:</p> <ul style="list-style-type: none"> ● setting (i.e., time and place) ● main characters and their traits
<p>TE: Unit 1, Week 2, pp. T99–T101, T122–T123 / SI: Unit 1, Week 2, pp. 73, 79, 87 TE: Unit 1, Week 5, p. T274 TE: Unit 2, Week 3, pp. T155, T174–T175 / SI: pp. 106–107, 113</p>	<p>1.3.R.4: Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.</p>
<p>TE: Unit 3, Week 1, pp. T34–T35, T37, T39 / SI: Unit 3, Week 1, pp. 28–37 TE: Unit 3, Week 1, pp. T62–T63 / SI: Unit 3, Week 1, p. 45 TE: Unit 3, Week 2, pp. T94–T95 / SI: Unit 3, Week 2, p. 68 TE: Unit 5, Week 5, pp. T275, T294–T295 / SI: pp. 195, 201</p>	<p>1.3.R.5: Students will begin to use details from a text to draw conclusions and make predictions.</p>
<p>TE: Unit 1, Week 3, pp. T144–T145, T156–T157 / SI: Unit 1, Week 3, pp. 108–109, 112–115, 121 TE: Unit 2, Week 2, pp. T82–T83, T95, T96 / SI: Unit 2, Week 2, pp. 62, 67, 68–69</p>	<p>1.3.R.6: Students will begin to locate facts that are clearly stated in a text.</p>

Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.	
<p>TE: Unit 4, Week 1, pp. T332–T333, T336–T337, T340–T341 / SI: Unit 4, Week 1, pp. 62–63</p> <p>TE: Unit 4, Week 2, pp. T348–T349, T364–T365 / SI: Unit 4, Week 2, pp. 107, 109</p> <p>TE: Unit 4, Week 3, pp. T372–T373, T380–T381, T388–T389 / SI: Unit 4, Week 3, pp. 143–145</p>	<p>1.3.W.1: Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting.</p>
<p>TE: Unit 2, Week 1, pp. T308–T309, T312–T313, T320–T321, T324–T325 / SI: Unit 2, Week 1, pp. 47–49</p> <p>TE: Unit 2, Week 2, pp. T332–T333, T340–T341 / SI: Unit 2, Week 2, pp. 85–86</p>	<p>1.3.W.2: Students will begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting.</p>
<p>TE: Unit 3, Week 6, pp. T456–T457, T458–T459, T462–T463 / SI: Unit 3, Week 6, pp. 226–228, 230–231</p> <p>TE: Unit 5, Week 1, pp. WW2–WW3, WW4–WW5, WW6–WW7 / SI: 1.5: Unit 5, Week 1, pp. 235–237</p> <p>TE: Unit 5, Week 2, pp. WW12–WW13, WW14–WW15, WW16–WW17 / SI: Unit 5, Week 2, pp. 238–240</p>	<p>1.3.W.3: Students will write an opinion about a topic and provide a reason to support the opinion with prompting.</p>

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Correlation Location:

Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.	
<p>TE: Unit 1, Week 2, pp. T84–T85 / SI: Unit 1, Week 2, p. 89 TE: Unit 2, Week 2, pp. T84–T85 / SI: Unit 2, Week 2, p. 81 TE: Unit 3, Week 2, pp. T86–T87 / SI: Unit 3, Week 2, p. 99 TE: Unit 4, Week 2, pp. T90–T91 / SI: Unit 4, Week 2, p. 103</p>	1.4.R.1: Students will begin to determine relationships among words, including synonyms and antonyms.
<p>TE: Unit 1, Week 3, pp. T146–T147 / SI: Unit 1, Week 3, p. 125 TE: Unit 2, Week 3, pp. T142–T143 / SI: Unit 2, Week 3, p. 115</p>	1.4.R.2: Students will use context clues to determine the meaning of words with prompting.
<p>TE: Unit 1, Week 4, pp. T202–T203 / SI: Unit 1, Week 4, p. 167 TE: Unit 2, Week 1, pp. T26–T27 / SI: Unit 2, Week 1, p. 43</p>	1.4.R.3: Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting.
<p>TE: Unit 1, pp. T488–T489 / SI: Unit 1, pp. 234–235 TE: Unit 1, pp. T490–T491 / SI: Unit 1, p. 236 TE: Unit 2, Week 5, pp. 268–T269 / SI: Unit 2, Week 5, p. 182</p>	1.4.R.4: Students will begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.
<p>TE: Unit 1, Week 2, pp. T92–T93 TE: Unit 2, pp. T12–T13 / SI: Unit 2, p. 11 TE: Unit 2, Week 1, pp. T34–T35 TE: Unit 4, pp. T12–T13 / SI: Unit 4, p. 11</p>	1.4.R.5: Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.
Writing: Students will apply knowledge of vocabulary to speak and write effectively.	
<p>TE: Unit 1, Week 6, pp. T458–T459 / SI: Unit 1, Week 6, pp. 224–225 TE: Unit 2, Week 6, pp. T448–T449 / SI: Unit 2, Week 6, pp. 208–209 TE: Unit 2, Week 6, pp. T450–T451 / SI: Unit 2, Week 6, p. 210 TE: Unit 3, Week 6, pp. T458–T459 / SI: Unit 3, Week 6, p. 228</p>	1.4.W.1: Students will use grade-level vocabulary to communicate ideas through speaking and writing.
<p>TE: Unit 4, Week 1, pp. T324, T348–T349, T356–T357 / SI: Unit 4, Week 1, pp. 107–107 TE: Unit 5, Writing Workshop, pp. WW13–WW15, WW33–WW34 / SI: Unit 5, Writing Workshop, pp. 239, 245</p>	1.4.W.2: Students will use language in speaking and writing according to purpose with prompting.

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanic, and style to comprehend texts and communicate effectively.

Correlation Location:

<p>Reading: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</p>	
<p>TE: Unit 1, Week 3, p. T381 / SI: Unit 1, Week 3, p. 128 TE: Unit 1, Week 3, p. T385 / SI: Unit 1, Week 3, p. AP37</p>	<p>1.5.R.1: Students will recognize simple sentences.</p>
<p>Nouns as Concrete Objects TE: Unit 1, Week 1, p. T333 / SI: Unit 1, Week 1, p. 46 TE: Unit 1, Week 1, p. T337 / SI: Unit 1, Week 1 p. AP35</p> <p>Regular Plural Nouns TE: Unit 3, Week 1, p. T42 TE: Unit 3, Week 1, p. T331 / SI: Unit 3, Week 1, p. 50</p> <p>Present-Tense Verbs as Actions TE: Unit 1, Week 2, p. T98 TE: Unit 1, Week 2, p. T357 / SI: Unit 1, Week 2, p. 92</p> <p>Color, Size, and Number Adjectives p. AP365</p> <p>Prepositions TE: Unit 5, Week 3, p. T157 TE: Unit 5, Week 3, p. T383 / SI: Unit 5, Week 3 p. AP309</p> <p>Pronouns <i>I, me, you, and we</i> TE: Unit 3, Week 4, p. T217 TE: Unit 3, Week 4, p. T403 / SI: Unit 3, Week 4, p. 172 p. AP366</p> <p>Conjunctions <i>and, or, and but</i> TE: Unit 4, Week 5, p. T280 TE: Unit 4, Week 5, p. T435 / SI: Unit 4, Week 5, p. 220 p. AP367</p> <p>Adverbs <i>too and very</i> p. AP368</p>	<p>1.5.R.2: Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> ● nouns as concrete objects (i.e., people, places, and things) ● regular plural nouns ● present-tense verbs as actions ● color, size, and number adjectives ● prepositions (e.g., The dog is on top of the doghouse.) ● the pronouns <i>I, me, you, and we</i> ● the conjunctions <i>and, or, and but</i> ● the adverbs <i>too and very</i>

<p>Writing: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</p>	
<p>TE: Unit 1, Week 3, p. T370 TE: Unit 1, Week 3, p. T381 / SI: Unit 1, Week 3, p. 128 TE: Unit 2, Week 1, p. T323 TE: Unit 2, Week 3, p. T335</p>	<p>1.5.W.1: Students will compose simple sentences that conclude with an end mark.</p>
<p>TE: Unit 2, Week 4, p. T388 / SI: Unit 2, Week 4, p. 156 TE: Unit 2, Week 4, pp. T396–T397 / SI: Unit 2, Week 4, p. 157 TE: Unit 4, Week 4, p. T412 / SI: Unit 4, Week 4, p. 185 TE: Unit 4, Week 5, pp. T424–T425 / SI: Unit 4, Week 5, p. 222</p>	<p>1.5.W.2: Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.</p>
<p>TE: Unit 5, Week 4, Opinion Writing, p. WW32 / SI: Unit 5, Week 4, p. 244</p>	<p>1.5.W.3: Students will capitalize the first letter of a sentence, proper names, and months and days of the week.</p>
<p>TE: Unit 1, Week 4, pp. T406–T407 / SI: Unit 1, Week 4, p. 155 TE: Unit 1, Week 4, pp. T410–T411 TE: Unit 2, Week 2, p. T347 / SI: Unit 2, Week 2, p. 84 TE: Unit 2, Week 4, p. T395 / SI: Unit 2, Week 4, p. 154</p>	<p>1.5.W.4: Students will use periods, question marks, and exclamation points.</p>

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Correlation Location:

<p>Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	
<p>TE: Unit 1, Week 6, pp. T462–T463 / SI: Unit 1, Week 6, p. 227 TE: Unit 4, Week 6, pp. T464–T465 / SI: Unit 4, Week 6, pp. 238–239 TE: Unit 5, Week 6, pp. T460–T461 / SI: Unit 5, Week 6, p. 227</p>	<p>1.6.R.1: Students will identify who can answer questions about their topic or what resources they will need to find the information.</p>
<p>Photos and Headings TE: Unit 5, Week 2, pp. T110–T111 / SI: Unit 5, Week 2, p. 84</p> <p>Illustrations TE: Unit 1, Week 4, p. T213 / SI: Unit 1, Week 4, p. 149</p> <p>Titles TE: Unit 1, Week 3, pp. T154–T155 / SI: Unit 1, Week 3, p. 111</p> <p>Labels and Headings TE: Unit 1, Week 3, pp. T168–T169 / SI: Unit 1, Week 3, p. 122 TE: Unit 1, Week 5, pp. T286–T287 / SI: Unit 1, Week 5, p. 200</p> <p>Charts TE: Unit 1, Week 1, pp. T24–T25 / SI: Unit 1, Week 1, p. 25</p> <p>Time Lines TE: Unit 4, Week 1, pp. T20–T21 / SI: Unit 4, Week 1, pp. 12–13</p> <p>Graphs p. AP369</p>	<p>1.6.R.2: Students will identify graphic and text features to understand texts:</p> <ul style="list-style-type: none"> ● photos ● illustrations ● titles ● labels ● headings ● charts ● graphs
<p>TE: Unit 1, Week 3, pp. T378–T379 / SI: Unit 1, Week 3, p. 130 (table of contents) TE: Unit 1, pp. T490–T491 / SI: Unit 1, p. 236 (glossary)</p>	<p>1.6.R.3: Students will identify the location and purpose of the table of contents and glossary.</p>

Writing: Students will synthesize information ethically through speaking and writing.	
<p>TE: Unit 1, Week 6, pp. T458–T459 / SI: Unit 1, Week 6, pp. 224–225</p> <p>TE: Unit 2, Week 6, pp. T448–T449 / SI: Unit 2, Week 6, pp. 208–T209</p>	1.6.W.1: Students will generate questions about topics of interest for research.
<p>TE: Unit 2, Week 3, pp. T356–T357 / SI: Unit 2, Week 3, p. 119</p> <p>TE: Unit 2, Week 6, pp. T450–T451 / SI: Unit 2, Week 6, p. 210</p> <p>TE: Unit 3, Week 1, pp. T332–T333 / SI: Unit 3, Week 1, p. 53</p> <p>TE: Unit 4, Week 6, pp. T470–T471 / SI: Unit 4, Week 6, pp. 242–243</p> <p>TE: Unit 5, Week 6, pp. T462–T463 / SI: Unit 5, Week 6, pp. 228–229</p>	1.6.W.2: Students will organize information found during group or individual research, using graphic organizers or other aids with prompting.
<p>TE: Unit 1, Week 1, pp. T68–T69 / SI: Unit 1, Week 1, p. 42</p> <p>TE: Unit 2, Week 4, pp. T238–T239 / SI: Unit 2, Week 4, p. 150</p>	1.6.W.3: Students will share relevant information for various purposes.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Correlation Location:

Reading: Students will comprehend and evaluate multimodal content.	
All lessons are online at SavvasRealize.com. Selections include rich visuals as well as audio and interactive annotation. TE: Unit 2, Week 6, pp. T452–T453 / SI: Unit 2, Week 6, p. 211 TE: Unit 3, Week 6, pp. T460–T461 / SI: Unit 3, Week 6, p. 229	1.7.R: Students will explain how ideas and topics are depicted in multimodal content.
Writing: Students will create multimodal content to communicate effectively.	
TE: Unit 1, Week 2, pp. T354–T355 / SI: Unit 1, Week 2, p. 94 TE: Unit 1, Week 4, pp. T394–T395 / SI: Unit 1, Week 4, p. 171 TE: Unit 1, Week 5, pp. T422–T423 TE: Unit 5, Week 6, p. T466 / SI: Unit 5, Week 6, p. 232	1.7.W: Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.

Standard 8: Independent Reading & Writing

Students will read and write independently for a variety of purposes and periods of time.

Correlation Location:

Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	
TE: Unit 1, p. T11 / SI: Unit 1, pp. 8–9 TE: Unit 1, Week 2, p. T343 TE: Unit 1, Week 6, pp. T460–T461 / SI: Unit 1, Week 6, p. 227 TE: Unit 1, pp. T470–T471 TE: Unit 2, Week 6, pp. T452–T455 / SI: Unit 2, Week 6, pp. 211, 213	1.8.R: Students will select texts for academic and personal purposes and read independently for extended periods of time.
Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.	
TE: Unit 1, Week 1, p. T43 / SI: Unit 1, Week 1, p. 39 TE: Unit 1, Week 1, pp. T56–T57 / SI: Unit 1, Week 1, pp. 19–20 TE: Unit 1, Week 2, pp. T90–T91 / SI: Unit 1, Week 2, pp. 53–54 TE: Unit 1, Week 2, p. T105 / SI: Unit 1, Week 2, p. 85 TE: Unit 1, Week 2, pp. T347, T351, T355 TE: Unit 1, Week 3, pp. T367, T371, T375, T379	1.8.W: Students will write independently using a combination of emergent and conventional writing with prompting.

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