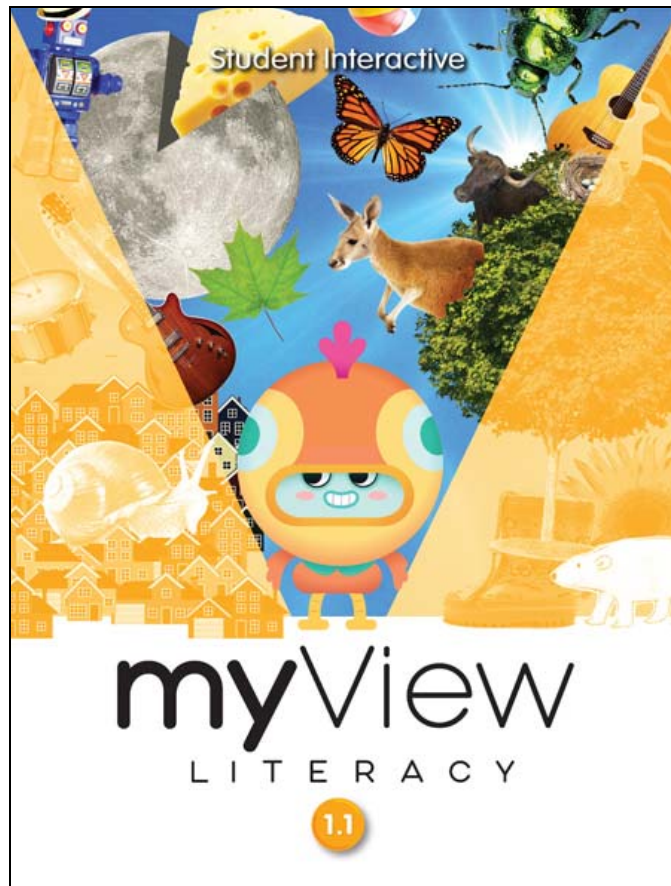


A Correlation of



Grade 1, ©2020

To the

**Minnesota Academic Standards
English Language Arts
Grade 1**

SAVVAS

A Correlation of myView Literacy, Grade 1, ©2020 to the Minnesota Academic Standards in English Language Arts

Introduction

This document demonstrates how **myView Literacy, ©2020** meets the **Minnesota Academic Standards in English Language Arts**. 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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R Reading	
RL Literature	
Key Ideas and Details	
RL.1.1.1.1 Ask and answer questions about key details in a text.	<p>This standard is taught throughout the myView program. See representative citations:</p> <p>Unit 1: Check for Understanding, T51 Strategy Group: ELL Targeted Support, T68 Read, T114 Close Read: Ask and Answer Questions, T121 Minilesson: Ask and Answer Questions, T136 Strategy Group: Ask and Answer Questions, T140 First Read: Read, T264 My View, T272</p> <p>Unit 2: Poetry, T248 Strategy Group: Create New Understandings, T276 Strategy Group: Identify Drama, T324 Whole Group, T325 Minilesson: Find Elements of Drama, T338 Strategy Group: Find Elements of Drama, T340 Whole Group, T341</p> <p>Unit 3: First Read: Read, T46 My View, T52 First Read: Talk, T124 First Read: Ask, T198 First Read: Ask, T266 Minilesson: Visualize Details, T280</p> <p>Unit 4: Read, T196 Minilesson: Talk About It, T218 Explore the Poem, T244</p> <p>Unit 5: First Read: Ask, T266 My View, T268</p>
RL.1.1.2.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>Unit 1: First Read: Read, T44 My View, T50 Minilesson: Retell a Text, T66</p>

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	<p>My View, T126 Unit 3: Whole Group, T41 Wrap-Up: Folktales, T109 My View, T130 Minilesson: Talk About It, T146 Unit 4: My View, T202 Minilesson: Theme, T208 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>RL.1.1.3.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>Unit 1: Wrap-Up: Describe a Character, T35 Minilesson: Describe Characters, Setting, and Events, T36 Describe a Character, T38 Close Read: Describe a Character, T47 Minilesson: Describe Characters, T56 Strategy Group: Describe Characters, T58 Minilesson: Use Text Evidence, T60 Minilesson: Setting, T108 Identify Realistic Fiction, T110 Strategy Group: IDENTIFY REALISTIC FICTION, T112 Close Read: Describe the Setting, T119 Close Read: Describe the Setting, T123 Whole Group, T131 Realistic Fiction, T254 Close Read: Describe Characters, T265 Close Read: Describe Characters, T269 Close Read: Describe Characters, T271 Minilesson: Describe Characters, T278 Strategy Group: Describe Characters T280 Minilesson: Visualize Details About Characters, T282</p>
<p>(Continued)</p>	<p>(Continued) Unit 2: First Read: Look, T328 My View, T332 Unit 3:</p>

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	Close Read: Describe Plot, T49 Close Read: Describe Plot, T51 Minilesson: Describe Plot, T58 Strategy Group: Describe Plot, T60 Unit 4: Identify Historical Fiction, T192 Strategy Group: Identify Historical Fiction, T194 Read, T196 Unit 5: Strategy Group: Identify Fiction, T256 Close Read: Find Important Details, T263 Minilesson: Important Details, T278
Craft and Structure	
RL.1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Unit 1: Minilesson: Word Choice, T148 Unit 2: Possible Teaching Point: Read Like a Writer: Word Choice, T260 Minilesson: Word Choice, T284 Unit 3: The Five Senses, T162 Explore Imagery, T163 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
RL.1.1.5.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Unit 2: Wrap-Up: Compare and Contrast, T249 Strategy Group: Compare Texts, T280 Whole Group, T281
RL.1.1.6.6 Identify who is telling the story at various points in a text.	Unit 2: First Read: Look, T258 Unit 4: Possible Teaching Point: Read Like a Writer: First-Person Text, T199 Minilesson: First-Person Text, T224

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Integration of Knowledge and Ideas	
RL.1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.	<p>Unit 1: Minilesson: Describe Characters, T56 Minilesson: Use Text Evidence, T60 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 Close Read: Visualize Details/Describe Characters, T265 Close Read: Describe Characters, T269 Minilesson: Describe Characters, T278 Strategy Group: Describe Characters, T280 Minilesson: Visualize Details About Characters, T282</p> <p>Unit 2: ELL Access: Prereading, T326 My View, T332</p> <p>Unit 3: Close Read: Describe Plot, T49 Close Read: Describe Plot, T51 Minilesson: Describe Plot, T58 Strategy Group: Describe Plot, T60</p> <p>Unit 4: Whole Group, T195 Read, T196</p> <p>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>
RL.1.1.8.8 (Not applicable to literature)	
RL.1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.	<p>Unit 1: Strategy Group: Compare Texts, T68 Whole Group, T69 Wrap-Up: Compare and Contrast Characters, T253 Read and Compare, T266 Compare Across Texts, T382 Reflect on the Unit, T413</p> <p>Unit 2: Strategy Group: Compare Texts, T350</p>

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	<p>Unit 3: Strategy Group: Compare Texts, T70 Whole Group, T71</p>
Range of Reading and Level of Text Complexity	
<p>RL.1.1.10.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.</p> <p>(Continued)</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>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</p> <p>Unit 2: Matching Texts to Learning (Leveled Readers), T252-T253 Read, T256-T261 Matching Texts to Learning (Leveled Readers), T322-T323 Read, T326-T331</p> <p>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</p> <p>(Continued)</p> <p>Unit 4: Matching Texts to Learning (Leveled Readers), T192-T193 Read, T196-T201</p> <p>Unit 5: Reading Workshop: Matching Texts to Learning (Leveled Readers), T254-T255 Read, T258-T267</p>
RI Informational Text	

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	Identify Main Idea, T38 Close Read: Identify Main Idea, T45 My View, T50 My View, T122 Informational Text, T180 Minilesson: Identify Informational Text, T180 Identify Informational Text, T182 Unit 3: Minilesson: Talk About It, T356 WEEKLY QUESTION, T357 Strategy Group: Compare Texts, T358 Unit 4: MyView, T56 Minilesson: Talk About It, T72 WEEKLY QUESTION, T73 My View, T132 Minilesson: Informational Text, T260 Read, T266 First Read: Read, T274 Unit 5: Informational Text, T36 Minilesson: Informational Text Genre, T36 Strategy Group: Identify Informational Text, T40 My View, T52
RI.1.2.3.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Unit 2: First Read: Talk, T48 Whole Group, T69 Unit 5: ELL Minilesson Support, T83 ELL Minilesson Support, T155 Share Back, T157 Writing Support, T157 Minilesson: Explore Instructions, T157 Independent Writing, T157
Craft and Structure	
RI.1.2.4.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Unit 1: Preview Vocabulary, T190 Preview Vocabulary, T336 Possible Teaching Point: Read Like a Writer: Word

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	Choice, T339 Minilesson: Develop Vocabulary, T342 Unit 2: Preview Vocabulary, T42 Minilesson: Develop Vocabulary, T50 Check for Understanding, T51 Minilesson: Develop Vocabulary, T122 Preview Vocabulary, T186 Unit 3: Preview Vocabulary, T334 Strategy Group: Develop Vocabulary, T344 Minilesson: Oral Language, T360 Unit 4: Preview Vocabulary, T42 Check for Understanding, T57 Preview Vocabulary, T120 Minilesson: Develop Vocabulary, T132 Strategy Group: Develop Vocabulary, T136 Minilesson: Develop Vocabulary, T276 Strategy Group: Develop Vocabulary, T280 Preview Vocabulary, T340 Unit 5: Preview Vocabulary, T42 Preview Vocabulary, T116 Strategy Group: Develop Vocabulary, T198 Preview Vocabulary, T332 Minilesson: Develop Vocabulary, T340
RI.1.2.5.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Unit 1: Explore the Diagram, T168 Strategy Group: Identify Informational Text, T188 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 Unit 2: Genre Immersion Lesson, T84 First Read: Look, T118

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	<p>Unit 4: Possible Teaching Point: Read Like a Writer: Print Features, T268 Minilesson: Print Features, T298</p> <p>Unit 5: Minilesson: Informational Text Genre, T110 Strategy Group: Identify Informational Text, T114 Possible Teaching Point: Read Like a Writer: Text Features, T119 Possible Teaching Point: Read Like a Writer: Graphic Features, T120 Possible Teaching Point: Read Like a Writer: Text Features, T123 Close Read: Use Graphics, T123 Minilesson: Text Features, T130 Strategy Group: Use Text Features, T132 Minilesson: Graphic Features, T146 Possible Teaching Point: Read Like a Writer: Graphics, T336 Minilesson: Graphics, T362</p>
<p>RI.1.2.6.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Unit 4: First Read: Read, T128 Possible Teaching Point: Read Like a Writer: Graphic Features, T130 Minilesson: Graphic Features, T154 Read, T340 First Read: Look, T346</p> <p>Unit 5: First Read: Look, T44 First Read: Talk, T50 Minilesson: Informational Text Genre, T326 Identify Informational Text, T328 Strategy Group: Identify Informational Text, T330 Read, T332 Close Read: Use Pictures and Text, T335 Close Read: Use Pictures and Text, T337 Minilesson: Pictures and Text, T346 Strategy Group: Use Pictures and Text, T348 Whole Group, T349</p>

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Integration of Knowledge and Ideas	
<p>RI.1.2.7.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>(Continued)</p>	<p>Unit 1: First Read: Look, T194 Explore the Infographic, T238 Explore the Infographic, T314 Strategy Group: Find Graphics, T350 Whole Group, T351</p> <p>Unit 2: Explore the Infographic, T20 Explore the Diagram, T92 DIFFERENTIATED SUPPORT: Intervention/Extend, T393</p> <p>Unit 3: Explore the Infographic, T172</p> <p>Unit 4: MyView, T56 Minilesson: Informational Text, T260 Explore the Infographic, T318 First Read: Look, T346</p> <p>(Continued)</p> <p>Unit 5: Explore the Infographic, T20 My View, T52 Explore the Web Site, T94 Close Read: Use Graphics, T123 Close Read: Use Pictures and Text, T335 Close Read: Use Pictures and Text, T337 My View, T340 Minilesson: Pictures and Text, T346 Strategy Group: USE PICTURES AND TEXT, T348 Whole Group, T349 Minilesson: Graphics, T362</p>
<p>RI.1.2.8.8 Identify the reasons an author gives to support points in a text.</p>	<p>Unit 2: 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 5:</p>

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	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
RI.1.2.9.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (Continued)	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 Unit 2: Strategy Group: Compare Texts, T68 Strategy Group: Compare Texts, T140 Strategy Group: Compare Texts, T210 (Continued) 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 Strategy Group: Compare Texts, T366 Compare Across Texts, T388 Unit 5: Minilesson: Talk About It, T68 Strategy Group: Compare Texts, T70 Strategy Group: Compare Texts, T142 Strategy Group: Compare Texts, T212 Minilesson: Talk About It, T356 Strategy Group: Compare Texts, T358
Range of Reading and Level of Text Complexity	
RI.1.2.10.10 With prompting and support, read	This standard is taught throughout the myView

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informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.	<p>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 Identify Informational Text, T110 Identify Informational Text, T182-T183 Identify Theme, T322</p> <p>Unit 4: Identify Theme, T116-T117 Identify Informational Text, T262 Identify Theme, T336</p> <p>Unit 5: Identify Informational Text, T38 Reading Workshop: Matching Texts to Learning (Leveled Readers), T112-T113 Identify Theme, T184</p>
RF Foundational Skills	
Print Concepts	
RF.1.3.0.1 Demonstrate understanding of the organization and basic features of print.	
RF.1.3.0.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p>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</p> <p>Unit 4: Writing Support, T308 Share Back, T308 Minilesson: Capitalization, T308 Independent Writing, T308 Explore Punctuation Marks, T309 Apply Punctuation Marks, T310</p> <p>Unit 5: Writing Support, T303 Share Back, T303 Independent Writing, T303 Minilesson: Explore Punctuation Marks, T303</p>

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	Minilesson: Apply Punctuation Marks, T304 Writing Club, T304
Phonological Awareness	
RF.1.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.1.3.0.2.a Distinguish long from short vowel sounds in spoken single-syllable words.	<p>Unit 2: Option 2: Independent Activity, T309 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 Rule, T380 Phonological Awareness: Distinguish Between /i/ and /ī/, T382</p> <p>Unit 3: 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 e Rule, T132 Phonological Awareness: Distinguish Between /e/ and /ē/, T184</p> <p>Unit 4: Phonological Awareness: Distinguish Between /a/ and /ā/, T250 Phonics: Decode and Write Words with Vowel Digraph ea, T326 Phonological Awareness: Distinguish Between /o/</p>

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	<p>and /ō/, T330 Phonological Awareness: Distinguish Between /i/ and /ī/, T406 Unit 5: Phonological Awareness: Distinguish Between /o/ and /ō/, T32 Phonological Awareness: Distinguish Between /u/ and /ū/, T96 ELL Targeted Support: Distinguishing Sounds, T313</p>
<p>RF.1.3.0.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>Unit 1: Phonological Awareness: Segment and Blend Phonemes, T32 Phonological Awareness: Segment and Blend Phonemes, T104 Phonological Awareness: Segment and Blend Phonemes, T250 Phonological Awareness: Segment and Blend Phonemes, T326 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: Segment and Blend Phonemes, T166 Phonological Awareness: Segment and Blend Phonemes, T390 Unit 3: Phonological Awareness: Segment and Blend Phonemes, T22 Phonological Awareness: Segment and Blend Phonemes, T26 Phonological Awareness: Segment and Blend Phonemes, T178 Phonological Awareness: Segment and Blend Phonemes, T248</p>

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RF.1.3.0.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<p>Unit 1:</p> <p>Phonological Awareness: Medial /a/, T22</p> <p>Phonological Awareness: Medial /i/, T94</p> <p>Phonological Awareness: Medial /o/, T170</p> <p>Phonological Awareness: Medial /e/, T240</p> <p>Phonological Awareness: Medial /u/, T316</p> <p>Phonological Awareness: Initial and Final Sounds, T392</p> <p>Unit 2:</p> <p>Phonological Awareness: Remove Phonemes, T104</p> <p>Phonological Awareness: Medial Sounds, T310</p>

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	<p>Unit 3: Phonological Awareness: Remove Phonemes, T96 Phonological Awareness: Medial /ū/, T100</p> <p>Unit 4: Phonological Awareness: Initial and Final Sounds, T324 Phonological Awareness: Middle and Final Sounds, T398</p> <p>Unit 5: Phonological Awareness: Middle-Final Sounds, T22</p>
<p>RF.1.3.0.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Unit 1: Phonological Awareness: Segment and Blend Phonemes, T32 Phonological Awareness: Segment and Blend Phonemes, T104 Phonological Awareness: Segment and Blend Phonemes, T250 Phonological Awareness: Segment and Blend Phonemes, T326</p> <p>Unit 2: Phonological Awareness: Segment and Blend Phonemes, T22 Phonological Awareness: Segment and Blend Phonemes, T166 Phonological Awareness: Segment and Blend Phonemes, T390</p> <p>Unit 3: Phonological Awareness: Segment and Blend Phonemes, T22 Phonological Awareness: Segment and Blend Phonemes, T26 Phonological Awareness: Segment and Blend Phonemes, T178 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</p>

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Phonics and Word Recognition	
RF.1.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.3.0.3.a Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.	Unit 2: Minilessons: Phonics: Decode and Write Words with Consonant Digraphs sh and th, T236 ELL Targeted Support: Consonant Digraphs, T237 Minilessons: Phonics: Decode and Write Words with Consonant Digraphs sh, th, T238 Word Work Strategy Group Consonant Digraphs, sh, th, T264 Lessons 1-3, 5: Spell Words with Consonant Digraphs sh, th, T286-T287 Minilessons: Phonics: Spiral Review Consonant

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(Continued)	<p>Digraphs sh, th; Inflectional Ending -ing, T316 Lesson 4: Spell Words with Consonant Digraphs sh, th, T357</p> <p>(Continued) Unit 3: Minilesson: Decode Words with Consonant Digraphs and Trigraphs, T22 ELL Targeted Support: Consonant Digraphs and Trigraphs, T23 Minilesson: Decode and Write Words with Digraphs and Trigraphs, T24 Word Work Strategy Group: Digraphs wh, ch, ph TRIGRAPH tch, T54 Minilesson: Spiral Review Consonant Digraphs and Trigraphs; Contractions, T106</p>
RF.1.3.0.3.b Decode regularly spelled one-syllable words.	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Minilesson: Phonics: Decode Short a, T22 Minilesson: Phonics: Decode Short a, T24</p> <p>Unit 3: Minilesson: Decode Words with Consonant Digraphs and Trigraphs, T22 Minilesson: Decode and Write Words with Digraphs and Trigraphs, T24 Word Work Strategy Group: DIGRAPHS wh, ch, ph TRIGRAPH tch, T54 Minilesson: Decode and Write Words with Long o Spelled VCe, T98 Minilesson: Decode Words with Long u and e Spelled VCe, T100 Minilesson: Decode and Write Words with Long u and e Spelled VCe, T102 Word Work Strategy Group: /ō/ Spelled VCe Sound-Spelling Card, T132 Minilesson: Decode Words with Long e Spelled e, ee, T174 Minilesson: Decode and Write Words with Long e Spelled e, ee, T176</p>

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	<p>Minilesson: Spiral Review Long o, Long u, and Long e Spelled VCe, T184</p> <p>Minilesson: Decode Words with Vowel Sounds of y, T244</p> <p>Minilesson: Decode and Write Words with Vowel Sounds of y, T246</p> <p>Minilesson: Spiral Review Consonant Patterns ng, nk; Syllable Pattern CV, T398</p>
<p>RF.1.3.0.3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 2:</p> <p>Minilesson: Phonics: Decode Words with Long a Sound Spelled Vce, T306</p> <p>Minilesson: Phonics: Decode and Write Words with Long a Spelled Vce, T308</p> <p>Minilesson: Phonics: Decode Words with /ô/ Spelled a, al, and aw, T310</p> <p>Word Work Strategy Group: /ā/ Spelled Vce, T334</p> <p>Word Work Strategy Group: /ô/ Spelled a, al, aw, T344</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>Unit 3:</p> <p>Minilesson: Spiral Review Long i Spelled VCe; Consonants c/s/, g/j/, T32</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>Phonological Awareness: Medial /ū/, T100</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>Word Work Strategy Group: /ū/ AND /ē/ Spelled VCe, T142</p> <p>Minilesson: Phonics: Decode Words with Long e Spelled e, ee, T174</p> <p>Minilesson: Decode and Write Words with Long e Spelled e, ee, T176</p> <p>Minilesson: Spiral Review Long o, Long u, and Long e Spelled VCe, T184</p>

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(Continued)	<p>Phonological Awareness: Final /ī/ and /ē/, T244</p> <p>(Continued)</p> <p>Unit 4: Minilesson: Decode and Write Words with Vowel Digraphs ai, ay, T252 Word Work Strategy Group: VOWEL DIGRAPHS ai, ay, T288 Minilesson: Decode Words with Vowel Digraphs ea, T324 Minilesson: Decode and Write Words with Vowel Digraph ea, T326 Minilesson: Decode Words with Vowel Team ie, T398 Minilesson: Decode and Write Words with Vowel Team ie, T400 Word Work Strategy Group: VOWEL DIGRAPH ie, T404</p> <p>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: Spiral Review Adding Endings; Vowel Digraph ie, T32 Word Work Strategy Group: LONG o Spelled oa, ow, oe, T54 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</p>

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RF.1.3.0.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<p>Unit 5: Minilesson: Phonics: Decode Words with Open and Closed Syllables, T312 ELL Targeted Support: Distinguishing Sounds, T313 Minilesson: Phonics: Decode and Write Words with Open and Closed Syllables, T314 Word Work Strategy Group: Open and Closed Syllables, T342</p>
RF.1.3.0.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	<p>Unit 5: Minilesson: Decode Words with Open and Closed Syllables, T312 ELL Targeted Support: Distinguishing Sounds, T313 Minilesson: Phonics: Decode and Write Words with Open and Closed Syllables, T314 Decodable Reader, T343 Minilesson: Phonics: Decode Words with Final Syllable –le, T390 Minilesson: Phonics: Decode and Write Words with Final Syllable –le, T392 Decodable Reader, T397</p>
RF.1.3.0.3.f Read words with inflectional endings.	<p>Unit 2: Minilesson: Phonics: Decode Words with Inflectional Ending -s, T170 Minilesson: Phonics: Decode Words with Inflectional Ending -ing, T240 Minilesson: Phonics: Decode and Write Words with Inflectional Ending -ing, T242 Minilesson: Phonics: Spiral Review: Final Consonant Blends, Inflected Ending -s, T246 Minilesson: Phonics: Spiral Review Consonant Digraphs sh, th; Inflectional Ending -ing, T316</p> <p>Unit 3: Minilesson: Decode Words with Inflectional Ending -ed, T178 Minilesson: Decode and Write Words with Inflectional Ending -ed, T180 Minilesson: Spiral Review Long e Spelled e, ee;</p>

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(Continued)	<p>Inflectional Ending -ed, T254</p> <p>(Continued)</p> <p>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: Decode Words with Endings, T390 Minilesson: Decode and Write Words with Endings, T394</p> <p>Unit 5: Minilesson: Spiral Review Adding Endings; Vowel Digraph ie, T32</p>
RF.1.3.0.3.g Recognize and read grade-appropriate irregularly spelled words, including high- frequency words.	<p>Unit 1: Minilesson: High-Frequency Words, T245 Decodable Story, T248-T249 High-Frequency Words, T251 Minilesson: High-Frequency Words, T321</p> <p>Unit 2: High-Frequency Words, T177 Minilesson: High-Frequency Words, T383</p> <p>Unit 3: High-Frequency Words, T23 Read A Deep Sleep, T182-T183 Minilesson: High-Frequency Words, T319</p> <p>Unit 4: Minilesson: High-Frequency Words, T181 Read Cars by Bob, T184-T185 High-Frequency Words, T321</p> <p>Unit 5: Minilesson: High-Frequency Words, T27 High-Frequency Words, T99 Minilesson: High-Frequency Words, T391 Read Spring Rain, T394</p>

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Fluency	
RF.1.3.0.4 Read with sufficient accuracy and fluency to support comprehension.	
RF.1.3.0.4.a Read grade-level text with purpose and understanding to promote oral and silent reading fluency.	<p>This standard is met throughout the program. Please see the following representative citations:</p> <p>Unit 1: Independent Reading, T13 Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Matching Texts to Learning, Guided Reading Instruction Prompts, T186-T187 Set a Purpose, T255 Read and Compare, T266</p> <p>Unit 2: Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Informational Text, T108 Read, T114 First Read: Read, T116 Support Independent Reading, T127 Matching Texts to Learning, Guided Reading Instruction Prompts, T252-T253</p> <p>Unit 3: Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Support Independent Reading, T135 Matching Texts to Learning, Guided Reading Instruction Prompts, T260-T261</p> <p>Unit 4: Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Matching Texts to Learning, Guided Reading Instruction Prompts, T116-T117 Turn, Talk, and Share, T335 Read, T340 First Read: Read, T342</p> <p>Unit 5: Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Support Independent Reading, T129 Matching Texts to Learning, Guided Reading Instruction Prompts, T184-T185</p>

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<p>RF.1.3.0.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Unit 1: Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T54 Fluency T106 Be a Fluent Reader, T109 Close Read: Fluency, T125 Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T134 Fluency, T252 Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T280 Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T350</p> <p>Unit 2: Fluency, T34 Fluency: Rate/Oral Reading Rate and Accuracy, T130 Fluency, T178 Fluency, T248 Minilesson: Celebrate, T367</p> <p>Unit 3: Fluency, T108 Fluency, T256 Be a Fluent Reader, T259 Close Read: Fluency, T269 Fluency: Appropriate Rate/Oral Reading Rate and Accuracy, T278 Fluency: Appropriate Rate/Oral Reading Rate and Accuracy, T284</p> <p>Unit 4: Fluency: Appropriate Rate/Oral Reading Rate and Accuracy, T60 Fluency, T112 Close Read: Fluency, T131 Fluency, T188 Fluency: Prosody/Rate/Oral Reading Rate and Accuracy, T206 Fluency, T332</p> <p>Unit 5: Fluency: Appropriate Rate/Oral Reading Rate and Accuracy, T56 Fluency, T108 Fluency, T324 Close Read: Fluency, T339</p>

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<p>RF.1.3.0.4.c Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Close Read: Vocabulary in Context, T117 Possible Teaching Point: Academic Vocabulary: Context Clues, T194 Close Read: Find Text Features/Vocabulary in Context, T195 Minilesson: Context Clues, T216-T217 Close Read: Find Graphics/Vocabulary in Context, T341 Strategy Group: Develop Vocabulary, T346</p> <p>Unit 2: Close Read: Vocabulary in Context/Find Important Details, T47 Close Read: Vocabulary in Context, T121 Close Read: Vocabulary in Context, T189 Minilesson: Context Clues, T212 Minilesson: Develop Vocabulary, T262 Strategy Group Develop Vocabulary, T266</p> <p>Unit 3: Close Read: Vocabulary in Context, T123 Possible Teaching Point: Academic Vocabulary: Context Clues, T197 Minilesson: Context Clues, T220 Minilesson: Develop Vocabulary, T270 Strategy Group: Develop Vocabulary, T274 Strategy Group: Develop Vocabulary, T344</p> <p>Unit 4: Close Read: Vocabulary in Context, T45 Close Read: Vocabulary in Context, T127 Minilesson: Context Clues, T222 Close Read: Vocabulary in Context, T271 ELL Access: Context Clues, T340 Close Read: Vocabulary in Context, T345</p> <p>Unit 5: Close Read: Vocabulary in Context, T51 Minilesson: Context Clues, T214 Close Read: Vocabulary in Context, T263 Close Read: Vocabulary in Context, T337</p>
<p>W Writing</p>	

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Text Types and Purposes	
W.1.6.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<p>Unit 2: Analyze Student Model, T398 ELL Targeted Support: Write a Letter, T399 Write for a Reader, T400 DIFFERENTIATED SUPPORT: Intervention/Extend, T401</p> <p>Unit 3: Next Steps, T405 Analyze Student Model, T406 ELL Targeted Support: Write an Opinion Text, T407</p>
W.1.6.2.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<p>Unit 1: Introduce Informational Text, T404 Analyze Student Model, T408 Next Steps, T411</p> <p>Unit 2: Independent Writing, T155 Minilesson: Explore Facts and Details, T155 Minilesson: Apply Facts and Details, T156 Share Back, T156 Independent Writing, T156 Minilesson: Explore Introduction and Conclusion, T227 Independent Writing, T227 Share Back, T227 Writing Support, T227 Minilesson: Apply Introduction and Conclusion, T228</p> <p>Unit 4: Analyze Student Model, T414 ELL Targeted Support: Write an Informational Essay, T415 Next Steps, T415</p> <p>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</p>
W.1.6.3.3 Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal	<p>Unit 1: Independent Writing, T228 Independent Writing, T229 Independent Writing, T304</p>

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event order, and provide some sense of closure.	<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>
Writing Process: Production and Distribution of Writing	
W.1.6.4.4 (Begins in grade 3)	
W.1.6.5.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed	<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 (Continued)</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</p>
(Continued)	

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	Collaborate, T404
<p>W.1.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Unit 1: 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</p> <p>Unit 2: Minilesson: Prepare for Celebration, T366 Use Print and Digital Sources, T396 Customize It!, T396</p> <p>Unit 3: Minilesson: Prepare for Celebration, T374 Use Audio and Video Sources, T404</p> <p>Unit 4: Minilesson: Prepare for Celebration, T382 Writing Support, T382 Independent Writing, T382 Share Back, T382 Minilesson: Celebrate, T383</p> <p>Unit 5: Search Online, T404 Differentiated Support: Intervention/Extend, T405</p>
Research to Build and Present Knowledge	
<p>W.1.6.7.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>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>

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	<p>Unit 4: Conduct Research, T412</p> <p>Unit 5: Next Steps, T403 Conduct Research, T404 Create a Fact Sheet, T406</p>
W.1.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>Unit 1: Use Print Sources, T406 Customize It!, T406 Identify Relevant Sources, T408 Incorporate Media, T410</p> <p>Unit 2: Critical Literacy: Build Background, T392 Use Print and Digital Sources, T396 Customize It!, T396 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>
W.1.6.9.9 (Begins in grade 4)	
SL Speaking, Viewing, Listening and Media Literacy	
Comprehension and Collaboration	
SL.1.8.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	<p>Unit 1: Writing Support, T158</p> <p>Unit 2: Writing Club, T159 Writing Club, T229 My View, T262 Minilesson: Active Listening, T278 Writing Club, T299</p> <p>Unit 3: My View, T200</p> <p>Unit 4:</p>

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multiple exchanges.	<p>Unit 2: Reflect and Share: Talk About It, T278 Writing Club, T299</p> <p>Unit 4: Minilesson: Talk About It, T218 Writing Club, T313</p>
SL.1.8.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.	<p>Unit 1: Writing Club, T163 Writing Club, T233 Minilesson: Describe Personal Connections, T288 Writing Club, T309 Celebrate and Reflect: Share, T412</p> <p>Unit 2: Reflect and Share: Talk About It, T138 Introduce the Project: Collaborate, T392 Celebrate and Reflect: Share, T402</p> <p>Unit 3: Reflect and Share: Talk About It, T146 Introduce the Project: Collaborate, T400</p> <p>Unit 4: Reflect and Share: Talk About It, T292 Celebrate and Reflect: Share, T418</p>
SL.1.8.1.1.d Listen to others' ideas and identify others' points of view.	<p>Unit 2: Reflect and Share: Talk About It, T348-T349</p> <p>Unit 3: Minilesson: Focus on Strategies, T74 Minilesson: Focus on Strategies, T328</p> <p>Unit 5: Reflect and Share: Write to Sources, T140-T141</p>
SL.1.8.1.1.e Follow two-step oral directions.	<p>Unit 5: Minilesson: Model and Practice, T158</p>
SL.1.8.2.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).	<p>Unit 1: Critical Literacy: Build Background, T402 Celebrate and Reflect: Share, T412</p> <p>Unit 2: Writing Club, T87 Reflect and Share: Talk About It, T138 Celebrate and Reflect: Share, T402</p> <p>Unit 3:</p>

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	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
SL.1.8.3.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	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
Presentation of Knowledge and Ideas	
SL.1.8.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	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>SL.1.8.5.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</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>SL.1.8.6.6 Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)</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 Genre Immersion Lesson: Model and Practice, T85</p>
Media Literacy	
<p>SL.1.8.7.7 Distinguish among and understand purposes of different types of print, digital, and multimodal media.</p>	<p>Unit 3: Explore the Infographic, T312-T313</p> <p>Unit 4: Explore the Website, T98-T99</p> <p>Unit 5: Conduct Research, T404-T405</p>
<p>SL.1.8.7.7.a Demonstrate understanding of media</p>	<p>Unit 3:</p>

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by asking and answering appropriate questions about what is read, heard or viewed.	Explore the Infographic, T312-T313 Unit 4: Explore the Website, T98-T99 Unit 5: Conduct Research, T404-T405
SL.1.8.7.7.b Summarize ideas from media in own words.	Unit 3: Explore the Infographic, T312-T313 Unit 4: Explore the Website, T98-T99 Unit 5: Collaborate and Discuss, T406
SL.1.8.8.8 With prompting and support, create and share an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)	Unit 5: Celebrate and Reflect, T410-T411
L Language	
Conventions of Standard English	
L.1.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.1.10.1.1.a Print all upper- and lowercase letters.	Unit 1: Handwriting: Letters L and l, T362 Handwriting: Letters I and i, T364 Unit 2: Handwriting: Letters T and t, T70 Handwriting: Letters O and o, T142 Handwriting: Letters C and c, T144 Handwriting: Letters A and a, T214 Handwriting: Letters D and d, T282 Handwriting: Letters E and e, T284 Handwriting: Letters F and f, T352 Unit 3: Handwriting: Letters G and g, T72 Handwriting: Letters J and j, T74 Handwriting: Letters Q and q, T150 Handwriting: Letters U and u, T152 Handwriting: Letters S and s, T220 Handwriting: Letters B and b, T222 Handwriting: Letters P and p, T292 Handwriting: Letters R and r, T360 Handwriting: Letters N and n, T362 Unit 4:

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	<p>Handwriting: Letters M and m, T76 Handwriting: Letters H and h, T78 Handwriting: Letters V and v, T154 Handwriting: Letters Y and y, T222 Handwriting: Letters W and w, T224 Handwriting: Letters X and x, T296 Handwriting: Letters K and k, T298 Handwriting: Letters Z and z, T368</p>
<p>L.1.10.1.1.b Use common, proper, and possessive nouns.</p>	<p>Unit 1: Lesson 1: Nouns, T152 Lessons 2-5: Nouns, Verbs, and Adjectives, T368-T369</p> <p>Unit 2: Minilesson: Explore Singular, Plural, Common, Proper, and Possessive Nouns, T295 Share Back, T295 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</p> <p>Unit 3: Possible Teaching Point: Language and Conventions: Common and Proper Nouns, T123 Possible Teaching Point: Language and Conventions: Common Nouns, T126 Lessons 2-5: Common and Proper Nouns, T156-T157 Lesson 1: Common and Proper Nouns, T226 Minilesson: Edit for Nouns, T372 Independent Writing, T372 Writing Support, T372 Share Back, T372</p>

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<p>L.1.10.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>Unit 1: ELL Targeted Support: Edit Writing, T222 ELL Targeted Support, T411</p> <p>Unit 2: ELL Targeted Support: Apply Complete Sentences with Subject-Verb Agreement, T293 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>Unit 3: 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>Unit 4: ELL Targeted Support: Edit Writing, T82</p>
<p>L.1.10.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p>	<p>Unit 1: Minilesson: First Person-Text, T72</p> <p>Unit 3: Lessons 2-5: Pronouns, T226-T227 Lessons 2-5: Pronouns <i>I</i> and <i>me</i>, T296-T297 Minilesson: Pronouns, T302</p>

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	<p>Unit 4: Minilesson: Edit for Pronouns, T380</p>
<p>L.1.10.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p>Unit 1: Possible Teaching Point: Language and Conventions: Present-Tense Verbs, T120 Lessons 2-5: Present Tense Verbs, T152-T153 LESSON 1: Present Tense Verbs, T222</p> <p>Unit 4: Possible Teaching Point: Language and Conventions: Past-Tense Verbs, T128 Lessons 2-5: Past Verb Tense, T158-T159 Possible Teaching Point: Language & Conventions: Verbs, T201 Lessons 1-5: Spiral Review: Past Tense Verbs, T228-T229 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</p> <p>Unit 5: Edit, T408</p>
<p>L.1.10.1.1.f Use frequently occurring adjectives.</p>	<p>Unit 1: Possible Teaching Point: Language and Conventions: Adjectives and Articles, T270 Possible Teaching Point: Language and Conventions: Sentences with Nouns, Verbs, and Adjectives, T340 Lesson 1: Adjectives and Articles, T368 Lessons 2-5: Nouns, Verbs, and Adjectives, T368-</p>

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	<p>T369 Unit 2: Lesson 1: Nouns, Verbs, and Adjectives, T76 Unit 4: Minilesson: Edit for Adjectives and Articles, T381 Writing Support, T381 Independent Writing, T381 Share Back, T381 Unit 5: ELL Language Transfer, T400</p>
<p>L.1.10.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because).</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 Lesson 1: Transitions and Conjunctions, T220</p>
<p>L.1.10.1.1.h Use determiners (e.g., articles, demonstratives).</p>	<p>Unit 1: Lessons 2-5: Adjectives and Articles, T298-T299 Lesson 1: Adjectives and Articles, T368 Unit 4: Minilesson: Edit for Adjectives and Articles, T381 Writing Support, T381 Independent Writing, T381 Share Back, T381</p>
<p>L.1.10.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<p>Unit 5: Possible Teaching Point: Language and Conventions: Prepositions, T193 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, T373</p>

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<p>L.1.10.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Unit 1: Lessons 2-5: Simple Sentences, T222-T223 Lesson 1: Simple Sentences, T298</p> <p>Unit 2: Possible Teaching Point: Language and Conventions: Simple Sentences, T45 Possible Teaching Point: Language and Conventions: Simple Sentences, T49 Lessons 2-5: Simple Sentences, T76-T77 Possible Teaching Point: Language and Conventions: Declarative Sentences, T116 Lessons 1-5: Simple and Declarative Sentences, T148-T149 Possible Teaching Point: Language and Conventions: Interrogative Sentences, T188 Lessons 1-5: Declarative and Interrogative Sentences, T218-T219 Lessons 1-5: Declarative and Interrogative Sentences, T218-T219 Lessons 1-5: Interrogative and Exclamatory Sentences, T288-T289 Possible Teaching Point: Language and Conventions: Imperative Sentences, T328 Lessons 1-5: Exclamatory and Imperative Sentences, T358-T359</p> <p>Unit 3: Lesson 1: Imperative Sentences, T78</p> <p>Unit 4: Possible Teaching Point: Language and Conventions: Compound Sentences, T344 Lessons 2-5: Compound Sentences, T374-T375</p> <p>Unit 5: Lesson 1: Compound Sentences, T78</p>

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L.1.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.1.10.2.2.a Capitalize dates and names of people.	<p>Unit 2: Minilesson: Edit for Capitalization, T294 Independent Writing, T294 Share Back, T294 Writing Support, T294 Minilesson: Edit for Capitalization, T364 Independent Writing, T364 Share Back, T364 Writing Support, T364</p> <p>Unit 3: Possible Teaching Point: Language and Conventions: Pronouns I and me, T267 LESSONS 2-5: Pronouns I and me, T296-T297 Possible Teaching Point: Language and Conventions: Capitalization, T336 LESSONS 1-5: Capitalize I and Proper Names, T366-T367</p> <p>Unit 4: Lesson 1: Capitalize I and Proper Names, T82 Writing Support, T308 Share Back, T308 Minilesson: Capitalization, T308 Independent Writing, T308 Share Back, T308</p>

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L.1.10.2.2.b Use end punctuation for sentences.	<p>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</p> <p>Unit 4: Writing Support, T309 Share Back, T309 Independent Writing, T309 Share Back, T310 Minilesson: Apply Punctuation Marks, T310 Independent Writing, T310 Writing Support, T310</p> <p>Unit 5: Minilesson: Explore Punctuation Marks, T303 Writing Support, T303 Independent Writing, T303 Share Back, T303 Minilesson: Apply Punctuation Marks, T304 Share Back, T304</p>
L.1.10.2.2.c Use commas in dates and to separate single words in a series.	<p>Unit 2: Minilesson: Edit for Commas, T365 Share Back, T365 Writing Support, T365 Independent Writing, T365</p> <p>Unit 5: Possible Teaching Point: Language and Conventions: Commas in Sentences, T335 LESSON 1: Spiral Review: Prepositional Phrases, T366-T367</p>

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<p>L.1.10.2.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>Unit 1: Lessons 1-5: Spell Words with Short a, T74-T75 Lessons 1-5: Spell Short i Words, T150-T151 Lessons 1-5: Spell short o words, T220-T221 Minilesson: High-Frequency Words, T245 Lessons 1-5: Spell Words with Short e, T296-T297 Minilesson: High-Frequency Words, T321 Lessons 1-5: Spell Words with Short u, T366-T367 Minilesson: High-Frequency Words, T393</p> <p>Unit 2: Minilesson: High-Frequency Words, T27 Lessons 1-5: Spell Words with Initial Consonant Blends, T74-T75 Lessons 1-5: Spell Words with Consonant Pattern - ck, T146-T147 Minilesson: High-Frequency Words, T171 Lessons 1-5: Spelling Words with Final Consonant Blends, T216-T217 Minilesson: High-Frequency Words, T241 Lessons 1-5: Spell Words with Consonant Digraphs sh, th, T286-T287 Minilesson: High-Frequency Words, T311 Lessons 1-5: Spell Long a Words, T356-T357 Lessons 1-5: Spelling: Spell Long i Words, T376 Minilesson: High-Frequency Words, T383</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 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 Minilesson: Explore Spelling Patterns and Rules, T303 Minilesson: Apply Spelling Patterns and Rules,</p>

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(Continued)	<p>T304 Minilesson: High-Frequency Words, T319 Minilesson: High-Frequency Words, T391</p> <p>(Continued)</p> <p>Unit 4: Minilesson: High-Frequency Words, T27 Lessons 1-5: Spell Words with r-Controlled Vowel ar, T80-T81 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 Minilesson: High-Frequency Words, T325 Lessons 1-5: Spell Words with Diphthongs oi, oy, T372-T373 Minilesson: High-Frequency Words, T399</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 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: High-Frequency Words, T317 Lessons 1-5: Spell Words with the Vowel Sound in foot, T384-T385 Minilesson: High-Frequency Words, T391</p>

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<p>L.1.10.2.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Unit 1: Minilesson: Phonics: Decode and Write Words with Short a and Consonants Mm, Ss, Tt, T28 Minilesson: Phonics: Decode and Write Words with Consonants Cc, Pp, Nn, T100 Lesson 4: Spell short a words, letters m, s, t, T151 Minilesson: Phonics: Decode and Write Words with Consonants Dd, Ll, Hh, T246 Minilesson: Phonics: Decode and Write Words with Consonants Rr, Ww, Jj, Kk, T322 Minilesson: Phonics: Decode and Write Words with Consonants Vv, Yy, Zz, T394</p> <p>Unit 2: Lesson 4: Spell Words with Letters qu, v, y, z, T75 Lessons 1-5: Spell Words with Consonant Pattern - ck, T146-T147 Minilesson: Phonics: Decode and Write Words with Consonants c /s/ and g /j/, T384</p> <p>Unit 3: Lessons 1-5: Spell Words with the Vowel Sounds of y, T294-T295 Apply Spelling Patterns and Rules, T304</p> <p>Unit 4: Lessons 1-5: Spell Words with r-Controlled Vowel ar, T80-T81 Lessons 1-5: Spell Words with Endings</p> <p>Unit 5: ELL Targeted Support: Letter-Sound Relationships, T107 Spelling: Spell Words with Vowel Teams ue, ew, ui, T218-T219</p>

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Vocabulary Acquisition and Use	
L.1.10.4.4 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.	
L.1.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	<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 Minilesson: Context Clues, T216-T217 Close Read: Find Graphics/Vocabulary in Context, T341 Strategy Group: Develop Vocabulary, T346</p> <p>Unit 2: Close Read: Vocabulary in Context, T47 Close Read: Vocabulary in Context, T121 Close Read: Vocabulary In Context, T189 Minilesson: Context Clues, T212 Minilesson: Develop Vocabulary, T262 Strategy Group: Develop Vocabulary, T266</p> <p>Unit 3: Close Read: Vocabulary in Context, T123 Possible Teaching Point: Academic Vocabulary: Context Clues, T197 Minilesson: Context Clues, T220 Minilesson: Develop Vocabulary, T270 Strategy Group: Develop Vocabulary, T274 Strategy Group: Develop Vocabulary, T344</p> <p>Unit 4: Close Read: Vocabulary in Context, T45 Close Read: Vocabulary in Context, T127 Minilesson: Context Clues, T222 Close Read: Vocabulary in Context, T271 ELL Access: Context Clues, T340 Close Read: Vocabulary in Context, T345</p> <p>Unit 5: Close Read: Vocabulary in Context, T51 Minilesson: Context Clues, T214 Close Read: Vocabulary in Context, T263 Close Read: Vocabulary in Context, T337</p>
L.1.10.4.4.b Use frequently occurring affixes as a	Unit 1:

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<p>clue to the meaning of a word.</p>	<p>Possible Teaching Point: Academic Vocabulary: Word Parts, T271 Minilesson: Word Parts, T292 Unit 2: Minilesson: Word Parts, T282 Unit 3: Possible Teaching Point: Academic Vocabulary: Related Words, T45 Possible Teaching Point: Academic Vocabulary: Related Words, T48 Minilesson: Word Parts, T290 Unit 4: Possible Teaching Point: Academic Vocabulary: Related Words, T49 Minilesson: Word Parts, T296 Unit 5: Minilesson: Decode Words with Suffixes -er, -or, T100 Minilesson: Decode and Write Words with Suffixes -er, -or, T102 ELL Access, T104 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: 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 Minilesson: Word Parts, T288</p>
<p>L.1.10.4.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g.,</p>	<p>Unit 2: Minilesson: Phonics: Decode Words with</p>

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looks, looked, looking).	<p>Inflectional Ending -s, T170 Minilesson: Phonics: Decode and Write Words with Inflectional Ending -ing, T242 Word Work Strategy Group: INFLECTIONAL ENDING -ing, T274 Unit 3: Minilesson: Decode Words with Inflectional Ending -ed, T178 Minilesson: Decode and Write Words with Inflectional Ending -ed, T180 Word Work Strategy Group: INFLECTIONAL ENDING -ed, T212 Minilesson: Spiral Review Long e Spelled e, ee; Inflectional Ending -ed, T254 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: Decode and Write Words with Endings -ed, -ing, T106 Word Work Strategy Group: ENDINGS -ed, -ing, T144 Minilesson: Decode Words with Comparative Endings, T176 Minilesson: Decode and Write Words with Comparative Endings, T178 Minilesson: Word Parts, T296 Minilesson: Decode and Write Words with Endings, T394 Unit 5: Minilesson: Decode and Write Words with Suffixes -er, -or, T102 Word Work Strategy Group: SUFFIXES -er, -or, T136 Minilesson: Spiral Review Long i Spelled igh; Suffixes -er, -or, T178 Minilesson: Decode and Write Words with Suffixes -ly, -ful, T244 Word Work Strategy Group: SUFFIXES -ly, -ful, T280</p>
L.1.10.5.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.	
L.1.10.5.5.a Sort words into categories (e.g.,	Unit 1:

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<p>colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>Academic Vocabulary: Synonyms, T146 Unit 2: Possible Teaching Point: Academic Vocabulary: Synonyms, T119 Unit 3: Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T124 Unit 4: Possible Teaching Point: Academic Vocabulary: Antonyms, T129 Unit 5: Academic Vocabulary: Antonyms, T144-T145</p>
<p>L.1.10.5.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p>For related content, please see: Unit 1: Preview Vocabulary, T42 Preview Vocabulary, T114 Preview Vocabulary, T260 ELL Targeted Support: Preteach Vocabulary, T261 Unit 2: Preview Vocabulary, T42 Preview Vocabulary, T186 Preview Vocabulary, T256 Strategy Group: Develop Vocabulary, T336 Unit 3: Preview Vocabulary, T116 Preview Vocabulary, T264 Conferring: Develop Vocabulary, T275 Preview Vocabulary, T334 Unit 4: ELL Targeted Support: Preteach Vocabulary, T245 Preview Vocabulary, T266 Preview Vocabulary, T272 Preview Vocabulary, T340 Unit 5: Minilesson: Develop Vocabulary, T52 Preview Vocabulary, T116 Preview Vocabulary, T188 Preview Vocabulary, T332</p>
<p>L.1.10.5.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>Unit 1: Preview Vocabulary, T42 Preview Vocabulary, T114 Preview Vocabulary, T190 Preview Vocabulary, T336 Unit 2:</p>

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	Preview Vocabulary, T42 Preview Vocabulary, T186 Preview Vocabulary, T326 Unit 3: Preview Vocabulary, T42 Preview Vocabulary, T116 Preview Vocabulary, T194 Preview Vocabulary, T334 Unit 4: Preview Vocabulary, T42 Preview Vocabulary, T120 Preview Vocabulary, T196 Preview Vocabulary, T340 Unit 5: Preview Vocabulary, T42 Preview Vocabulary, T116 Preview Vocabulary, T188 Preview Vocabulary, T258 Preview Vocabulary, T332
L.1.10.5.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	Unit 1: Academic Vocabulary: Synonyms, T146-T147 Unit 2: Minilesson: Develop Vocabulary, T332 Option 2: Use Independent Text, T333 Strategy Group: Develop Vocabulary, T336 Conferencing: Develop Vocabulary, T337 Unit 3: Possible Teaching Point, Academic Vocabulary, T124 Academic Vocabulary: Synonyms and Antonyms, T150-T151
L.1.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Unit 1: Academic Vocabulary: Oral Vocabulary Routine, T14 Minilesson: Oral Language, T362 Use Academic Words, T402 Unit 2: Academic Vocabulary: Oral Language, T352

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	<p>Use Academic Words, T392</p> <p>Unit 3: Academic Vocabulary: Oral Vocabulary Routine, T14 Language of the Genre, T36 Use Academic Words, T400</p> <p>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</p> <p>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>