

A Correlation of



Level 1

©2004

To the

**Common Core State Standards
for
English Language Arts**

Grade 1

**Sing, Spell, Read & Write, Level 1
to the
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Introduction

This document demonstrates how ***Sing, Spell, Read & Write*** meets the **Common Core Standards for English Language Arts**. Correlation references are to the Student Edition and Teacher’s Manual and are cited by grade and page number. Lessons in the annotated Teacher’s Manual contain facsimile Student Edition and ancillary pages.

Sing, Spell, Read & Write is a unique reading program for Pre-Kindergarten through second grade that uses carefully sequenced, systematic, explicit phonics instruction to build fluent independent readers. Using look, listen, point, sing-along, and echo routines along with gross-motor and fine-motor activities, the program actively engages the senses and effectively reaches all types of learners. This approach is strongly supported by current research on brain function, language acquisition, and reading.

The program is effective because the method requires total participation. Every student must respond individually to each step in the program. Students take turns playing games, singing songs, and taking part in a wide variety of multisensory activities. Children learn to read as early as kindergarten, and they can achieve complete decoding, fluency, and comprehension skills by the end of first grade.

Sing, Spell, Ready & Write uses a multi-sensory approach that makes learning to read fun. Songs help children remember what they’ve learned. Games allow for needed repetition and provide a nonthreatening atmosphere to master beginning skills.

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Common Core State Standards for English Language Arts Grade 1	Sing, Spell, Read & Write Level 1
Reading Standards for Literature	
Key Ideas and Details	
Literature 1. Ask and answer questions about key details in a text.	TM: 62-67, 77-79, 89-92, 102-104, 115-117, 123-128, 150, 154-155, 159-163, 170-173, 177, 184-185, 191, 195, 199-200, 204-206, 212-218, 224-226, 230-231, 235--236, 242-244, 248-249, 253-254, 262-264, 268-269, 275-276, 285-288, 292-294, 298-299, 307-308, 312-313, 317-319, 327-329, 333-335, 339-340, 348, 352-353, 357-359, 363
Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	TM: 160, 206, 231, 235, 242, 248, 254, 267, 286
Literature 3. Describe characters, settings, and major events in a story, using key details.	TM: 62-67, 77-79, 89-92, 102-104, 115-117, 123-128, 150, 154-155, 159-163, 170-173, 177, 184-185, 191, 195, 199-200, 204-206, 212-218, 224-226, 230-231, 235-236, 242-244, 248-249, 253-254, 262-264, 268-269, 275-276, 285-288, 292-294, 298-299, 307-308, 312-313, 317-319, 327-329, 333-335, 339-340, 348, 352-353, 357-359, 363
Craft and Structure	
Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TM: 68, 177, 218, 235, 248, 254, 275, 348 SE: <i>Book End Assessment: 6</i>
Literature 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.	TM: 102, 171, 248, 276, 286, 294
Literature 6. Identify who is telling the story at various points in a text.	TM: 115, 126

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Integration of Knowledge and Ideas	
Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.	TM: 62-65, 78, 90-91, 116-117, 124-125, 128, 195, 199, 204, 231, 243, 254, 262, 275, 294, 299, 307-308, 312-313, 318-319, 328-329, 333-334, 339, 359
8. (Not applicable to literature)	Not applicable according to Common Core State Standards for English Language Arts
Literature 9. Compare and contrast the adventures and experiences of characters in stories.	TM: 123, 128, 163, 185, 213
Range and Level of Text Complexity	
Literature 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	TM: <i>Practice/Apply – Reading the Story:</i> 61, 75, 88, 100, 113, 122, 149, 153, 158, 169, 176, 183, 190, 194, 198, 203, 211, 23, 229, 234, 241, 247, 252, 261, 267, 273, 284, 291, 297, 306, 311, 316, 326, 332, 338, 347, 351, 356, 362; <i>Guiding the Reading:</i> 62-67, 77-79, 89-92, 101-104, 115-117, 123-128, 150, 154-155, 159-163, 170-173, 177, 184-185, 191, 195, 199-200, 204-206, 212-218, 224-226, 230-231, 235-236, 242-244, 248-249, 253-254, 262-264, 268-269, 275-276, 282-288, 292-294, 298-299, 307-308, 312-313, 317-319, 327-329, 333-335, 339-340, 348, 352-353, 357-359, 363

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Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Ask and answer questions about key details in a text.	In <i>Sing, Spell, Read & Write</i> , students read storybooks that are not specifically written to convey information.
Informational Text 2. Identify the main topic and retell key details of a text.	
Informational Text 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Craft and Structure	
Informational Text 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
Informational Text 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.	
Informational Text 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
Integration of Knowledge and Ideas	
Informational Text 7. Use the illustrations and details in a text to describe its key ideas.	
Informational Text 8. Identify the reasons an author gives to support points in a text.	
Informational Text 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
Range and Level of Text Complexity	
Informational Text 10. With prompting and support, read informational texts appropriately complex for grade 1.	

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Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. Demonstrate understanding of the organization and basic features of print.	
Foundational Skills 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TM: <i>Writing Activities</i> can be used to teach skill, e.g., 42, 61, 76, 88, 101, 136, 142, 153, 157, 158, 168, 169, 175, 176, 180, 183, 190, 198, 211, 223, 229, 234, 241, 247, 252, 267, 273, 274, 283, 291, 297, 311, 326, 331, 338, 346, 347, 351, 356, 361
Phonological Awareness	
Foundational Skills 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Foundational Skills 2.a. Distinguish long from short vowel sounds in spoken single-syllable words.	TM: 43-45, 46-52, 53-58, 59-69, 70-73, 74-81, 82-85, 86-94, 95-98, 99-106, 107-110, 111-119, 144-146 SE: <i>Raceway Book:</i> 11, 27-28, 32-33, 37-38, 42-43, 48-49
Foundational Skills 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	TM: 47-52, 121 SE: <i>Raceway Book:</i> 13-16, 52-54
Foundational Skills 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	TM: 71, 80, 85, 93, 105, 118, 129, 145, 164, 186, 207, 219, 237, 255-257, 277-280, 300-301, 320-322, 341-343, 364-366 SE: <i>Bookend Assessment:</i> 6, 14, 22, 30, 38, 46, 54, 66, 78, 90, 102, 114, 115, 116, 126, 140, 141, 154, 155, 166, 167, 168, 178, 179
Foundational Skills 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	TM: 47, 49, 54, 71, 83, 96, 108 □

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Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	
Foundational Skills 3.a. Know the spelling-sound correspondences for common consonant digraphs.	TM: 49-52, 112, 152, 193, 196-200, 209-220, 232-234, 236-238, 250, 270-276, 345-348, 349-353, 354-356, 359 SE: <i>Raceway Book</i> : 17-26, 127, 129-130, 135-136, 142, 102, 158-159, 184, 185, 188
Foundational Skills 3.b. Decode regularly spelled one-syllable words.	TM: 71, 80, 85, 93, 105, 118, 129, 145, 164, 186, 207, 219, 237, 255-257, 277-280, 300-301, 320-322, 341-343, 364-366 SE: <i>Bookend Assessment</i> : 6, 14, 22, 30, 38, 46, 54, 66, 78, 90, 102, 114, 115, 116, 126, 140, 141, 154, 155, 166, 167, 168, 178, 179
Foundational Skills 3.c. Know final –e and common vowel team conventions for representing long vowel sounds.	TM: 144-146, 157, 175-176, 290, 305, 315, 331 SE: <i>Raceway Book</i> : 112-114, 119, 165, 169, 174
Foundational Skills 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	TM: 175, 361 SE: <i>Raceway Book</i> : 190-191
Foundational Skills 3.e. Decode two syllable words following basic patterns by breaking the words into syllables.	TM: 175, 361 SE: <i>Raceway Book</i> : 190-191
Foundational Skills 3.f. Read words with inflectional endings.	TM: 179-180, 182, 186, 197, 360-363 SE: <i>Raceway Book</i> : 122-124, 130, 190-191

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<p>Foundational Skills 3.g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TM: <i>Word Recognition:</i> 68, 80, 93, 105-106, 118, 129, 164, 186, 207, 219, 237, 255-257, 277-279, 300-302, 320-322, 341-343, 364-367 <i>Reading the Story:</i> 61, 75, 88, 100, 113, 122, 149, 153, 158, 169, 176, 183, 190, 194, 198, 203, 211, 23, 229, 234, 241, 247, 252, 261, 267, 273, 284, 291, 297, 306, 311, 316, 326, 332, 338, 347, 351, 356, 362; <i>Guiding the Reading:</i> 62-67, 77-79, 89-92, 101-104, 115-117, 123-128, 150, 154-155, 159-163, 170-173, 177, 184-185, 191, 195, 199-200, 204-206, 212-218, 224-226, 230-231, 235-236, 242-244, 248-249, 253-254, 262-264, 268-269, 275-276, 282-288, 292-294, 298-299, 307-308, 312-313, 317-319, 327-329, 333-335, 339-340, 348, 352-353, 357-359, 363 SE: <i>Bookend Assessment:</i> 6, 14, 22, 30, 38, 46, 54, 66, 78, 90, 102, 114, 115, 116, 126, 140, 141, 154, 155, 166, 167, 168, 178, 179</p>
<p>Fluency</p>	
<p>Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>Foundational Skills 4.a. Read on-level text with purpose and understanding.</p>	<p>TM: Practice/Apply – <i>Reading the Story:</i> 61, 75, 88, 100, 113, 122, 149, 153, 158, 169, 176, 183, 190, 194, 198, 203, 211, 213, 229, 234, 241, 247, 252, 261, 267, 273, 284, 291, 297, 306, 311, 316, 326, 332, 338, 347, 351, 356, 362; <i>Guiding the Reading:</i> 62-67, 77-79, 89-92, 101-104, 115-117, 123-128, 150, 154-155, 159-163, 170-173, 177, 184-185, 191, 195, 199-200, 204-206, 212-218, 224-226, 230-231, 235-236, 242-244, 248-249, 253-254, 262-264, 268-269, 275-276, 282-288, 292-294, 298-299, 307-308, 312-313, 317-319, 327-329, 333-335, 339-340, 348, 352-353, 357-359, 363</p>

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Foundational Skills 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TM: Practice/Apply – <i>Reading the Story:</i> 61, 75, 88, 100, 113, 122, 149, 153, 158, 169, 176, 183, 190, 194, 198, 203, 211, 213, 229, 234, 241, 247, 252, 261, 267, 273, 284, 291, 297, 306, 311, 316, 326, 332, 338, 347, 351, 356, 362; <i>Guiding the Reading:</i> 62-67, 77-79, 89-92, 101-104, 115-117, 123-128, 150, 154-155, 159-163, 170-173, 177, 184-185, 191, 195, 199-200, 204-206, 212-218, 224-226, 230-231, 235-236, 242-244, 248-249, 253-254, 262-264, 268-269, 275-276, 282-288, 292-294, 298-299, 307-308, 312-313, 317-319, 327-329, 333-335, 339-340, 348, 352-353, 357-359, 363
Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TM: 89, 195, 212, 231, 254, 263, 268, 276, 285, 286, 288, 339
Writing Standards	
Text Types and Purposes	
Writing 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.	TM: 247, 267, 297, 347, 362
Writing 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TM: 42, 88, 101, 158, 183, 198, 211, 223, 229, 234, 252, 284, 291, 306, 311, 356
Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TM: 57, 61, 76, 142, 180, 190, 194, 203, 274, 326, 332, 351
Writing 4. (Begins in Grade 3)	Not applicable according to Common Core State Standards for English Language Arts

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Production and Distribution of Writing	
Writing 5. 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.	TM: 316
Writing 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TM: 316
Research to Build Knowledge	
Writing 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).	TM: 284, 316, 356
Writing 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TM: 180, 252, 284, 356
Writing 9. (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts
Range of Writing	
Writing 10. (Begins in Grade 4)	Not applicable according to Common Core State Standards for English Language Arts

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Speaking and Listening Standards	
Comprehension and Collaboration	
Speaking/Listening 1. Participate in collaborative conversations about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
Speaking/Listening 1.a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	TM: <i>Sound and Letter Games:</i> 39, 44, 50, 57, 73, 76, 85, 88, 98, 101, 110, 114, 133-134, 142, 158, 169, 176, 180, 190, 198, 203, 211, 223, 229, 234, 241, 247, 252, 261, 267, 284, 306, 332, 338, 347, 351, 356
Speaking/Listening 1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TM: <i>Sign-Off:</i> 38, 41, 42, 45, 50, 55-56, 72, 84, 97, 109-110, 121, 135, 141, 146, 148, 153, 157-158, 168, 175-176, 180, 183, 189-190, 193, 197-198, 202, 210, 222, 228, 233, 240, 246, 251, 260, 266, 273, 283, 290, 296, 305, 311, 316, 325-326, 331, 337, 346, 350-351, 355-356, 361-362
Speaking/Listening 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.	TM: <i>Guiding the Reading:</i> 62-67, 77-79, 89-92, 101-104, 115-117, 123-128, 150, 154-155, 159-163, 170-173, 177, 184-185, 191, 195, 199-200, 204-206, 212-218, 224-226, 230-231, 235-236, 242-244, 248-249, 253-254, 262-264, 268-269, 275-276, 282-288, 292-294, 298-299, 307-308, 312-313, 317-319, 327-329, 333-335, 339-340, 348, 352-353, 357-359, 363
Speaking/Listening 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TM: <i>Guiding the Reading:</i> 62-67, 77-79, 89-92, 101-104, 115-117, 123-128, 150, 154-155, 159-163, 170-173, 177, 184-185, 191, 195, 199-200, 204-206, 212-218, 224-226, 230-231, 235-236, 242-244, 248-249, 253-254, 262-264, 268-269, 275-276, 282-288, 292-294, 298-299, 307-308, 312-313, 317-319, 327-329, 333-335, 339-340, 348, 352-353, 357-359, 363
Speaking/Listening 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TM: 61, 75, 88, 100, 113, 122, 149, 153, 169, 176, 183, 190, 194, 198, 203, 211, 223, 229, 234, 241, 247, 252, 261, 267, 273, 284, 291, 297, 306, 311, 316, 326, 332, 338, 347, 351, 356, 362

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Presentation of Knowledge and Ideas	
Speaking/Listening 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TM: 267, 316
Speaking/Listening 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TM: 267
Speaking/Listening 6. Produce complete sentences when appropriate to task and situation.	TM: 62-68, 77-79, 89-92, 102-104, 115-117, 123-128, 150, 154-155, 159-164, 170-173, 177, 184-186, 191, 195, 199-200, 204-206, 212-218, 224-226, 230-231, 235-236, 242-244, 248-249, 253-254, 262-364, 267, 268-269, 275-276, 285-288, 292-294, 298-299, 307-308, 312, 316, 317-319, 327-329, 333-335, 339-340, 348, 352-353, 357, 359
Language Standards	
Conventions in Writing and Speaking	
Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Language 1.a. Print all upper- and lowercase letters.	TM: 41, 42 SE: <i>Raceway Book</i> : 5-10
Language 1.b. Use common, proper, and possessive nouns.	TM: <i>Word Recognition</i> : 68, 80, 93, 105-106, 118, 129, 164, 186, 207, 219, 237, 255-257, 277-279, 300-302, 320-322, 341-343, 364-367 SE: <i>Bookend Assessment</i> : 6, 14, 22, 30, 38, 46, 54, 66, 78, 90, 102, 114, 115, 116, 126, 140, 141, 154, 155, 166, 167, 168, 178, 179
Language 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	TM: 197, 296, 297 SE: <i>Raceway Book</i> : 129-139, 166-167, 168
Language 1.d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).	TM: 93, 118, 219 SE: <i>Book End Assessment</i> : 22, 38, 90

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Language 1.e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	TM: <i>Word Recognition:</i> 68, 80, 93, 105-106, 118, 129, 164, 186, 207, 219, 237, 255-257, 277-279, 300-302, 320-322, 341-343, 364-367 SE: <i>Bookend Assessment:</i> 6, 14, 22, 30, 38, 46, 54, 66, 78, 90, 102, 114, 115, 116, 126, 140, 141, 154, 155, 166, 167, 168, 178, 179
Language 1.f. Use frequently occurring adjectives.	TM: 93, 186, 219, 237, 255, 300, 320, 366 SE: <i>Book End Assessment:</i> 22, 66, 90, 102, 114, 140, 154, 180
Language 1.g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	TM: 68, 256 SE: <i>Book End Assessment:</i> 6, 115
Language 1.h. Use determiners (e.g., articles, demonstratives).	TM: 68, 87 SE: <i>Book End Assessment:</i> 6
Language 1.i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	TM: 68, 105, 207, 320 SE: <i>Book End Assessment:</i> 6, 30, 78, 154
Language 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TM: <i>Writing Activities:</i> 42, 61, 76, 88, 101, 136, 142, 153, 157, 158, 168-169, 175-176, 180, 183, 190, 198, 211, 223, 229, 234, 241, 247, 252, 267, 273-274, 283, 291, 297, 311, 326, 331, 338, 346-347, 351, 356, 361
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Language 2.a. Capitalize dates and names of people.	TM: 223, 229
Language 2.b. Use end punctuation for sentences.	TM: <i>Writing Activities:</i> 42, 61, 76, 88, 101, 136, 142, 153, 157, 158, 168-169, 175-176, 180, 183, 190, 198, 211, 223, 229, 234, 241, 247, 252, 267, 273-274, 283, 291, 297, 311, 326, 331, 338, 346-347, 351, 356, 361

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Language 2.c. Use commas in dates and to separate single words in a series.	<i>Sing, Spell, Ready & Write</i> Level 1 combines movement and music with carefully sequenced instruction to help students quickly master phonics skills. This standard is outside the scope of this program at this level.
Language 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TM: 26, 32, 34, 54, 71, 83, 96, 108-109, 121, 148, 153, 158, 168, 176, 183, 189-190, 193, 197-198, 202, 210, 222, 228, 233, 240, 246, 251, 260, 266, 273, 283, 290, 296, 305, 311, 316, 325-326, 331, 337, 346, 350-351, 355-356, 361-362 SE: <i>Raceway Book:</i> 48-49, 52-54, 102-103, 112-114, 116-119, 123-124, 126, 127, 129-130, 132-133, 135-137, 139-140, 141, 142, 144-145, 146, 148-149, 151-152, 154-155, 158-159, 161-162, 164-165, 166-167, 169, 171-172, 173-174, 176-177, 179, 181-182, 184, 185, 187-188, 190-191
Language 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TM: 26, 32, 34, 54, 71, 83, 96, 103, 148, 168, 176, 183, 240, 246, 316, 356
Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	
Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	TM: 89, 195, 212, 231, 254, 263, 268, 276, 285, 286, 288, 339
Language 4.b. Use frequently occurring affixes as a clue to the meaning of a word.	TM: 178-180, 182 SE: <i>Raceway Book:</i> 120-121, 122, 123-124
Language 4.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks looked, looking</i>).	TM: 178-180, 182, 280 SE: <i>Raceway Book:</i> 120-121, 122

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Language 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
Language 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TM: 166-170 SE: <i>Raceway Book</i> : 116-117
Language 5.b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes)	TM: <i>Word Comprehension</i> : 68-69, 80-81, 93-94, 105-106, 118-119, 129-130, 164-165, 186-187, 207-208, 219-220, 237-238, 255-258, 277-279, 279-281, 399-302, 302-303, 320-323, 341-344, 364-367 SE: <i>Bookend Assessment</i> : 6, 14, 22, 30, 38, 46, 54, 66, 78, 90, 102, 114, 115, 116, 126, 140, 141, 154, 155, 166, 167, 168, 178
Language 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	TM: <i>Word Comprehension</i> : 68-69, 80-81, 93-94, 105-106, 118-119, 129-130, 164-165, 186-187, 207-208, 219-220, 237-238, 255-258, 277-279, 279-281, 399-302, 302-303, 320-323, 341-344, 364-367 SE: <i>Bookend Assessment</i> : 6, 14, 22, 30, 38, 46, 54, 66, 78, 90, 102, 114, 115, 116, 126, 140, 141, 154, 155, 166, 167, 168, 178
Language 5.d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	TM: 63, 249

**Sing, Spell, Read & Write, Level 1
to the
Common Core State Standards for English Language Arts
Grade 1**

Common Core State Standards for English Language Arts Grade 1	Sing, Spell, Read & Write Level 1
<p>Language 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., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>TM: <i>Word Comprehension:</i> 68-69, 80-81, 93-94, 105-106, 118-119, 129-130, 164-165, 186-187, 207-208, 219-220, 237-238, 255-258, 277-279, 279-281, 399-302, 302-303, 320-323, 341-344, 364-367 <i>Practice/Apply – Reading the Story:</i> 61, 75, 88, 100, 113, 122, 149, 153, 158, 169, 176, 183, 190, 194, 198, 203, 211, 213, 229, 234, 241, 247, 252, 261, 267, 273, 284, 291, 297, 306, 311, 316, 326, 332, 338, 347, 351, 356, 362; <i>Guiding the Reading:</i> 62-67, 77-79, 89-92, 101-104, 115-117, 123-128, 150, 154-155, 159-163, 170-173, 177, 184-185, 191, 195, 199-200, 204-206, 212-218, 224-226, 230-231, 235-236, 242-244, 248-249, 253-254, 262-264, 268-269, 275-276, 282-288, 292-294, 298-299, 307-308, 312-313, 317-319, 327-329, 333-335, 339-340, 348, 352-353, 357-359, 363 SE: <i>Bookend Assessment:</i> 6, 14, 22, 30, 38, 46, 54, 66, 78, 90, 102, 114, 115, 116, 126, 140, 141, 154, 155, 166, 167, 168, 178</p>