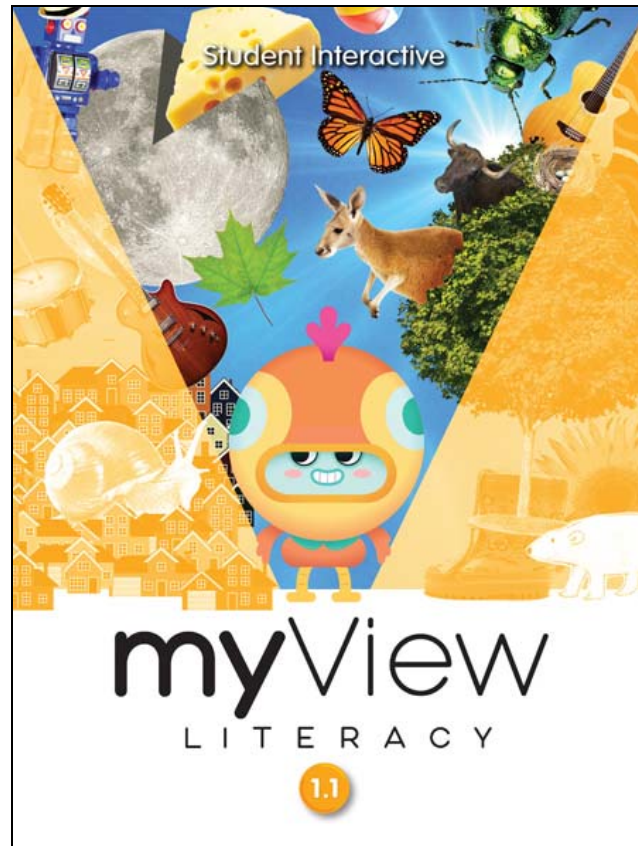


A Correlation of



©2020, Grade 1

To the

**Colorado Academic Standards
for Reading, Writing,
and Communicating**

SAVVAS

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Introduction

This document demonstrates how ***myView Literacy*, ©2020** meets the **Colorado Academic Standards for Reading, Writing, and Communicating**. Correlation page references are to the Teacher’s Edition and are cited by grade, unit and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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Colorado Academic Standards for Reading, Writing, and Communicating (2020)	myView Literacy, ©2020 Grade 1
Reading, Writing, and Communicating	
First Grade	
Standard 1. Oral Expression and Listening	
1. Communicate using verbal and nonverbal language to express and receive information.	
Evidence Outcomes - Students Can:	
<ul style="list-style-type: none"> a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1) i. Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a) ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b) iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c) 	<p>Unit 1: Turn, Talk, and Share, T37 Writing Support, T158 Writing Club, T163 ELL Targeted Support: Instructional Conversation, T212 Writing Club, T233 Minilesson: Describe Personal Connections, T288 Writing Club, T309 Writing Support, T377 Minilesson: How to Celebrate, T377 Celebrate and Reflect: Share, T412 Book Club Routine, T416 Book Club, T418-T419</p> <p>Unit 2: Turn, Talk, and Share, T37 Writing Club, T87 Reflect and Share: Talk About It, T138 Writing Club, T159 Reflect and Share: Talk About It, T278 Minilesson: Talk About It, T278 My View, T262 Minilesson: Active Listening, T278 Writing Club, T299 Introduce the Project: Collaborate, T392 Celebrate and Reflect: Share, T402 Book Club, T408-T411 Book Club, T412-T413</p>
(Continued)	(Continued) Unit 3: Writing Club, T89

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	<p>Writing Club, T167 Whole Group, T193 My View, T200 Reflect and Share, T146-T147 Reflect and Share: Talk About It, T216-T217 Introduce the Project: Collaborate, T400 Book Club: T422-T423 Book Club: T428-T429 Unit 4: Minilesson: Talk About It, T218 Reflect and Share: Talk About It, T292 Writing Club, T313 My View, T348 Celebrate and Reflect: Share, T418 Share, T418 Book Club, T420-T421 Book Club, T426-T427 Unit 5: Reflect and Share: Talk About It, T68 My View, T194 Whole Group, T199 My View, T268 Reflect and Share, T284-T285 Celebrate and Reflect: Share, T410 Book Club, T412-T413 Book Club, T426-T427</p>
<p>b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)</p>	<p>Unit 1: Critical Literacy: Build Background, T402 Celebrate and Reflect: Share, T412 Unit 2:</p>

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	Writing Club, T87 Reflect and Share: Talk About It, T138 Celebrate and Reflect: Share, T402 Unit 3: Writing Club, T89 Reflect and Share: Talk About It, T146 Writing Club, T237 Unit 4: Writing Club, T169 My View, T276 Reflect and Share: Talk About It, T292 Writing Club, T313 Celebrate and Reflect: Share, T418 Unit 5: Writing Club, T161 Writing Club, T305
c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)	Unit 1: Minilesson: Describe Personal Connections, T288 Celebrate and Reflect: Share, T412 Unit 2: Reflect and Share: Talk About It, T138 Celebrate and Reflect: Share, T402 Unit 3: Reflect and Share: Talk About It, T146 Unit 4: Reflect and Share: Talk About It, T292 Celebrate and Reflect: Share, T418 Unit 5: Writing Club, T161 Writing Club, T305
2. Use multiple strategies to develop and expand oral communication.	
Evidence Outcomes - Students Can:	
a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)	Unit 1: Minilesson: How to Celebrate, T377 Unit 2: Reflect and Share: Talk About It, T278

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	<p>Unit 3: Reflect and Share: Talk About It, T216 Independent Writing, T374 Minilesson: Publish and Celebrate, T375</p> <p>Unit 4: Reflect and Share: Talk About It, T72 Reflect and Share: Talk About It, T292</p> <p>Unit 5: Reflect and Share: Talk About It, T356</p>
<p>b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)</p>	<p>Unit 1: Extend Research: Incorporate Media, T410</p> <p>Unit 2: Extend Research: Incorporate Media, T400</p> <p>Unit 3: Extend Research: Incorporate Media, T408</p> <p>Unit 4: Customize It!, T416</p> <p>Unit 5: Extend Research: Explore Props and Costumes, T408</p>
<p>c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6) *</p>	<p>Unit 1: Strategy Group: Describe Characters, T58 Lessons 2-5: Simple Sentences, T222-T223</p> <p>Unit 2: Strategy Group: Compare Texts, T68</p> <p>Unit 3: Celebrate and Reflect: Share, T410</p> <p>Unit 4: Celebrate and Reflect: Share, T418</p> <p>Unit 5: Reflect and Share: Talk About It, T68 Weekly Question, T69 Immersion Lesson: Model and Practice, T85</p>
<p>d. Give and follow simple two-step directions.</p>	<p>Unit 1: Develop Vocabulary, T50 Develop Vocabulary, T126 Develop Vocabulary, T272</p> <p>Unit 2: Develop Vocabulary, T50 Develop Vocabulary, T122</p> <p>Unit 3:</p>

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	Develop Vocabulary, T52 Generate Ideas, T87 Plan Your Poetry, T88 Unit 5: Develop Vocabulary, T124
Standard 2. Reading for All Purposes	
1. Apply foundational reading strategies to fluently read and comprehend literary texts.	
Evidence Outcomes - Students Can:	
a. Use Key Ideas and Details to: i. Ask and answer questions about key details in a text. (CCSS: RL.1.1) * ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)	Unit 1: Wrap-Up: Describe a Character, T35 Minilesson: Describe Characters, Setting, and Events, T36 Describe a Character, T38 First Read: Read, T44

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<p>iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3) *</p> <p>iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. *</p> <p>(Continued)</p>	<p>Close Read: Describe a Character, T47 My View, T50 Check for Understanding, T51 Minilesson: Describe Characters, T56 Strategy Group: Describe Characters, T58 Minilesson: Use Text Evidence, T60 Minilesson: Retell a Text, T66 Strategy Group: ELL Targeted Support, T68 Minilesson: Setting, T108 Identify Realistic Fiction, T110 Read, T114 Strategy Group: Identify Realistic Fiction, T112 Close Read: Describe the Setting, T119 Close Read: Ask and Answer Questions, T121 Close Read: Describe the Setting, T123 My View, T126 Whole Group, T131 Minilesson: Ask and Answer Questions, T136 Strategy Group: Ask and Answer Questions, T140 Realistic Fiction, T254 First Read: Read, T264 Close Read: Describe Characters, T265 Close Read: Describe Characters, T269 Close Read: Describe Characters, T271 My View, T272 Minilesson: Describe Characters, T278 Strategy Group: Describe Characters T280 Minilesson: Visualize Details About Characters, T282 Minilesson: Confirm Predictions, T352–T353</p> <p>(Continued)</p> <p>Unit 2: Poetry, T248 Strategy Group: Create New Understandings, T276 Strategy Group: Identify Drama, T324 Whole Group, T325 First Read: Look, T328 My View, T332 Minilesson: Find Elements of Drama, T338 Strategy Group: Find Elements of Drama, T340 Whole Group, T341</p> <p>Unit 3:</p>

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	<p>Whole Group, T41 First Read: Read, T46 Close Read: Describe Plot, T51 My View, T52 Minilesson: Describe Plot, T58 Strategy Group: Describe Plot, T60 Wrap-Up: Folktales, T109 First Read: Talk, T124 My View, T130 Minilesson: Talk About It, T146 First Read: Ask, T198 First Read: Ask, T266 Minilesson: Visualize Details, T280</p> <p>Unit 4: Read, T196 My View, T202 Minilesson: Theme, T208 Minilesson: Talk About It, T218 Explore the Poem, T244</p> <p>Unit 5: Minilesson: Correct and Confirm Predictions, T204-T205 Strategy Group: Identify Fiction, T256 Close Read: Find Important Details, T265 First Read: Ask, T266 Close Read: Find Important Details, T267 My View, T268 Minilesson: Important Details, T278</p>
<p>b. Use Craft and Structure to:</p> <p>i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)</p> <p>ii. Explain major differences between books that tell stories and books that give information. (adapted from CCSS: RL.1.5) *</p> <p>iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6) *</p> <p>iv. Follow and replicate patterns in predictable poems</p>	<p>Unit 1: Minilesson: Word Choice, T148</p> <p>Unit 2: Wrap-Up: Compare and Contrast, T249 First Read: Look, T258 Possible Teaching Point: Read Like a Writer: Word Choice, T260 Describe Elements of Poetry, T268-T269, T270 Strategy Group: Compare Texts, T280 Whole Group, T281 Minilesson: Word Choice, T284</p> <p>Unit 3: Poetry, T84 The Five Senses, T162</p>

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	<p>Explore Imagery, T163 Identify Poetry, T192</p> <p>Unit 4: Possible Teaching Point: Read Like a Writer: First-Person Text, T199 Minilesson: First-Person Text, T224</p> <p>Unit 5: Explore the Poem, T236 Preview Vocabulary, T258 Possible Teaching Point: Read Like a Writer: Word Choice, T261 Minilesson: Develop Vocabulary, T268 ELL Access, T290 Minilesson: Word Choice, T290</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)</p> <p>ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9)</p> <p>*</p>	<p>Unit 1: Minilesson: Describe Characters, T56 Minilesson: Use Text Evidence, T60 Strategy Group: Compare Texts, T68 Minilesson: Setting, T108 Identify Realistic Fiction, T110 Close Read: Describe the Setting, T123 Minilesson: Describe Setting, T132 Strategy Group: DESCRIBE THE SETTING, T134 Minilesson: Find Text Evidence, T142 Strategy Group: Compare Texts, T144 Wrap-Up: Compare and Contrast Characters, T253 Read and Compare, T266 Close Read: Visualize Details/Describe Characters, T265</p>

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	<p>Minilesson: Describe Characters, T278 Strategy Group: Describe Characters, T280 Minilesson: Visualize Details About Characters, T282 Compare Across Texts, T382 Reflect on the Unit, T413 Unit 2: ELL Access: Prereading, T326 My View, T332 Strategy Group: Compare Texts, T350 Unit 3: Close Read: Describe Plot, T49 Close Read: Describe Plot, T51 Minilesson: Describe Plot, T58 Strategy Group: Describe Plot, T60 Strategy Group: Compare Texts, T70 Whole Group, T71 Unit 4: Whole Group, T195 Read, T196 Unit 5: Close Read: Find Important Details, T263 Close Read: Find Important Details, T265 Close Read: Find Important Details, T267 Minilesson: Important Details, T278</p>
<p>d. Use Range of Reading and Level of Text Complexity to: i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)</p>	<p>This standard is met throughout the program. See the following representative citations: Unit 1: Matching Texts to Learning (Leveled Readers) T38-T39 Read, T42-T49 Matching Texts to Learning (Leveled Readers), T110-T111 Read, T114-T125 Matching Texts to Learning (Leveled Readers), T256-T257 Read, T260-T265 Unit 2: Matching Texts to Learning (Leveled Readers), T252-T253 Read, T256-T261 Matching Texts to Learning (Leveled Readers),</p>

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	T322-T323 Read, T326-T331 Unit 3: Matching Texts to Learning (Leveled Readers), T38-T39 Matching Texts to Learning (Leveled Readers), T112-T113 Identify Poetry, T190-T191 Read, T194-T199 Matching Texts to Learning (Leveled Readers), T260-T261 Read: T204-TT269 Matching Texts to Learning (Leveled Readers), T330-T331 Unit 4: Matching Texts to Learning (Leveled Readers), T192-T193 Read, T196-T201 Unit 5: Reading Workshop: Matching Texts to Learning (Leveled Readers), T254-T255 Read, T258-T267
2. Apply foundational reading strategies to fluently read and comprehend informational texts.	
Evidence Outcomes - Students Can:	
a. Use Key Ideas and Details to <ul style="list-style-type: none"> i. Ask and answer questions about key details in a text. (CCSS: RI.1.1) ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2) iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) * iv. Activate schema and background knowledge to construct meaning. 	Unit 1: My View, T196 Minilesson: Share Ideas and Information, T212 First Read: Ask, T340 Differentiated Support: Intervention/Extend, T403 Critical Literacy: Challenge the Text, T404 Unit 2: Identify Main Idea, T38 Close Read: Identify Main Idea, T45 First Read: Talk, T48 My View, T50 Minilesson: Find Important Details, T60 Strategy Group: Find Important Details, T64 Whole Group, T69 First Read: Ask, T120 My View, T122

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<p>(Continued)</p>	<p>Minilesson: Ask and Answer Questions, T138 Informational Text, T180 Minilesson: Identify Informational Text, T180 Identify Informational Text, T182 Minilesson: Ask and Answer Questions, T202 Strategy Group: Ask and Answer Questions, T206 Minilesson: Write to Sources, T208 Unit 3: Explore the Infographic, T172 First Read: Ask, T338 Minilesson: Talk About It, T356 Weekly Question, T357 Strategy Group: Compare Texts, T358</p> <p>(Continued)</p> <p>Unit 4: Close Read: Ask and Answer Questions, T49 First Read: Ask, T50 MyView, T56 Minilesson: Ask and Answer Questions, T66 Minilesson: Talk About It, T72 Weekly Question, T73 First Read: Ask, T124 First Read: Talk, T130 My View, T132 Explore the Infographic, T174 Minilesson: Informational Text, T260 Read, T266 First Read: Ask, T270 Background Knowledge, T272 First Read: Read, T274 Explore the Infographic, T318 Close Read: Ask and Answer Questions, T345 Close Read: Ask and Answer Questions, T347 My View, T348</p>

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	Minilesson: Ask and Answer Questions, T358 Strategy Group: Ask and Answer Questions, T362 Unit 5: Explore the Infographic, T20 Informational Text, T36 Minilesson: Informational Text Genre, T36 Strategy Group: Identify Informational Text, T40 Background Knowledge, T42 First Read: Ask, T48 My View, T52 ELL Minilesson Support, T83 Explore the Web Site, T94 ELL Minilesson Support, T155 Writing Support, T157 Share Back, T157 Minilesson: Explore Instructions, T157 Independent Writing, T157 Explore the Infographic, T166 First Read: Ask, T192
<p>b. Use Craft and Structure to:</p> <p>i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)</p> <p>ii. Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.(CCSS: RI.1.5) *</p> <p>iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)</p>	Unit 1: Explore the Diagram, T168 Strategy Group: Identify Informational Text, T188 Preview Vocabulary, T190 Close Read: Find Text Features/Use Text Evidence, T193 Close Read: Find Text Features/Vocabulary in Context, T195 Minilesson: Find Text Features, T202 Strategy Group: Identify Text Features, T204 Minilesson: Print Features, T218-T219 Minilesson: Explore Features of a Nonfiction Book, T230 Minilesson: Apply Features of a Nonfiction Book, T231 Preview Vocabulary, T336 Possible Teaching Point: Read Like a Writer: Word Choice, T339 Minilesson: Develop Vocabulary, T342 Unit 2: Preview Vocabulary, T42 Minilesson: Develop Vocabulary, T50 Check for Understanding, T51

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	Minilesson: Graphic Features, T146 Strategy Group: Develop Vocabulary, T198 Minilesson: Informational Text Genre, T326 Identify Informational Text, T328 Strategy Group: Identify Informational Text, T330 Preview Vocabulary, T332 Possible Teaching Point: Read Like a Writer: Graphics, T336 Read, T332 Close Read: Use Pictures and Text, T335 Minilesson: Pictures and Text, T346 Strategy Group: Use Pictures and Text, T348 Whole Group, T349 Minilesson: Graphics, T362
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)</p> <p>ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) *</p> <p>iii. Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.1.9)</p>	<p>Unit 1: Minilesson: Share Ideas and Information, T212 Strategy Group: Compare Texts, T214 Whole Group, T215 Strategy Group: Compare Texts, T360 Whole Group, T361 Compare Across Texts, T382 Reflect on the Unit, T413</p> <p>Unit 2: Strategy Group: Compare Texts, T68 Strategy Group: Compare Texts, T140 Strategy Group: Compare Texts, T210 Introduce Persuasive Writing, T394</p> <p>Unit 3: Persuasive Text, T328-T329 Read, T334 First Read: Look, T336 Identify Persuasive Text, T346</p> <p>Unit 4: Compare and Contrast Texts, T262 Close Read: Compare and Contrast Texts, T269 Read and Compare, T272 Close Read: Compare and Contrast Texts, T275 Compare and Contrast Texts, T282-T283 Strategy Group: Compare and Contrast Texts, T284 Whole Group, T285 Minilesson: Write to Sources, T364</p>

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<p>(Continued)</p>	<p>Strategy Group: Compare Texts, T366 Compare Across Texts, T388</p> <p>(Continued)</p> <p>Unit 5: Minilesson: Talk About It, T68 Strategy Group: Compare Texts, T70 Strategy Group: Compare Texts, T142 Wrap-Up: Opinion and Reasons, T181 Persuasive Text, T182 Strategy Group: Identify Persuasive Text, T186 Whole Group, T187 Close Read: Identify Persuasive Text, T191 Close Read: Identify Persuasive Text, T193 My View, T194 Identify Persuasive Text, T200 Strategy Group: Identify Persuasive Text, T202 Strategy Group: Compare Texts, T212 Minilesson: Talk About It, T356 Strategy Group: Compare Texts, T358</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p> <p>i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)</p>	<p>This standard is taught throughout the myView program. See representative citations;</p> <p>Unit 1: Identify Informational Text, T186-T187 Identify Theme, T332-T333</p> <p>Unit 2: Identify Informational Text, T38 Reading Workshop: Matching Texts to Learning (Leveled Readers), T38-T39 Reading Workshop: Matching Texts to Learning (Leveled Readers), T110-T111</p>

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	Identify Informational Text, T182-T183 Identify Theme, T322 Unit 4: Identify Theme, T38-T39 Identify Informational Text, T262 Identify Theme, T336 Unit 5: Identify Informational Text, T38 Reading Workshop: Matching Texts to Learning (Leveled Readers), T112-T113 Reading Workshop: Matching Texts to Learning (Leveled Readers), T184-T185
3. Refine foundational reading skills through understanding word structure, word relationships, and word families.	
Evidence Outcomes - Students Can:	
a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1 i. Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (CCSS: RF.1.1a)	Unit 2: Lessons 2-5: Declarative Sentences, T148-T149 Lessons 2-5: Interrogative Sentences, T218-T219 Lessons 2-5: Exclamatory Sentences, T288-T289 Lessons 2-5: Imperative Sentences, T358-T359 Minilesson: Edit for Capitalization, T364 Independent Writing, T364 Share Back, T364 Writing Support, T364 Unit 4: Writing Support, T308 Share Back, T308 Minilesson: Capitalization, T308 Independent Writing, T308 Explore Punctuation Marks, T309 Apply Punctuation Marks, T310 Unit 5: Writing Support, T303 Share Back, T303 Independent Writing, T303 Minilesson: Explore Punctuation Marks, T303 Minilesson: Apply Punctuation Marks, T304 Writing Club, T304

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<p>b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)</p> <p>i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a) *</p> <p>ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (adapted from CCSS: RF.1.2b) *</p> <p>iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)</p> <p>iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)</p>	<p>Unit 1: Phonological Awareness: Medial /a/, T22 Phonological Awareness: Segment and Blend Phonemes, T32 Phonological Awareness: Medial /i/, T94 Phonological Awareness: Segment and Blend Phonemes, T104 Phonological Awareness: Medial /o/, T170 Phonological Awareness: Medial /e/, T240 Phonological Awareness: Segment and Blend Phonemes, T250 Phonological Awareness: Medial /u/, T316 Phonological Awareness: Segment and Blend Phonemes, T326 Phonological Awareness: Initial and Final Sounds, T392</p> <p>Unit 2: Phonological Awareness: Segment and Blend Phonemes, T22 Word Work Strategy Group: Initial Consonant Blends, T52 Minilesson: Phonics: Spiral Review: Initial Consonant Blends and Xx /ks/, T104 Phonological Awareness: Remove Phonemes, T104 Phonological Awareness: Segment and Blend Phonemes, T166 Option 2: Independent Activity, T309 Phonological Awareness: Medial Sounds, T310 Phonological Awareness: Distinguish Between /a/ and /ā/, T316 Intervention Activity: Long Vowels and the Silent e Rule, T334 Intervention Activity: Long Vowels and the Silent e</p>

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(Continued)	<p>Rule, T380 Phonological Awareness: Distinguish Between /i/ and /ī/, T382 Phonological Awareness: Segment and Blend Phonemes, T390</p> <p>(Continued)</p> <p>Unit 3: Phonological Awareness: Segment and Blend Phonemes, T22 Phonological Awareness: Segment and Blend Phonemes, T26 Phonological Awareness: Remove Phonemes, T96 Phonological Awareness: Medial /ū/, T100 Phonological Awareness: Distinguish Between /u/ and /ū/, T106 ELL Targeted Support: Distinguishing Long and Short <i>u</i> Sounds, T107 Intervention Activity: Long Vowels and the Silent <i>e</i> Rule, T132 Phonological Awareness: Segment and Blend Phonemes, T178 Phonological Awareness: Distinguish Between /e/ and /ē/, T184 Phonological Awareness: Segment and Blend Phonemes, T248 Phonological Awareness: Segment and Blend Phonemes, T382 Phonological Awareness: Segment and Blend Phonemes, T390</p> <p>Unit 4: Phonological Awareness: Segment and Blend Phonemes, T22 Phonological Awareness: Segment and Blend Phonemes, T100 Phonological Awareness: Segment and Blend Phonemes, T104 Phonological Awareness: Middle and Final Sounds, T246 Phonological Awareness: Distinguish Between /a/ and /ā/, T250</p>

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(Continued)	<p>(Unit 4 Continued)</p> <p>Phonological Awareness: Initial and Final Sounds, T324</p> <p>Phonics: Decode and Write Words with Vowel Digraph ea, T326</p> <p>Phonological Awareness: Distinguish Between /o/ and /ō/, T330</p> <p>Phonological Awareness: Segment and Blend Phonemes, T390</p> <p>Phonological Awareness: Middle and Final Sounds, T398</p> <p>Phonological Awareness: Distinguish Between /i/ and /ī/, T406</p> <p>Unit 5:</p> <p>Phonological Awareness: Middle-Final Sounds, T22</p> <p>Phonological Awareness: Segment and Blend Phonemes, T26</p> <p>Phonological Awareness: Distinguish Between /o/ and /ō/, T32</p> <p>Phonological Awareness: Distinguish Between /u/ and /ū/, T96</p> <p>Phonological Awareness: Segment and Blend Phonemes, T100</p> <p>Phonological Awareness: Segment and Blend Phonemes, T106</p> <p>Phonological Awareness: Segment and Blend Phonemes, T168</p> <p>Phonological Awareness: Segment and Blend Phonemes, T172</p> <p>(Continued)</p> <p>Phonological Awareness: Segment and Blend Phonemes, T242</p> <p>Phonological Awareness: Segment and Blend Phonemes, T312</p> <p>ELL Targeted Support: Distinguishing Sounds, T313</p>

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	Phonological Awareness: Segment and Blend Phonemes, T382 Phonological Awareness: Segment and Blend Phonemes, T398
<p>c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)</p> <p>i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a) *</p> <p>ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)</p> <p>iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c) *</p> <p>iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d) *</p> <p>v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e) *</p> <p>vi. Read words with inflectional endings. (CCSS: RF.1.3f) *</p> <p>vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.1.3g) *</p> <p>viii. Use onsets and rimes to create new words (for example: ip to make dip, lip, slip, ship)</p> <p>ix. Accurately decode unknown words that follow a predictable letter/sound relationship *</p>	<p>These standards are met throughout the program. Please see the following representative citations:</p> <p>Unit 1: Minilessons: Phonics: Decode Short a, T22 Minilessons: Phonics: Decode Short a, T24 Minilessons: High-Frequency Words, T245 Decodable Story, T248-T249 High-Frequency Words, T251 Minilessons: High-Frequency Words, T321</p> <p>Unit 2: Identify and Produce Rhyming Words, T94-T95 Minilessons: Phonics: Decode Words with Inflectional Ending -s, T170 High-Frequency Words, T177 Minilessons: Phonics: Decode and Write Words with Consonant Digraphs sh and th, T236 Rhyming Words, T236-t237, T240-T241 ELL Targeted Support: Consonant Digraphs, T237 Minilessons: Phonics: Decode and Write Words with Consonant Digraphs sh, th, T238 Minilessons: Phonics: Decode Words with Inflectional Ending -ing, T240 Minilessons: Phonics: Decode and Write Words with Inflectional Ending -ing, T242 Minilessons: Phonics: Spiral Review: Final Consonant Blends, Inflected Ending -s, T246 Word Work Strategy Group Consonant Digraphs, sh, th, T264 Lessons 1-3, 5: Spell Words with Consonant Digraphs sh, th, T286-T287 Minilessons: Phonics: Decode Words with Long a Sound Spelled Vce, T306 Minilessons: Phonics: Decode and Write Words with Long a Spelled Vce, T308 Minilessons: Phonics: Decode Words with /ô/ Spelled a, al, and aw, T310 Minilessons: Phonics: Spiral Review Consonant Digraphs sh, th; Inflectional Ending -ing, T316</p>

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(Continued)	<p>Word Work Strategy Group: /ā/ Spelled Vce, T334 (Unit 2 Continued)</p> <p>Word Work Strategy Group: /ō/ Spelled a, al, aw, T344</p> <p>Lesson 4: Spell Words with Consonant Digraphs sh, th, T357</p> <p>Minilesson: Phonics: Decode Words with Long i Spelled Vce, T374</p> <p>Minilesson: Phonics: Decode and Write Words with Long i Spelled Vce, T378</p> <p>Word Work Strategy Group: /i/ Spelled Vce, T380-T381</p> <p>Minilesson: High-Frequency Words, T383</p> <p>Unit 3:</p> <p>Minilesson: Decode Words with Consonant Digraphs and Trigraphs, T22</p> <p>ELL Targeted Support: Consonant Digraphs and Trigraphs, T23</p> <p>High-Frequency Words, T23</p> <p>Minilesson: Decode and Write Words with Digraphs and Trigraphs, T24</p> <p>Minilesson: Spiral Review Long i Spelled VCe; Consonants c/s/, g/j/, T32</p> <p>Word Work Strategy Group: Digraphs wh, ch, ph Trigraph tch, T54</p> <p>Minilesson: Decode Words with Long o Spelled VCe, T96</p> <p>Minilesson: Decode and Write Words with Long o Spelled VCe, T98</p> <p>Minilesson: Decode Words with Long u and e Spelled VCe, T100</p> <p>Minilesson: Decode and Write Words with Long u and e Spelled VCe, T102</p> <p>Minilesson: Spiral Review Consonant Digraphs and Trigraphs; Contractions, T106</p> <p>Word Work Strategy Group: /ō/ Spelled VCe Sound-Spelling Card, T132</p> <p>Word Work Strategy Group: /ū/ AND /ē/ Spelled VCe, T142</p> <p>Minilesson: Decode Words with Long e Spelled e, ee, T174</p> <p>Minilesson: Decode and Write Words with Long e Spelled e, ee, T176</p>

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(Continued)	(Continued) Minilesson: Decode Words with Inflectional Ending -ed, T178 Minilesson: Decode and Write Words with Inflectional Ending -ed, T180 Read A Deep Sleep, T182-T183 Minilesson: Spiral Review Long o, Long u, and Long e Spelled VCe, T184 Minilesson: Decode Words with Vowel Sounds of y, T244 Phonological Awareness: Final /ī/ and /ē/, T244 Minilesson: Decode and Write Words with Vowel Sounds of y, T246 Minilesson: Spiral Review Long e Spelled e, ee; Inflectional Ending -ed, T254 Minilesson: High-Frequency Words, T319 Minilesson: Spiral Review Consonant Patterns ng, nk; Syllable Pattern CV, T398 Unit 4: Minilesson: Decode Words with Inflectional Ending -es, Plural -es, T26 Minilesson: Decode and Write Words with Inflectional Ending -es, Plural -es, T28 Minilesson: Decode Words with Endings -ed, -ing, T104 Minilesson: Spiral Review r-Controlled Vowel ar; Inflectional Endings -es, Plural -es, T110 Minilesson: Decode Words with Comparative Endings, T176 Minilesson: High-Frequency Words, T181 Read Cars by Bob, T184-T185 Minilesson: Decode and Write Words with Vowel Digraphs ai, ay, T252 Word Work Strategy Group: VOWEL DIGRAPHS ai, ay, T288 High-Frequency Words, T321 Minilesson: Decode Words with Vowel Digraphs ea, T324 Minilesson: Decode and Write Words with Vowel Digraph ea, T326 Minilesson: Decode Words with Endings, T390 Minilesson: Decode and Write Words with Endings, T394

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<p>(Continued)</p>	<p>Minilesson: Decode and Write Words with Vowel Team ie, T400 Word Work Strategy Group: VOWEL DIGRAPH ie, T404 Unit 5: Minilesson: Decode Words with Long o Spelled oa, ow, oe, T22 Minilesson: Decode and Write Words with Long o Spelled oa, ow, oe, T24 Minilesson: High-Frequency Words, T27 Minilesson: Spiral Review Adding Endings; Vowel Digraph ie, T32 Word Work Strategy Group: LONG o Spelled oa, ow, oe, T54 Frequency Words, T99 Minilesson: Spiral Review Long o Spelled oa, ow, oe; Three-Letter Consonant Blends, T106 Minilesson: Decode Words with Vowel Teams ue, ew, ui, T168 Minilesson: Decode and Write Words with Vowel Teams ue, ew, ui, T170 Word Work Strategy Group: VOWEL TEAMS ue, ew, ui, T196 Minilesson: Decode Words with Long i, Long o, T238 Minilesson: Decode and Write Words with Long i, Long o, T240 Word Work Strategy Group: LONG i, LONG o, T270 Minilesson: Phonics: Decode Words with Open and Closed Syllables, T312 ELL Targeted Support: Distinguishing Sounds, T313 Word Work Strategy Group: Open and Closed Syllables, T342 Decodable Reader, T343 Minilesson: Phonics: Decode Words with Final Syllable –le, T390 Minilesson: High-Frequency Words, T391 Minilesson: Phonics: Decode and Write Words with Final Syllable –le, T392</p>
<p>d. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)</p>	<p>These standards are met throughout the program. Please see the following representative citations:</p>

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<p>i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)</p> <p>ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)</p> <p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)</p>	<p>Unit 1: Independent Reading, T13 Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T54 Fluency T106 Be a Fluent Reader, T109 Close Read: Vocabulary in Context, T117 Close Read: Fluency, T125 Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T134 Matching Texts to Learning, Guided Reading Instruction Prompts, T186-T187 Possible Teaching Point: Academic Vocabulary: Context Clues, T194 Close Read: Find Text Features/Vocabulary in Context, T195 Minilesson: Context Clues, T216-T217 Fluency, T252 Set a Purpose, T255 Read and Compare, T266 Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T280 Close Read: Find Graphics/Vocabulary in Context, T341 Strategy Group: Develop Vocabulary, T346 Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T350</p>
<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 2: Fluency, T34 Close Read: Vocabulary in Context/Find Important</p>

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	<p>Fluency: Appropriate Rate/Oral Reading Rate and Accuracy, T60 Fluency, T112 Matching Texts to Learning, Guided Reading Instruction Prompts, T116-T117 Close Read: Vocabulary in Context, T127 Close Read: Fluency, T131 Fluency, T188 Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T206 Minilesson: Context Clues, T222 Close Read: Vocabulary in Context, T271 Fluency, T332 Turn, Talk, and Share, T335 Read, T340 ELL Access: Context Clues, T340 First Read: Read, T342 Close Read: Vocabulary in Context, T345 Unit 5: Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Close Read: Vocabulary in Context, T51 Fluency: Appropriate Rate/Oral Reading Rate and Accuracy, T56 Fluency, T108 Support Independent Reading, T129 Matching Texts to Learning, Guided Reading Instruction Prompts, T184-T185 Minilesson: Context Clues, T214 Close Read: Vocabulary in Context, T263 Fluency, T324 Close Read: Vocabulary in Context, T337 Close Read: Fluency, T339</p>
<p>e. 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. (CCSS: L.1.4) i. Use sentence-level context as a</p>	<p>Unit 1: Close Read: Describe a Character/Vocabulary in Context, T47 Close Read: Vocabulary in Context, T117 Possible Teaching Point: Academic Vocabulary: Context Clues, T194</p>

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<p>ii. clue to the meaning of a word or phrase. (CCSS: L.1.4a) *</p> <p>Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)</p> <p>iii. Identify frequently occurring root words (for example: look) and their inflectional forms (for example: looks, looked, looking.) (CCSS: L.1.4c)</p> <p>iv. Identify and understand compound words. *</p>	<p>Minilesson: Context Clues, T216-T217</p> <p>Possible Teaching Point: Academic Vocabulary: Word Parts, T271</p> <p>Minilesson: Word Parts, T292</p> <p>Close Read: Find Graphics/Vocabulary in Context, T341</p> <p>Strategy Group: Develop Vocabulary, T346</p> <p>Unit 2:</p> <p>Close Read: Vocabulary in Context, T47</p> <p>Close Read: Vocabulary in Context, T121</p> <p>Minilesson: Phonics: Decode Words with Inflectional Ending -s, T170</p> <p>Close Read: Vocabulary In Context, T189</p> <p>Minilesson: Context Clues, T212</p> <p>Minilesson: Phonics: Decode and Write Words with Inflectional Ending -ing, T242</p> <p>Minilesson: Develop Vocabulary, T262</p> <p>Strategy Group: Develop Vocabulary, T266</p> <p>Word Work Strategy Group: Inflectional Ending - ing, T274</p> <p>Minilesson: Word Parts, T282</p>
<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 3:</p> <p>Possible Teaching Point: Academic Vocabulary: Related Words, T45</p> <p>Possible Teaching Point: Academic Vocabulary: Related Words, T48</p> <p>Close Read: Vocabulary in Context, T123</p>

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	<p>Minilesson: Decode Words with Endings, T390 Minilesson: Decode and Write Words with Endings, T394 Unit 5: Close Read: Vocabulary in Context, T51 Minilesson: Decode Words with Suffixes -er, -or, T100 Minilesson: Decode and Write Words with Suffixes -er, -or, T102 ELL Access, T104 Word Work Strategy Group: SUFFIXES -er, -or, T136 Minilesson: Decode Words with Prefixes re-, un-, T172 Minilesson: Decode and Write Words with Prefixes re-, un-, T174 Minilesson: Spiral Review Long i Spelled igh; Suffixes -er, -or, T178 Minilesson: Context Clues, T214 Minilesson: Decode and Write Words with Suffixes -ly, -ful, T242 Minilesson: Decode and Write Words with Suffixes -ly, -ful, T244 Minilesson: Spiral Review Vowel Teams ue, ew, ui; Prefixes re-, un-, T248 Close Read: Vocabulary in Context, T263 Word Work Strategy Group: Suffixes -ly, -ful, T280 Minilesson: Word Parts, T288 Close Read: Vocabulary in Context, T337</p>
<p>f. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)</p> <p>i. Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)</p> <p>ii. Define words by category and by</p>	<p>Unit 1: Preview Vocabulary, T42 Preview Vocabulary, T114 Academic Vocabulary: Synonyms, T146-T147 Preview Vocabulary, T260 Preview Vocabulary, T190 ELL Targeted Support: Preteach Vocabulary, T261 Preview Vocabulary, T336 Unit 2: Preview Vocabulary, T42</p>

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<p>one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)</p> <p>iii. Identify real-life connections between words and their use (for example: note places at home that are cozy). (CCSS: L.1.5c)</p> <p>iv. Distinguish shades of meaning among verbs differing in manner (for example: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example: large, gigantic by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)</p> <p>(Continued)</p>	<p>Possible Teaching Point: Academic Vocabulary: Synonyms, T119 Preview Vocabulary, T186 Preview Vocabulary, T256 Preview Vocabulary, T326 Minilesson: Develop Vocabulary, T332 Option 2: Use Independent Text, T333 Strategy Group: Develop Vocabulary, T336 Conferring: Develop Vocabulary, T337</p> <p>Unit 3: Preview Vocabulary, T42 Preview Vocabulary, T116 Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T124 Academic Vocabulary: Synonyms and Antonyms, T150-T151 Preview Vocabulary, T264 Conferring: Develop Vocabulary, T275 Preview Vocabulary, T194 Preview Vocabulary, T334</p> <p>Unit 4: Preview Vocabulary, T42 Preview Vocabulary, T120 Possible Teaching Point: Academic Vocabulary: Antonyms, T129 ELL Targeted Support: Preteach Vocabulary, T245 Preview Vocabulary, T196 Preview Vocabulary, T266 Preview Vocabulary, T272</p> <p>(Continued)</p> <p>Unit 5: Preview Vocabulary, T42 Minilesson: Develop Vocabulary, T52 Preview Vocabulary, T116 Academic Vocabulary: Antonyms, T144-T145 Preview Vocabulary, T188 Preview Vocabulary, T258 Preview Vocabulary, T332</p>
<p>g. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using</p>	<p>Unit 1: Academic Vocabulary: Oral Vocabulary Routine, T14</p>

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<p>frequently occurring conjunctions to signal simple relationships (for example: because). (CCSS: L.1.6)</p>	<p>Minilesson: Oral Language, T362 Use Academic Words, T402 Unit 2: Academic Vocabulary: Oral Language, T352 Use Academic Words, T392 Unit 3: Academic Vocabulary: Oral Vocabulary Routine, T14 Language of the Genre, T36 Use Academic Words, T400 Unit 4: Language of the Genre, T36 Minilesson: Related Words, T76 ELL Access, T152 Minilesson: Oral Language, T368 Academic Vocabulary: Oral Language, T368 Use Academic Words, T408 ELL Access, T418 Unit 5: Academic Vocabulary: Oral Vocabulary Routine, T14 Language of the Genre, T36 Language of the Genre, T182 Language of the Genre, T252 Use Academic Words, T400</p>
Standard 3. Writing and Composition	
1. Write an opinion supported by reasons.	
Evidence Outcomes - Students Can:	
<p>a. Introduce the topic or name the book they are writing about. (adapted from CCSS: W.1.1)</p>	<p>Unit 2: Analyze Student Model, T398 ELL Targeted Support: Write a Letter, T399 Write for a Reader, T400 Differentiated Support: Intervention/Extend, T401 Unit 3: Next Steps, T405 Analyze Student Model, T406 ELL Targeted Support: Write an Opinion Text, T407</p>
b. State an opinion. (adapted from CCSS:	Unit 2:

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W.1.1)	Persuasive Writing, T394–T395; U3 :T328–T329, T330, T346–T347, T402–T403 Unit 5: Persuasive Writing, T182–T183, T402–T403, T404–T405, T406– T407, T408–T409
c. Supply a reason for the opinion. (adapted from CCSS: W.1.1)	Unit 2: Persuasive Writing, T394–T395; U3 :T328–T329, T330, T346–T347, T402–T403 Unit 5: Persuasive Writing, T182–T183, T402–T403, T404–T405, T406– T407, T408–T409
d. Provide some sense of closure. (adapted from CCSS: W.1.1)	Unit 2: Write a Letter, T399 Unit 5: Write a Persuasive Play, T407
2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.	
Evidence Outcomes - Students Can:	
a. Name a topic. (CCSS: W.1.2)	Unit 1: Introduce Informational Text, T404 Analyze Student Model, T408 Next Steps, T411 Unit 2: Independent Writing, T155 Writing Support, T155 Minilesson: Explore Facts and Details, T155 Minilesson: Apply Facts and Details, T156 Share Back, T156 Independent Writing, T156 Writing Support, T156 Minilesson: Explore Introduction and Conclusion, T227 Independent Writing, T227

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	Share Back, T227 Writing Support, T227 Minilesson: Apply Introduction and Conclusion, T228 Unit 4: Analyze Student Model, T414 ELL Targeted Support: Write an Informational Essay, T415 Next Steps, T415 Unit 5: Minilesson: Introduction and Conclusion, T156 Writing Support, T156 Independent Writing, T156 Share Back, T156 Minilesson: Organize with Structure, T226 Writing Support, T226 Independent Writing, T226 Share Back, T226
b. Supply some facts about the topic. (CCSS: W.1.2)	Unit 2: Minilesson: Explore Facts and Details, T155 Minilesson: Apply Facts and Details, T156 Unit 4: Analyze Student Model, T414 ELL Targeted Support: Write an Informational Essay, T415
c. Provide some sense of closure. (CCSS: W.1.2)	Unit 2: Minilesson: Explore Introduction and Conclusion, T227 Unit 5: Minilesson: Introduction and Conclusion, T156
3. Recount real or imagined, sequenced events that include details and a sense of closure.	
Evidence Outcomes - Students Can:	
a. Recount two or more appropriately sequenced events. (CCSS: W.1.3)	Unit 1: Independent Writing, T228 Independent Writing, T229 Independent Writing, T304

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	<p>Unit 4: Genre Immersion Lesson, T90 Writing Support, T90 Independent Writing, T90 Share Back, T90 Minilesson: Plan Your Personal Narrative, T92 Minilesson: Apply Problem and Resolution, T168 Minilesson: What Happens First, T234 Minilesson: Apply What Happens Next, T236 Minilesson: Apply What Happens Last, T238</p>
b. Include some details regarding what happened. (CCSS: W.1.3)	<p>Unit 4: Genre Immersion Lesson, T90 Writing Support, T90 Independent Writing, T90 Share Back, T90 Minilesson: Plan Your Personal Narrative, T92 Minilesson: Apply Problem and Resolution, T168 Minilesson: What Happens First, T234 Minilesson: Apply What Happens Next, T236 Minilesson: Apply What Happens Last, T238</p>
c. Provide some sense of closure. (CCSS: W.1.3)	<p>Unit 4: Minilesson: Plan Your Personal Narrative, T92 Minilesson: Apply Problem and Resolution, T168 Minilesson: Apply What Happens Last, T238</p>
4. Use appropriate grammar, spelling, capitalization, and punctuation.	
Evidence Outcomes - Students Can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)	<p>Unit 1: Minilesson: First Person-Text, T72 Possible Teaching Point: Language and Conventions: Present-Tense Verbs, T120 Lesson 1: Nouns, T152</p>
i. Print all upper- and lowercase	

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<p>ii. letters. (CCSS: L.1.1a) Use common, proper, and possessive nouns. (CCSS: L.1.1b)</p> <p>iii. Use singular and plural nouns with matching verbs in basic sentences (for example: He hops; We hop. (CCSS: L.1.1c)</p> <p>iv. Use personal, possessive, and indefinite pronouns (for example: I, me, my, they, them, their, anyone, everything. (CCSS: L.1.1d)</p> <p>v. Use verbs to convey a sense of past, present, and future (for example: Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e)</p> <p>vi. Use frequently occurring adjectives. (CCSS: L.1.1f)</p> <p>vii. Use frequently occurring conjunctions (for example: and, but, or, so, because). (CCSS: L.1.1g)</p> <p>viii. Use determiners (for example: articles, demonstratives). (CCSS: L.1.1h)</p> <p>ix. Use frequently occurring prepositions (for example: during, beyond, toward. (CCSS: L.1.1i)</p> <p>x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)</p>	<p>Lessons 2-5: Present Tense Verbs, T152-T153 ELL Targeted Support: Edit Writing, T222 Lesson 1: Present Tense Verbs, T222 Possible Teaching Point: Language and Conventions: Adjectives and Articles, T270 Lessons 2-5: Adjectives and Articles, T298-T299 Possible Teaching Point: Language and Conventions: Sentences with Nouns, Verbs, and Adjectives, T340 Handwriting: Letters L and l, T362 Handwriting: Letters I and i, T364 Lesson 1: Adjectives and Articles, T368 Lessons 2-5: Nouns, Verbs, and Adjectives, T368-T369 ELL Targeted Support, T411</p> <p>(Continued) Unit 2: Possible Teaching Point: Language and Conventions: Simple Sentences, T45 Possible Teaching Point: Language and Conventions: Simple Sentences, T49 Handwriting: Letters T and t, T70 Lesson 1: Nouns, Verbs, and Adjectives, T76 Lessons 2-5: Simple Sentences, T76-T77 Possible Teaching Point: Language and Conventions: Declarative Sentences, T116 Handwriting: Letters O and o, T142 Handwriting: Letters C and c, T144 Lessons 1-5: Simple and Declarative Sentences, T148-T149 Possible Teaching Point: Language and Conventions: Interrogative Sentences, T188 Handwriting: Letters A and a, T214 Lessons 1-5: Declarative and Interrogative Sentences, T218-T219 Handwriting: Letters D and d, T282 Handwriting: Letters E and e, T284 ELL Targeted Support: Apply Complete Sentences with Subject-Verb Agreement, T293 Minilesson: Explore Singular, Plural, Common, Proper, and Possessive Nouns, T295 Share Back, T295</p>

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(Continued)	<p>Writing Support, T295 Independent Writing, T295 Share Back, T296 Minilesson: Apply Singular, Plural, Common, Proper, and Possessive Nouns, T296 Writing Support, T296 Independent Writing, T296 Minilesson: Explore Complete Sentences with Subject-Verb Agreement, T297 Independent Writing, T297 Share Back, T297 Minilesson: Apply Complete Sentences with Subject-Verb Agreement, T298</p> <p>(Continued) Lessons 1-5: Interrogative and Exclamatory Sentences, T288-T289 Possible Teaching Point: Language and Conventions: Imperative Sentences, T328 Handwriting: Letters F and f, T352 Lessons 1-5: Exclamatory and Imperative Sentences, T358-T359</p> <p>Unit 3: Handwriting: Letters G and g, T72 Handwriting: Letters J and j, T74 Lesson 1: Imperative Sentences, T78 Possible Teaching Point: Language and Conventions: Common and Proper Nouns, T123 Possible Teaching Point: Language and Conventions: Common Nouns, T126 Handwriting: Letters Q and q, T150 Handwriting: Letters U and u, T152 Lessons 2-5: Common and Proper Nouns, T156-T157 Handwriting: Letters S and s, T220 Handwriting: Letters B and b, T222 Lesson 1: Common and Proper Nouns, T226 Lessons 2-5: Pronouns, T226-T227 Handwriting: Letters P and p, T292 Lessons 2-5: Pronouns <i>I</i> and <i>me</i>, T296-T297 Minilesson: Pronouns, T302 Handwriting: Letters R and r, T360</p>

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(Continued)	<p>Handwriting: Letters N and n, T362 Minilesson: Edit for Nouns, T372 Independent Writing, T372 Writing Support, T372 Share Back, T372 Minilesson: Edit for Complete Sentences with Subject-Verb Agreement, T373 Share Back, T373 Writing Support, T373 Differentiated Support: Intervention/Extend, T409 ELL Targeted Support, T409</p> <p>(Continued)</p> <p>Unit 4: Handwriting: Letters M and m, T76 Handwriting: Letters H and h, T78 ELL Targeted Support: Edit Writing, T82 Possible Teaching Point: Language and Conventions: Past-Tense Verbs, T128 Handwriting: Letters V and v, T154 Lessons 2-5: Past Verb Tense, T158-T159 Possible Teaching Point: Language & Conventions: Verbs, T201 Handwriting: Letters Y and y, T222 Handwriting: Letters W and w, T224 Lessons 1-5: Spiral Review: Past Tense Verbs, T228-T229 Handwriting: Letters X and x, T296 Handwriting: Letters K and k, T298 Lessons 1-5: Future Tense Verbs, T302-T303 Minilesson: Explore Verbs, T311 Writing Support, T311 Independent Writing, T311 Share Back, T311 Minilesson: Apply Verbs, T312 Possible Teaching Point: Language and Conventions: Compound Sentences, T344 Handwriting: Letters Z and z, T368 Lessons 2-5: Compound Sentences, T374-T375 Minilesson: Edit for Pronouns, T380 Minilesson: Edit for Adjectives and Articles, T381 Writing Support, T381</p>

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<p>(Continued)</p>	<p>Independent Writing, T381 Share Back, T381</p> <p>(Continued)</p> <p>Unit 5: Lesson 1: Compound Sentences, T78 Possible Teaching Point: Language and Conventions: Conjunctions, T122 Lessons 2-5: Transitions and Conjunctions, T150-T151 Possible Teaching Point: Language and Conventions: Prepositions, T193 Lesson 1: Transitions and Conjunctions, T220 Lessons 2-5: Prepositions, T220-T221 Possible Teaching Point: Language and Conventions: Prepositional Phrases, T263 Lesson 1: Prepositions, T294 Minilesson: Prepositions, T300 Independent Writing, T300 Writing Support, T300 Share Back, T300 Minilesson: Edit for Prepositions, T373 Independent Writing, T373 Writing Support, T373 Share Back, T373ELL Language Transfer, T400 Edit, T408</p>

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<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)</p> <ul style="list-style-type: none"> i. Write complete simple sentences. ii. Capitalize dates and names of people. (CCSS: L.1.2a) iii. Use end punctuation for sentences. (CCSS: L.1.2b) iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c) v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d) vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e) 	<p>Unit 1: Minilesson: Phonics: Decode and Write Words with Short a and Consonants Mm, Ss, Tt, T28 Lessons 1-5: Spell Words with Short a, T74-T75 Minilesson: Phonics: Decode and Write Words with Consonants Cc, Pp, Nn, T100 Lessons 1-5: Spell Short i Words, T150-T151 Lessons 1-5: Spell short o words, T220-T221 Lessons 2-5: Simple Sentences, T222-T223 Lesson 1: Simple Sentences, T298 Minilesson: High-Frequency Words, T245 Minilesson: Phonics: Decode and Write Words with Consonants Dd, Ll, Hh, T246 Lessons 1-5: Spell Words with Short e, T296-T297 Minilesson: High-Frequency Words, T321 Minilesson: Phonics: Decode and Write Words with Consonants Rr, Ww, Jj, Kk, T322 Lessons 1-5: Spell Words with Short u, T366-T367 Minilesson: High-Frequency Words, T393 Minilesson: Phonics: Decode and Write Words with Consonants Vv, Yy, Zz, T394</p> <p>Unit 2: Minilesson: High-Frequency Words, T27 Possible Teaching Point: Language and Conventions: Simple Sentences, T45 Possible Teaching Point: Language and Conventions: Simple Sentences, T49 Lessons 1-5: Spell Words with Initial Consonant Blends, T74-T75 Lesson 4: Spell Words with Letters qu, v, y, z, T75 Lessons 2-5: Simple Sentences, T76-T77 Possible Teaching Point: Language and Conventions: Declarative Sentences, T116</p>

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(Continued)	<p>Lessons 1-5: Spell Words with Consonant Pattern - ck, T146-T147 Lessons 1-5: Simple and Declarative Sentences, T148-T149</p> <p>(Continued)</p> <p>Minilesson: High-Frequency Words, T171 Possible Teaching Point: Language and Conventions: Interrogative Sentences, T188 Lessons 1-5: Spelling Words with Final Consonant Blends, T216-T217 Lessons 1-5: Declarative and Interrogative Sentences, T218-T219 Lessons 1-5: Declarative and Interrogative Sentences, T218-T219 Minilesson: High-Frequency Words, T241 Lessons 1-5: Spell Words with Consonant Digraphs sh, th, T286-T287 Lessons 1-5: Interrogative and Exclamatory Sentences, T288-T289 Minilesson: Edit for Capitalization, T294 Independent Writing, T294 Share Back, T294 Writing Support, T294 Minilesson: High-Frequency Words, T311 Possible Teaching Point: Language and Conventions: Imperative Sentences, T328 Lessons 1-5: Spell Long a Words, T356-T357 Lessons 1-5: Exclamatory and Imperative Sentences, T358-T359 Minilesson: Edit for Capitalization, T364 Independent Writing, T364 Share Back, T364 Writing Support, T364 Minilesson: Edit for Commas, T365 Share Back, T365 Writing Support, T365 Independent Writing, T365 Lessons 1-5: Spelling: Spell Long i Words, T376 Minilesson: High-Frequency Words, T383 Minilesson: Phonics: Decode and Write Words with Consonants c /s/ and g /j/, T384</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 3: Minilesson: High-Frequency Words, T27 Lessons 1-5: Spell Words with Digraphs and Trigraphs and High Frequency Words Which and Said, T76-T77 Lesson 1: Imperative Sentences, T78 Minilesson: High-Frequency Words, T101 Minilesson: High-Frequency Words, T179 Lesson 1-5: Spelling Long e Words and High-Frequency Words Live and Work, T224-T225 Minilesson: High-Frequency Words, T249 Possible Teaching Point: Language and Conventions: Pronouns I and me, T267 Lessons 1-5: Spell Words with the Vowel Sounds of y, T294-T295 Lessons 2-5: Pronouns I and me, T296-T297 Minilesson: Explore Spelling Patterns and Rules, T303 Minilesson: Apply Spelling Patterns and Rules, T304 Minilesson: High-Frequency Words, T319 Possible Teaching Point: Language and Conventions: Capitalization, T336 Lessons 1-5: Capitalize I and Proper Names, T366-T367 Minilesson: High-Frequency Words, T391</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 4: Minilesson: High-Frequency Words, T27 Lessons 1-5: Spell Words with r-Controlled Vowel ar, T80-T81 Lesson 1: Capitalize I and Proper Names, T82 Minilesson: High-Frequency Words, T105 Lesson 1-5: Spell Words with r-Controlled er, ir, ur, T156-T157 Minilesson: High-Frequency Words, T181 Lessons 1-5: Spell Words That Compare, -er, -est, T226-T227 Minilesson: High-Frequency Words, T251 Lessons 1-5: Spell Words with Diphthongs ow, ou, T300-T301 Writing Support, T308 Share Back, T308 Minilesson: Capitalization, T308 Independent Writing, T308 Share Back, T308 Writing Support, T309 Share Back, T309 Independent Writing, T309 Share Back, T310 Minilesson: Apply Punctuation Marks, T310 Independent Writing, T310 Writing Support, T310 Minilesson: High-Frequency Words, T325 Lessons 1-5: Spell Words with Diphthongs oi, oy, T372-T373 Minilesson: High-Frequency Words, T399</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 5: Minilesson: High-Frequency Words, T27 Lessons 1-5: Spell Words with Long o Spelled oa, ow, oe, T76-T77 Minilesson: High-Frequency Words, T101 ELL Targeted Support: Letter-Sound Relationships, T107 Lessons 1-5: Spell Long i Words, T148-T149 Minilesson: High-Frequency Words, T173 Lessons 1-5: Spell Words with Vowel Teams ue, ew, ui, T218-T219 Minilesson: High-Frequency Words, T243 Lessons 1-5: Spell Long i and Long o Words, T292-T293 Minilesson: Explore Punctuation Marks, T303 Writing Support, T303 Independent Writing, T303 Share Back, T303 Minilesson: Apply Punctuation Marks, T304 Share Back, T304 Minilesson: High-Frequency Words, T317 Possible Teaching Point: Language and Conventions: Commas in Sentences, T335 Lesson 1: Spiral Review: Prepositional Phrases, T366-T367 Lessons 1-5: Spell Words with the Vowel Sound in foot, T384-T385 Minilesson: High-Frequency Words, T391</p>

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<p>c. 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>	<p>Unit 1: Writing Club: Overview, T86 Writing Club, T87 Minilesson: Making and Responding to Suggestions, T232 Minilesson: Explore Adding Details to Words, T306 Writing Support, T306 Independent Writing, T306 Minilesson: Apply Adding Details to Words, T307 Writing Support, T307 Independent Writing, T307 Minilesson: Asking and Answering Questions, T308 Revise, T410</p> <p>Unit 2: Writing Club, T87 Minilesson: Apply Facts and Details, T156 Writing Club, T159 Writing Club, T229</p> <p>Unit 3: Writing Club, T89 Writing Club, T237 Writing Club, T307 Revise, T408</p> <p>Unit 4: Writing Club, T93 Writing Club, T169 Writing Club, T239 Revise, T416</p> <p>Unit 5: Writing Club, T161 Writing Club, T305 Collaborate, T404</p>
<p>d. With guidance and support from adults,</p>	<p>Unit 1:</p>

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<p>use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)</p>	<p>Minilesson: Explore Digital Tools We Can Use, T160 Writing Support, T160 Minilesson: Apply Digital Tools We Can Use, T161 Share Back, T161 Writing Support, T161 Minilesson: Digital Tools We Can Use Together, T162 Minilesson: Prepare for Celebration, T376 Customize It!, T406 Incorporate Media, T410 Unit 2: Minilesson: Prepare for Celebration, T366 Use Print and Digital Sources, T396 Customize It!, T396 Unit 3: Minilesson: Prepare for Celebration, T374 Use Audio and Video Sources, T404 Unit 4: Minilesson: Prepare for Celebration, T382 Writing Support, T382 Independent Writing, T382 Share Back, T382 Minilesson: Celebrate, T383 Unit 5: Search Online, T404 Differentiated Support: Intervention/Extend, T405</p>
Standard 4: Research Inquiry and Design	
1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.	
Evidence Outcomes - Students Can:	

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<p>a. Participate in shared research and writing projects. For example: explore a number of "how-to" books on a given topic and use them to write a sequence of instructions. (CCSS: W.1.7)</p>	<p>Unit 1: Procedural Text, T330-T331 Read Like a Writer, Write for a Reader, T364-T365 Conduct Research, T406</p> <p>Unit 2: Conduct Research, T396</p> <p>Unit 3: Introduce the Project, T400 Next Steps, T401 Next Steps, T403 Conduct Research, T404</p> <p>Unit 4: Conduct Research, T412</p> <p>Unit 5: Next Steps, T403 Conduct Research, T404 Create a Fact Sheet, T406</p>
<p>b. Write or dictate questions for inquiry that arise during instruction.</p>	<p>Unit 1: Inquire, T402-T403 Conduct Research, T406</p> <p>Unit 2: Inquire, T392-T393 Conduct Research, T396</p> <p>Unit 3: Inquire, T400-T401 Conduct Research, T404</p> <p>Unit 4: Inquire, T408-T409 Conduct Research, T412</p> <p>Unit 5: Inquire, T400-T401 Create a Fact Sheet, T406</p>
<p>c. With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.</p>	<p>Unit 1: Research, T406-T407, T410-T411</p> <p>Unit 2: Research, T396-T397, T400-T401</p> <p>Unit 3: Research, T404-T405, T408-T409</p> <p>Unit 4:</p>

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	Research, T412–T413, T416– T417 Unit 5: Research, T404–T405, T408–T409
d. Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.	Unit 1: Print and Graphic Features, T195, T218-T219 Unit 2: Print and Graphic Features, Unit 3: Print and Graphic Features, Unit 4: Print and Graphic Features, T125, T130, T154-T155, T268, T298-T299 Unit 5: Text Features, T119, T123 Print and Graphic Features, T120, T146-T147, T336, T362-T363
e. Identify a clear and significant purpose for research. (for example: Is my purpose for researching frogs clear and is it important to understanding more about mammals?)	Unit 1: Conduct Research, T406 Unit 2: Conduct Research, T396 Unit 3: Conduct Research, T404 Unit 4: Conduct Research, T412 Unit 5: Create a Fact Sheet, T406
f. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)	Unit 1: Use Print Sources, T406 Customize It!, T406 Identify Relevant Sources, T408 Incorporate Media, T410 Unit 2: Critical Literacy: Build Background, T392 Use Print and Digital Sources, T396 Customize It!, T396

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	<p>Critical Literacy: Compare Viewpoints, T398 Search Online, T398</p> <p>Unit 3: Critical Literacy: Build Background, T400 Use Audio and Video Sources, T404 Audio Recording, T404 Video Recording, T404</p> <p>Unit 4: Critical Literacy: Build Background, T408 Interview a Person, T412</p> <p>Unit 5: Critical Literacy: Build Background, T400 Search Online, T404 Critical Literacy: Compare Viewpoints, T406</p>