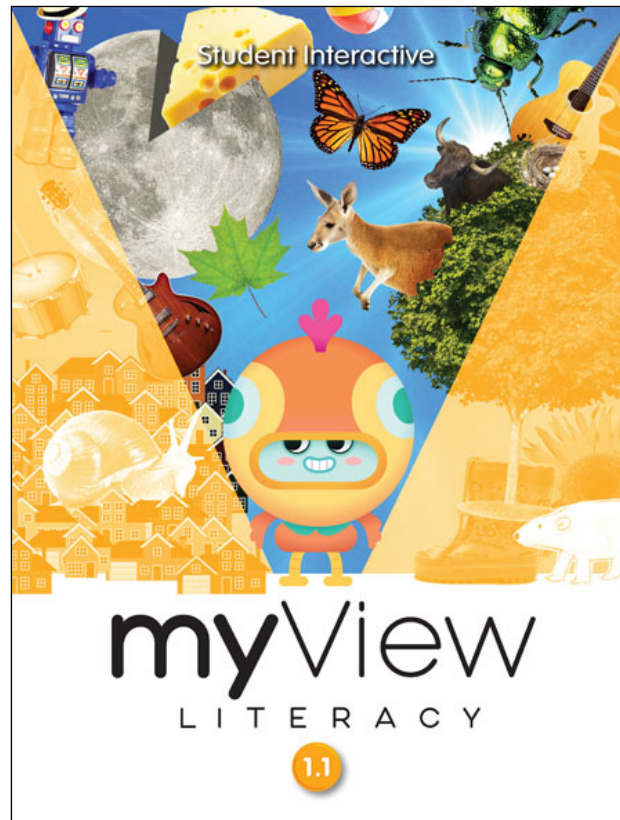


An Alignment of
myView Literacy
Grade 1, ©2020



To the
West Virginia Evaluation Criteria
Grade 1

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PUBLISHER:	Savvas Learning Company, LLC		
SUBJECT:	English Language Arts	SPECIFIC GRADE:	First Grade
COURSE:	4001	TITLE	myView Literacy
COPYRIGHT:	2020		
SE ISBN:	9780134908755 / 9780134908762 / 9780134908779 / 9780134908786 / 9780134908793	TE ISBN:	9780134909363 / 9780134909370 / 9780134909387 / 9780134909400 / 9780134909417
URL for Online Resources:	savvasrealize.com		
Teacher Demo Account Username:	myViewWVReview	Teacher Demo Account Password:	Welcome1
Student Demo Account Username:	WVSampleStudent1	Student Demo Account Password:	WVreview123

NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II –English Language Arts - Grade 1

Equity, Accessibility and Format –This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES –by County Adoption Committee
		<p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>The <i>myView Literacy</i> program includes literature selections that reflect our multicultural society. The literature selections and the illustrations and photographs represent a wide range of ethnic groups, nationalities, and cultures. The literature selections provide opportunities for students to read literature by and about people representing our culturally diverse society.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>The Blackout</i> T34–T43; from <i>Henry on Wheels</i> T92–T105 Unit 2: <i>Bigger Shoes for the Big Race</i> T262–T269 Unit 4: <i>Through Georgia’s Eyes</i> T34–T49; <i>Jackie Robinson</i> T98–T111; <i>Before the Railroad Came</i> T160–T167; <i>Eleanor Roosevelt</i> T278–T285 Unit 1: Images, T36, T37, T38, T39, T40, T41, T97, T98, T99 Unit 2: Images, T263, T264, T265, T266, T267 Unit 4: Images, T100, T101, T102, T103, T104, T105, T106, T107, T108, T109, T110</p>

		<p>2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p><i>myView Literacy</i> avoids stereotyping in presenting literature about groups. The program also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>The Blackout</i> T34–T43; from <i>Henry on Wheels</i> T92–T105 Unit 2: <i>Bigger Shoes for the Big Race</i> T262–T269 Unit 4: <i>Through Georgia’s Eyes</i> T34–T49; <i>Jackie Robinson</i> T98–T111; <i>Before the Railroad Came</i> T160–T167; <i>Eleanor Roosevelt</i> T278–T285</p>
		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p>The <i>myView Literacy</i> resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-Text relate directly to daily instruction. Students and teachers have tools to annotate, circle, highlight and interact with text. Teachers can select and assign digital assets to students and provide feedback.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; Digital Resources, xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9</p>
		<p>4. BIAS The instructional resource is free of political bias.</p>	<p><i>myView Literacy</i> offers a variety of unique product options to support a range of teaching and learning styles that are free from political bias.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Essential Question, T2, T7, T10, T438; <i>Look Both Ways!</i> T154–T161 Unit 2: <i>How Do Baby Animals Grow?</i> T149–T157 Unit 4: Essential Question, T2, T7, T10, T444; <i>Through Georgia’s Eyes</i> T34–T49; <i>Jackie Robinson</i> T98–T111; from <i>What Is the Story of Our Flag?</i> and <i>The First American Flag</i> T216–T225; <i>Eleanor Roosevelt</i> T278–T285 Unit 5: <i>Seasons Around the World</i> T94–T103</p>

		<p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p><i>myView Literacy</i> does not reference the Common Core academic standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Unit Goals, T5, T12 Unit 1: Learning Goal, T24, T26, T82, T144 Unit 4: Objectives, T24, T152, T208, T266</p>
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GENERAL EVALUATION CRITERIA

2021 –2027

Group II – English Language Arts

Grade 1

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

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:									
College- and Career- Readiness Skills										
Thinking and Problem-Solving Skills <i>English Language Arts Content:</i>										
Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners.	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;									

<p>(Continued) In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online. Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Project-Based Inquiry, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469 Unit 2: Project-Based Inquiry, T448–T449, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459 Unit 3: Project-Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467 Unit 4: Project-Based Inquiry, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475 Unit 5: Project-Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467</p>	<p>(Continued)</p> <ol style="list-style-type: none"> 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections; 							
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<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question. Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion.</p> <p>Students respond to and analyze text, synthesize information to make connections, and evaluate text evidence to justify oral and written responses. They are taught to use Academic Vocabulary, the language of instruction, to engage in collaborative conversations.</p> <p>Both quantitative and qualitative measures of Text Complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection found in the Student Interactive can be found on Savvas Realize™, the digital platform for <i>myView Literacy</i>. Charts are located in the Teacher's Edition as well as online.</p>	<p>2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>				
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<p>(Continued) Student Edition / Teacher Edition Examples: Unit 1: Essential Question, T2, T7, T10, T438; Academic Vocabulary, T20, T258 Unit 2: Text Complexity, R2–R7; Unit 4: Essential Question, T2, T7, T10, T444; Academic Vocabulary, T84, T202 Unit 5: Weekly Questions, xvii, T21, T71, T81, T138, T195</p>	<p>(Continued) 2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>							
<p>In each lesson, there are questions and activities that promote connections to the world, such as the social studies or science cross curricular perspectives as well as reflect and share opportunities to participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>Student Edition / Teacher Edition Examples: Unit 3: <i>Thumbs Up for Art and Music!</i> T270–T277 Unit 4: <i>Through Georgia's Eyes</i> T34–T49; <i>Jackie Robinson</i> T98–T111; <i>Before the Railroad Came</i> T160–T167; from <i>What Is the Story of Our Flag?</i> and <i>The First American Flag</i> T216–T225; <i>Eleanor Roosevelt</i> T278–T285 Unit 5: <i>Seasons Around the World</i> T94–T103</p>	<p>3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and</p>							

<p>For each week, <i>myView Literacy</i> offers a launch text and anchor text. To fully comprehend any text, students must participate in discussions about the texts as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: <i>Making a Map</i> T272–T279; Unit 2: <i>Bigger Shoes for the Big Race</i> T262–T269; Letter of Request, T448–T459; Unit 3: <i>Thumbs Up for Art and Music!</i> T270–T277; Unit 4: <i>Through Georgia’s Eyes</i> T34–T49; <i>Jackie Robinson</i> T98–T111; from <i>What Is the Story of Our Flag?</i> and <i>The First American Flag</i> T216–T225; <i>Eleanor Roosevelt</i> T278–T285; Unit 5: Write and Perform a Persuasive Play, T456–T467</p>	<p>4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.</p>				
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Information and Communication Skills/English Language Arts For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:

Many questions direct students to look back at the text to find support for their answer. Close Read notes provide students daily opportunities to respond in the text to further develop text meaning.

Student Edition / Teacher Edition

Examples:

Unit 2: Close Read, T37, T41, T97, T99, T265; Respond and Analyze: My View, T42– T43, T100–T101, T156–T157, T212–T213, T268–T269;
Unit 4: Reflect and Share: Talk About It, T74–T75, T192–T193, T252–T253;
Unit 5: Close Read, T37, T41, T155, T211; Respond and Analyze: My View, T44–T45, T102–T103, T158–T159, T218–T219, T276–T277

5. locate existing information in a variety of formats, interpret meaning and then create original communication;

<p>The Student Interactive provides learners with the opportunity to annotate text and complete Reading activities in meaningful ways as they work as a whole group, in small groups, or independently. Students record understandings and make connections as they close read selections. As they synthesize these understandings about how authors create engaging reads, they are preparing to apply what they learn to the task of authoring their own texts.</p> <p>Digital literacy instruction is a key component of myView Literacy. Students are taught to use search engines to conduct research and how to evaluate sources of information.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Conduct Research: Use Print Sources, T462–T463; Extend Research: Incorporate Media, T466–T467 Unit 2: Conduct Research: Use Print and Digital Sources, T452–T453; Extend Research: Incorporate Media, Revise and Edit, T456–T457 Unit 3: Conduct Research: Use Audio and Video Sources, T460–T461; Extend Research: Incorporate Media, Revise and Edit, T464–T465 Unit 4: Conduct Research: Interview a Person, T468–T469; Extend Research: Write a Thank-You Note, Revise and Edit, T472–T473 Unit 5: Conduct Research: Search Online, T460–T461; Extend Research: Explore Props and Costumes, Revise and Edit, T464–T465</p>	<p>6. make informed choices about sources and information; and</p>						
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<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question.</p> <p>Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion. Project-Based Inquiry allows students to use outside resources focusing on local and global issues.</p> <p>MyView Literacy provides students with opportunities to share their unit writing projects and their Week 6 projects with classmates, the school community, and through targeted and safe interactions in the broader community. Quest, an alternative Week 6 Social Studies project, and uEngineer It!, an alternative Week 6 Science project, expose students to varied issues and topics across content areas.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Essential Question, T2, T7, T10, T438; Conduct Research: Use Print Sources, T462–T463; Extend Research: Incorporate Media, T466–T467 Unit 2: Conduct Research: Use Print and Digital Sources, T452–T453; Extend Research: Incorporate Media,</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>					
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<p>(Continued) Revise and Edit, T456–T457; Celebrate, T416–T417 Unit 3: Conduct Research: Use Audio and Video Sources, T460–T461; Extend Research: Incorporate Media, Revise and Edit, T464–T465 Unit 4: Essential Question, T2, T7, T10, T444; Conduct Research: Interview a Person, T468–T469; Extend Research: Write a Thank-You Note, Revise and Edit, T472–T473 Unit 5: Conduct Research: Search Online, T460–T461; Extend Research: Explore Props and Costumes, Revise and Edit, T464–T465</p> <p>Digital Resources: Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p>	<p>(Continued) 7.interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>							
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Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

<p>The Project-Based Inquiry at the end of each unit in <i>myView Literacy</i> is another opportunity for formal presentations and reflection on texts read. The Project-based Inquiry students complete at the end of the unit is a culminating project that encourages students to look back at all of the texts they read in the unit and reflect on the Unit Essential Question and theme. The PBI combines inquiry and research skills to create a real-world, authentic hands-on product aligned to the standards while supporting social emotional development in all learners. Students present their research findings at the end of the project. To accompany the teacher</p>	<p>8. conduct academically appropriate research, validate sources, and report ethically on findings;</p>							
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<p>(Continued) resources, teachers will find an oral presentation rubric to help evaluate student presentations. These rubrics are also provided in student-friendly formats to help them prepare for their presentation.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Project Based Inquiry: Inquire: Introduce the Project, T448–T449 (Letter of Request); Explore and Plan: Introduce Persuasive Writing, T450–T451; Conduct Research: Use Print and Digital Sources, T452–T453; Collaborate and Discuss: Analyze Student Model, T454–T455; Extend Research: Incorporate Media, Revise and Edit, T456–T457; Celebrate and Reflect, T458–T459 Unit 4: Project Based Inquiry: Inquire: Introduce the Project, T464–T465 (Interview an Older Person About Someone Who Was Important to Them); Explore and Plan: Explore Informational Writing, T466–T467; Conduct Research: Interview a Person, T468–T469; Collaborate and Discuss: Analyze Student Model, T470–T471; Extend Research: Write a Thank-You Note, Revise and Edit, T472–T473; Celebrate and Reflect, T474–T475</p>	<p>(Continued) 8. conduct academically appropriate research, validate sources, and report ethically on findings;</p>						
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<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program's robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital format.</p> <p>In Writing Workshop, students are encouraged to use technology to draft and share their work as well as to publish their written work. Students learn how to incorporate media into their presentations. Through peer reviews and feedback, they learn the impact of multimodal presentations.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Leveled Readers Library, T8–T9 Unit 1: Extend Research: Incorporate Media, T466–T467; Explore Digital Tools We Can Use, T350–T351 Unit 2: Conduct Research: Use Print and Digital Source, T452–T453; Extend Research: Incorporate Media, Revise and Edit, T456–T457; Unit 3: Conduct Research: Use Audio and Video Sources, T460–T461; Extend Research: Incorporate Media, Revise and Edit, T464–T465 Unit 4: Respond and Analyze: My View, T48–T49, T110–T111, T166–T167, T226–T227, T284–T285; Unit 5: Leveled Readers, T202–T203, T262–T263; Conduct Research: Search Online, T460–T461</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>						
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<p>Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion.</p> <p>The focus of instruction in speaking and listening is on participating effectively in discussions (one-on-one, group, and teacher-led) with diverse partners about substantive topics, and on presenting information effectively.</p> <p>In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills. At the end of each unit, a Project-Based Inquiry assignment allows students time to collaborate with peers and share their presentations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Book Club, T470–T487; Unit 2: Book Club, T460–T477; Reflect and Share T68–T69, T126–T127, T182–T183, T238–T239, T294–T295; Unit 3: Book Club, T468–T485; Project–Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467; Unit 5: Book Club, T468–T485; Project–Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467</p>	<p>10. engage in self-directed inquiry;</p>					
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<p>The daily reading block is divided into whole group, small group, and independent learning activities. Students have multiple opportunities to participate in classroom discussions and Turn, Talk ,and Share activities during whole class instruction. During Assess and Differentiate, students are working with their classmates in small strategy groups or at learning centers. During independent reading, partner reading is supported.</p> <p>Learning to work collaboratively is a tenet of <i>myView Literacy</i>. Students are taught how to present to a group, listen attentively, and respond appropriately. Students learn to work collaboratively with a group in both Writing Club and Book Club. Week 6 Project-Based Inquiry provides students with multiple opportunities to collaborate as they plan and develop their projects, participate in Peer Review, and practice their presentations.</p> <p><u>Student Edition / Teacher Edition</u> Examples: Unit 1: Book Club, T470–T487; Turn and Talk, T145; Collaborate and Discuss: Analyze Student Model, T464–T465 Unit 2: Book Club, T460–T477; Reflect and Share T68–T69, T126–T127, T182–T183, T238–T239, T294–T295; Turn and Talk, T83, T253 Unit 3: Book Club, T468–T485; Project–Based Inquiry: Collaborate and Discuss: Analyze Student Model, T462–T463 Unit 4: Writing Club, T413 Unit 5: Book Club, T468–T485; Project–Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467</p>	<p>11. work collaboratively; and</p>				
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<p><i>MyView Literacy</i> offers instruction that allows students to work together in whole group activities, in small group, in peer collaborative activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help students understand the task, complete the task, and share the information.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Units 1-5: Opinion Writing, WW1–WW47 Unit 1: Small Group Activities, Collaborative Activities, T31, T65, T89, T117; Unit 2: Reflect and Share: Talk About It, T68–T69, T126–T127, T238–T239; Unit 3: <i>Thumbs Up for Art and Music!</i> T270–T277; Unit 4: Prepare for Celebration, T428; Unit 5: Project–Based Inquiry, T456–T467; Collaborate and Discuss, T462–T463</p>	<p>12. practice time and task management skills in problem-based learning situations.</p>					
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Developmentally Appropriate Instructional Resources and Strategies *For student mastery of college- and career- readiness standards, the instructional resources*

In the *myView Literacy* Teacher's Editions and Resource components, teachers will find abundant practice and authentic application in both print and digital formats. Review and assessment occur on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today's digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness).

Student Edition / Teacher Edition

Examples:

Unit 1-5: Unit Goals, T5, T12

Unit 1: Learning Goal, T24, T26, T82, T144; Objectives, T20, T26, T34, T58;

Unit 4: Objectives, T144, T148, T158, T172, T190

- 13.** are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.

<p><i>myView Literacy</i> provides frequent and sustained opportunities for students to practice the foundational skills to become active and engaged learners. The program uses the latest technologies to allow for regular and frequent practice of all foundational skills. Phonics and Phonological Awareness instruction is developmentally sequenced and includes practice pages, letter, word, and picture cards. In grades K-2, a decodable story/text in the Student Interactive helps students develop fluency and shows them the utility of what they are learning.</p> <p>A Foundational Skills and Word Study Scope and Sequence (English & Spanish) is provided in the myView Foundational Skills brochure pages 10–22.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Be a Fluent Reader, T141 Fluency, T22, T80, T138, T194, T250; Distinguish Long from Short Vowel Sounds, T292–T293, T438–T439 Unit 3: Leveled Readers, T88–T89; Decodable Story, T60– T61, T124–T125, T180–T181, T236–T237, T292–T293, T450–T451; Consonant Digraphs, T18–T19, T32–T33, T132–T133 Unit 5: Segment and Blend Phonemes, T51, T58, T108–T109, T126–T127, T136–T137, T164–T165, T224–T225, T252–T253, T438–T439, T454–T455</p>	<p>14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.</p>				
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<p>Students take ownership of their learning through focused instruction in relevant contexts that helps them develop independent reading, writing, speaking, listening, and thinking skills in the context of meaningful projects. In addition, the program uses the social nature of learning and collaboration to engage students and encourage active learning. Student voice and choice are present in collaborative activities, presentation opportunities, creative expression opportunities, and selection of independent reading texts that align with student interests and learning styles</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Conduct Research: Use Print Sources, T462–T463; Extend Research: Incorporate Media, T466–T467 Unit 2: Conduct Research: Use Print and Digital Sources, T452–T453; Extend Research: Incorporate Media, Revise and Edit, T456–T457 Unit 3: Conduct Research: Use Audio and Video Sources, T460–T461; Extend Research: Incorporate Media, Revise and Edit, T464–T465 Unit 4: Conduct Research: Interview a Person, T468–T469; Extend Research: Write a Thank-You Note, Revise and Edit, T472–T473 Unit 5: Conduct Research: Search Online, T460–T461; Extend Research: Explore Props and Costumes, Revise and Edit, T464–T465</p>	<p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>						
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Throughout every unit, students utilize academic vocabulary as they develop knowledge about language to make connections between reading and writing. They are immersed in instruction that allows them to read like a writer and write for a reader. Language objectives are integrated with reading and writing objectives throughout the daily ELA/Reading block lessons. Fluency is addressed in Listening Comprehension, and presentation skills are an integral part of writing and research projects.

Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion. In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills.

Student Edition / Teacher Edition

Examples:

Unit 1:

Fluency, T22, T80, T103, T142;
 Shared Read: Academic Vocabulary: Context Clues, T158; Shared Read: Language & Conventions: Adjectives and Articles, T213; Academic Vocabulary, T12–T13; Listening Comprehension, T22–T23; Read Like a Writer/Write for a Reader: Word Choice, T114–T115

Unit 2:

Read Like a Writer: Writer's Craft: Word Choice, T52–T53
 Write for a Reader: Writer's Craft, T52–T53

Unit 4: Reflect and Share: Talk About It, T74–T75, T192–T193, T252–T253

16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.

<p>Focused conversations are a centerpiece of the program’s daily educational experience. Each student uses his or her schema to make connections and put new information into a meaningful context. Students develop the ability to express ideas and a logical point of view. Through academic discourse, they put forth knowledge that is accurate and relevant to the issues under discussion.</p> <p>MyView Literacy allows students to apply, develop, and expand their personal schemas through reading, listening, and viewing a variety of genres and media. First read strategies encourage students to draw on their prior knowledge to make connections to the text so their reading is more meaningful. Through think aloud strategies, students learn how active listeners make connections to improve comprehension. Robust digital assets expand the multisensory capacity of the proven instruction. Each unit begins with a theme-related video, allowing students to build initial knowledge to successfully access upcoming new content.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Introduce the Unit, T10–T11; Introduce the Text: First Read Strategies, T34–T35; Reflect and Share: Talk About It, T248–T249; Listening Comprehension, T22–T23, T80–T81, T142–T143, T198–T199, T260–T261; Collaborate and Discuss, T464–T465; Shared Read: Introduce the Text: Read, T34</p>	<p>17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>					
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<p>(Continued) Unit 3: Make Connections, T126–T127 Unit 4: Reflect and Share: Talk About It, T252–T253; Listening Comprehension, T22–T23, T86–T87, T148–T149, T204–T205, T264–T265; Collaborate and Discuss, T470–T471</p>	<p>(Continued) 17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>				
<p><i>myView Literacy</i> provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are easily noted at point of use on Teacher’s Edition pages. <i>myView Literacy’s</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Interact with Sources: Explore the Infographic, T20–T21, T78–T79, T196–T197, T258–T259 Explore the Diagram, T140–T141 Extend Research: Incorporate Media, T466–T467; Unit 2: Explore the Infographic, T20–T21, T136–T137 Explore the Diagram, T78–T79; Unit 3: Explore the Infographic, T20–T21, T80–T81, T144–T145, T256–T257; Conduct Research: Use Audio and Video Sources, T460–T461; Unit 4: Explore the Infographic, T146–T147, T262–T263; Unit 5: Explore the Infographic, T20–T21, T138–T139, T254–T255</p>	<p>18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;</p>				

<p>Each day at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. <i>myView Literacy</i> instructional resources offer opportunities for students to build an understanding of sequencing from ordering of events to retelling, summarizing, paraphrasing, and synthesizing texts. Information such as timelines and infographics can be accessed visually as students explore the Interact with Sources feature. Students read procedural texts and learn to recognize different text structures, including chronological text structure and signal words. Cross-Curricular Perspectives for Social Studies and Science benefit students' understanding of sequencing of time and events, both across history and within a text.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Cross-Curricular Perspectives, T212, T219, T274; Procedural Text, T262-T263; <i>Making a Map</i>, T272–T277; Unit 2: Describe Plot, T28, T41, T43, T52–T53; Unit 4: Describe Plot, T332–T333; Sequence of Events, T372–T373, T376–T377, T380–T381, T384–T385, T388; Interact with Sources, T20–T21; T84–T85; Historical Fiction, T150–T151; <i>Before the Railroad Came</i>, T160–T165 Unit 5: Steps in a Process, T368–T369, T372–T373</p>	<p>19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;</p>						
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<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online. Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 2: Project Based Inquiry: Inquire: Introduce the Project, T448–T449 (Letter of Request); Explore and Plan: Introduce Persuasive Writing, T450–T451; Conduct Research: Use Print and Digital Sources, T452–T453; Collaborate and Discuss: Analyze Student Model, T454–T455; Extend Research: Incorporate Media, Revise and Edit, T456–T457; Celebrate and Reflect, T458–T459</p> <p>Unit 4: Project Based Inquiry: Inquire: Introduce the Project, T464–T465 (Interview an Older Person About Someone Who Was Important to Them); Explore and Plan: Explore Informational Writing, T466–T467; Conduct Research: Interview a Person, T468–T469; Collaborate and Discuss: Analyze Student Model,</p>	<p>20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>							
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<p>(Continued) T470–T471; Extend Research: Write a Thank-You Note, Revise and Edit, T472–T473; Celebrate and Reflect, T474–T475</p>	<p>(Continued) 20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>				
<p>myView Literacy includes a balanced representation of cultures and groups in multiple settings, occupations, and lifestyles. Social diversity is integrated throughout the lessons. Using authentic texts to deliver instruction provides an engaging and relevant learning experience for students. Our goal is that readers will be able to both see themselves in the literature and see the lives of other people who don't look like them. Savvas' solutions include content that builds positive images of gender roles and special population groups. We strive to include only the highest quality literature that has been recommended by master teachers around the nation for representing the most basic democratic, moral, and economic values that all Americans embrace.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: <i>The Blackout</i> T34–T43 (Realistic Fiction); Unit 2: <i>The Life of a Frog</i> T34–T43 (Informational Text); <i>The Life Cycle of a Sunflower</i> T92–T101 (Informational Text); <i>Bigger Shoes for the Big Race</i> T262–T269 (Drama); Unit 3: <i>The Ant and the Grasshopper</i> T34–T45 (Fable); <i>The Clever Monkey</i> T94–T109 (Folktale); Unit 4: <i>Through Georgia's Eyes</i> T34–T49 (Biography); <i>Eleanor Roosevelt</i> T278–T285 (Biography); Unit 5: <i>Seasons Around the World</i> T94–T103 (Informational Text)</p>	<p>21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes:</p> <ul style="list-style-type: none"> a. Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter. b. Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level. 				

<p>Students develop academic word knowledge with generative vocabulary that is content or topic-area based in myView Literacy. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Each lesson includes Vocabulary Skills/Strategies that help students increase their word knowledge through direct instruction and meaningful practice. Words are generated by meaning, word parts, and context clues throughout the week. Assessment options are included at all stages of the learning process. At the conclusion of the unit, students apply the list of words generated within the research Project-Based Inquiry.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Develop Vocabulary, T42–T43, T222–T223, T278–T279; Academic Vocabulary, T12–T13, T26–T27, T84–T85, T97, T146–T147, T158 Unit 2: Develop Vocabulary, T42–T43, T100– T101, T268–T269; Academic Vocabulary, T12–T13, T198–T199, T208, T254–T255 Unit 3: Develop Vocabulary, T44–T45, T108–T109, T164–T165; Academic Vocabulary, T150–T151, T161, T206–T207, T218, T262–T263, Unit 4: Develop Vocabulary, T48–T49, T284– T285; Academic Vocabulary, T12–T13, T208–T209, T220, T268–T269 Unit 5: Develop Vocabulary, T158–T159, T218–T219, T276–T277</p>	<p>22. include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>					
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<p>During the Writing Block, teachers and students focus on the skills and practices necessary to write effectively. As students begin putting their thoughts on the page, teachers are encouraged to create and share their own writing. These various examples of writing—authentic, teacher, and student—serve as approximations of good writing in the various stages of the writing process. Teachers select focused minilessons flexibly to tailor their instruction to students' needs and interests. Collaborative conversations guide students as they work to communicate effectively for specific audiences and purposes. Conferring (teacher-student and peer-to-peer) is a hallmark of the program and is a recursive practice throughout the blocks.</p> <p>The elements of the writing process are addressed in depth through the Writing Block component of the program. The block's central focus is to develop independent writers. To that end, students will progress through the following tasks:</p> <p>Modeled/Interactive Writing. Teachers model the writing and thought processes within a Think Aloud and through the Writing Minilessons. Teachers are supported with minilessons that immerse students in the genre of writing and understand the basic tenets of writing in that genre.</p> <p>Shared Writing. Shared Writing is a collaborative time where teachers and students engage in a discussion about the topic or text. The block minilessons help guide this shared writing activity.</p>	<p>23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>						
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<p>(Continued)</p> <p>Guided Writing. Explicit instruction in the minilessons or use of the conferring prompts help with the explicit instruction to support guided Independent Writing. Each day, time is set aside for students to write independently and practice. During this time, teachers can also conduct one-to-one conferences to review and explore student work and work on specific writing skills individual students may need. Conferring prompts and conferring checklists are provided for the teacher to help guide those conferring opportunities. The following examples show the range of genres taught during the <i>myView Literacy</i> Writing blocks: <i>Fiction, Personal Narrative, Poetry, Procedural texts/how-to books, Opinion Essay, Informational Book Writing.</i></p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Opinion Writing, WW1a–WW47</p> <p>Unit 2: Write an Informational Book, T308–T309, T312–T313, T316–T317, T320–T321, T324–T325, T328–T333, T336–T337, T340– T341, T344–T345, T348–T349, T352–T357, T360–T361, T364–T365, T368–T369, T372–T373; Persuasive Writing, T450–T451, T452–T453, T454–T455</p> <p>Unit 4: Write a Personal Narrative, T324–T325, T328–T329, T332–T333, T336–T337, T340–T341, T348–T349, T352–T353, T356–T357, T360–T361, T364, T372–T373, 376–377, 380–381, 384–385, 388–T389</p> <p>Unit 4: Reflect and Share: Write to Sources, T136–T137, T310–T311</p> <p>Unit 5: Reflect and Share: Write to Sources, T128–T129, T184–T185; Opinion Writing, WW1a–WW47</p>	<p>(Continued)</p> <p>23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>					
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<p><i>myView Literacy</i> integrates daily routines and informal opportunities to measure student understanding and monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Conferring Checklists; Rubrics; Progress Check-Ups; and Assess Understanding. To help striving students, <i>myFocus Intervention</i> is referenced within the Small Group pages as a Tier 2 solution. These activities provide teachers with suggested reteaching activities for students in need of more support in skill practice and application. Every lesson includes an intervention activity. <i>myFocus Intervention</i> is integrated with <i>myView Literacy</i>. <i>myFocus Intervention</i> provides focused instruction in Foundational Skills (Phonological Awareness, Phonics, Spelling, Vocabulary, and Fluency) and Reading, Writing, and Language (Reading Literature, Reading Informational Text, Writing, Language and Conventions, and Inquiry and Research). The lessons are skills-based, allowing teachers to flexibly select lessons based on the needs of students. The Teacher's Guide includes integrated student blackline masters and Checkpoint Assessments for ongoing formative assessment. To accompany the lessons in <i>myFocus Intervention</i>, students work from <i>myFocus Reader</i> (grades 1-5; in Kindergarten students use decodable readers). On days when instruction includes the <i>myFocus Reader</i> or the Decodable Book, students are applying and practicing the skills taught during whole group instruction.</p>	<p>24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>					
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<p>(Continued) <i>myFocus Reader</i> is an application of reading comprehension, vocabulary, and foundational skills. Teacher support for the <i>myFocus Reader</i> is found on Realize. <i>myFocus Intervention TG</i>, <i>myFocus Reader</i>, and online teaching support are available in English and Spanish.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Quick Check, T33, T51, T83; Assess Prior Knowledge, T68; Intervention Activity, T30, T54; Unit 2: Find/Identify Main Idea, T28, T29, T37, T50–T51, T312–T313, T332–T333; Unit 5: Intervention Activity, T204, T222</p>	<p>(Continued)</p> <p>24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>							
<p>Savvas Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on the platform provide a variety of content formats to meet diverse student needs. From Microsoft® Word documents, PDFs, interactive pieces with embedded audio, and digital tests to videos, this variety gives students flexibility to learn in a way that will help them retain information.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Leveled Readers Library, T8–T9</p>	<p>25. provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);</p>							

<p>The Small Group professional development guide(print/online) builds pedagogical knowledge along with practical classroom activities and visuals. Savvas Learning Company's Professional Development offers the most comprehensive staff development solutions that range from product orientation to system-wide training on content, technology, skills, and issues. In partnership with your district, Savvas will provide a consistent collaborative framework to establish a customized and ongoing professional development system, utilizing a variety of formats, including on-site workshops, online programs, built-in support, video, and print-based reference materials. Our Curriculum Specialists have years of teaching and consulting experience, and each specialist is truly an expert. Savvas will provide on-site staff development after school, or in the form of half- or all-day workshops. Upon adoption, curriculum specialist presentations/trainings may be arranged through your local representative or regional office. Online professional development is also available through www.mysavvastraining.com. Instructor-led webinars are available for registration. Online tutorials on teaching, learning, and assessing offer teachers training that will meet their own schedule. These tutorials are available 24 hours a day, 7 days a week. In addition, myView Literacy offers program, topic, and lesson professional development videos online on SavvasRealize.com.</p>	<p>26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>							
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<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Expert's View, T140, T270, T458; Small Group Guide, T65, T165</p> <p>Unit 2: Expert's View, T136, T448, T464; Small Group Guide, T123, T225</p> <p>Unit 4: Expert's View, T56, T274, T468;</p> <p>Unit 5: Expert's View, T80, T166, T224</p>	<p>(Continued)</p> <p>26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>				
<p>myView Literacy offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club; Print and Digital Resources including Student Interactive, Leveled Readers, Trade Books and Songs and Poems Big Book. Students have access to the complete online Leveled Reader Library including online leveled support that includes background videos and interactive graphic organizers.</p> <p>For each weekly text selection, comprehension is first assessed with questions that build in cognitive rigor to check for understanding. The second read of the selection is a deeper dive; readers are guided by targeted minilessons relating to the genre of the text to focus on the information the text provides. Close Read questions guide students to annotate the text so their answers are substantiated with evidence from the</p>	<p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>				

<p>(Continued) text. This high-quality sequence of text-dependent questions allows students to discuss specific ideas in the text that are important to the meaning, explain and support their ideas, and transfer knowledge to analyze and compare texts and make connections to the broader world.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Ask and Answer Questions, T87, T99, T101, T122–T123, T406; Use Text Evidence, T60–T61; Check for Understanding, T161 Unit 3: Describe Main Events and Setting, T208, T217, T219, T228–T229; Reflect and Share, T134–T135, T246–T247; Unit 4: Find/Identify Main Idea, T22–T23, T211, T270, T279, T283, T292–T293; Reflect and Share, T310–T311; Unit 5: Persuasive Text, T142–T143, T146, T155, T157, T166–T167</p>	<p>(Continued) 27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>										
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<p>Within <i>myView Literacy</i> program, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. Text-dependent and text-specific questions provided in the Teacher's Edition include the First Read questions, in which students explore the content of the selections, and the Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 2: Close Read, T37, T41, T97, T99, T265; Respond and Analyze: My View, T42–T43, T100–T101, T156–T157, T212–T213, T268–T269; Unit 4: Reflect and Share: Talk About It, T74–T75, T192–T193, T252–T253; Unit 5: Close Read, T37, T41, T155, T211; Respond and Analyze: My View, T44–T45, T102–T103, T158–T159, T218–T219, T276–T277</p>	<p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>						
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Life Skills For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The collections of texts in *myView Literacy* are organized around central themes such as My Neighborhood, I Spy, Imagine That, Making History, and Beyond My World. Within each unit, print and digital texts have been chosen that encourage careful reading and include informational texts and literature. The Independent Reading feature guides students to self-select texts that ensure a successful reading experience, build reading stamina, and foster a love of reading.

Both quantitative and qualitative measures of text complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection in the Student Interactive can be found on Savvas Realize™ as well as in the Teacher's Edition, print and online.

Student Edition / Teacher Edition

Examples:

Unit 1: *The Blackout* T34–T43 (Realistic Fiction);

Unit 2: *The Life of a Frog* T34–T43 (Informational Text); *The Life Cycle of a Sunflower* T92–T101 (Informational Text); *Bigger Shoes for the Big Race* T262–T269 (Drama);

Unit 3: *The Ant and the Grasshopper* T34–T45 (Fable); *The Clever Monkey* T94–T109 (Folktale); Independent Reading, T11; Text Complexity Charts, R2–R6

Unit 4: *Through Georgia's Eyes* T34–T49 (Biography); *Eleanor Roosevelt* T278–T285 (Biography);

Unit 5: *Seasons Around the World* T94–T103 (Informational Text)

29. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.

<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, Big Books, trade books, and Decodable Readers that children can read aloud, and the main selections that can be used for reading along and aloud.</p> <p><i>MyView Literacy</i> is designed to allow students to achieve visual and media literacy as they access high-quality texts by notable authors and illustrators. Every unit opens with a video to engage students in the Essential Question. Genre units of study are part of the program architecture beginning in Kindergarten allowing students to identify genre characteristics for both fiction and nonfiction texts and read across a variety of genres and subgenres. The Interact with Sources feature enhances visual and media literacy as students access information via timelines, infographics, charts and graphs, and images. Digital literacy instruction is crucial to students' success as they learn about Internet safety, how to evaluate digital sources, how to create multimedia presentations, and how to access multimodal texts.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Interact with Sources: Explore the Infographic, T20–T21, T78–T79, T196–T197, T258–T259 Explore the Diagram, T140–T141 Extend Research: Incorporate Media, T466–T467; Unit 2: Explore the Infographic, T20–T21, T136–T137; Explore the Diagram, T78–T79;</p>	<p>30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>					
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<p>(Continued) Conduct Research: Use Print and Digital Sources, T452–T453; Extend Research, T456–T457 Unit 3: Introduce the Unit, T10; Folktale, T84–T85; Explore the Infographic, T20–T21, T80–T81, T144–T145, T256–T257; Conduct Research: Use Audio and Video Sources, T460–T461 Unit 4: Explore the Infographic, T146–T147, T262–T263; Explore the Web Site, T84–T85 Unit 5: Explore the Infographic, T20–T21, T138–T139, T254–T255</p>	<p>(Continued) 30.achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>							
<p><i>myView Literacy</i> is a student-centered, ELA curriculum for grades K–5, grounded in the science of reading, with a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, <i>myView Literacy</i> transforms the classroom of today into a dynamic learning environment for the next generation of learners. The solution is a blended, integrated curriculum that promotes student ownership of learning through goal setting, student choice, and reflection. <i>myView Literacy</i> encourages social collaboration and links together knowledge, skills, and learning behaviors while at the same time utilizing gradual release, project-based inquiry, and rigorous standards to support defined learning outcomes with learning activities, instruction, and assessments that address the needs of today’s diverse classrooms. For teachers, <i>myView Literacy</i> offers critical opportunities for modeling, monitoring, and providing guided and corrective feedback that addresses students at an appropriate literacy</p>	<p>31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>							

<p>(Continued) level and challenges them to greater achievement. The solution was designed to bring teacher expertise together with student potential to develop important lifelong skills that increase critical thinking, knowledge building, effective communication, and the strategic use of technology in order to inspire students from all backgrounds in the pursuit of becoming lifelong readers and writers.</p> <p>The program includes literature selections that not only reflect our multicultural society, but our global society as well. Text selections from around the world introduce students to stories, histories, and issues that may be new to them. As students read about the challenges of cultures around the world and in their neighborhoods, they develop a wider perspective.</p> <p>During the Week 6 Project-Based Inquiry, students research, report on, and respond to issues that they are faced with every day, and others that may be new to them, expanding their world view.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Week 6 Project-Based Inquiry, T458–T468 Unit 3: <i>Thumbs Up for Art and Music!</i> T270–T277 Unit 4: <i>Through Georgia’s Eyes</i> T34–T49; <i>Jackie Robinson</i> T98–T111; <i>Before the Railroad Came</i> T160–T167; from <i>What Is the Story of Our Flag?</i> and <i>The First American Flag</i> T216–T225; <i>Eleanor Roosevelt</i> T278–T285</p>	<p>(Continued) 31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>								
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During the Week 6 Project-Based Inquiry of each unit, students gather information and evidence from multiple sources (print, digital, authentic voices) as they work on a research project. Students think critically, collaborate, and interact with texts, eventually celebrating their finished work by presenting it to the class or other audiences. The instructional architecture of Writing in *myView Literacy* also addresses this requirement as students examine mentor texts, brainstorm ideas, work through the writing process, and then determine how they will publish and present their work. Finally, Talk About It activities in Reflect and Share also provide these types of opportunities in small or whole group environments.

Student Edition / Teacher Edition

Examples:

Unit 1: Reflect and Share: Talk About It, T68–T69, T186–T187, T248–T249; Explore What Good Writers Do, T326; Brainstorm Ideas, WW5;

Unit 2: Celebrate, T416–T417; Inquire: Introduce the Project, T448–T449 (Letter of Request); Explore and Plan: Introduce Persuasive Writing, T450–T451; Conduct Research: Use Print and Digital Sources, T452–T453; Collaborate and Discuss: Analyze Student Model, T454–T455; Extend Research: Incorporate Media, Revise and Edit, T456–T457; Celebrate and Reflect, T458–T459; Brainstorm a Topic and Main Idea, T320

Unit 3: Respond and Analyze: My View, T44–T45, T108–T109, T164–T165, T220–T221, T276–T277; Publish and Celebrate, T424–T425

- 32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).

<p>(Continued) Unit 4: Reflect and Share: Talk About It, T74–T75, T192–T193, T252–T253; Conduct Research, T468–T469; Celebrate and Reflect, T474–T475 Unit 5: Reflect and Share: Write to Sources, T128–T129, T184–T185</p>	<p>(Continued) 32. opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>				
<p>Assessment</p>					
<p>Each unit begins with a Unit Launch which includes an introduction to the Essential Question. An initial self-assessment is provided to students where they can determine how well they know or are prepared for the unit objectives. The checklists are provided in student friendly language. This self-assessment will help teachers see if students have the prerequisite skills needed for the lessons in the unit. This self-assessment is referred to later on at the end of the unit to help students see how they have progressed. This encourages students to take ownership of their learning. Throughout the units, minilessons for shared reading provide a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic learning goals.</p>	<p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>				

<p>(Continued) <i>myView Literacy</i> also includes a wealth of assessment resources that are available in print or digital format. Digital assessments include two delivery methods which help teachers create, deliver, score, and report against mastery of the standards.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Turn, Talk, and Share, T10, T12, T25, T53; Language and Conventions: Present Tense Verbs, T357; Writing Assessment, T311 Unit 2: Reflect and Share, T68–T69, T126–T127, T182–T183, T238–T239, T294–T295; Writing Rubric, T421; Research Project Rubric, T427; 4-point Research Project Rubric, T427 Unit 4: Minilessons, T88, T124; Unit 5: Reflect and Share, T70–T71, T128–T129, T184–T185, T244–T245, T302–T303; Language and Conventions: Compound Sentences, T435</p>	<p>(Continued)</p> <p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>							
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<p><i>myView Literacy</i> provides an extensive collection of formative assessment opportunities. Quick Checks, Conferring Checklists, Weekly Progress Check Ups, Cold Reads for Fluency and Comprehension Assessments, to monitor progress of academic vocabulary, phonics, word study, language and conventions all provide a teacher with resources to measure student growth throughout the year.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Assessment Options for the Week, T17, T75, T137, T193; Unit 3: Conferring, T49, T57, T121, T131; Unit 4: Fluency, T22, T86, T148, T204, T264; Unit 5: Fluency, T22, T82, T140, T196, T256</p>	<p>33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.</p>						
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<p>The myView data-driven <i>Assessment Guide</i> provides support and resources for teachers to rely upon as they build students' portfolios throughout the year. Easy to use strategies, charts, examples and guidance from myView Literacy program authors help teacher manage useful information to foster student learning.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Analyze Student Model, T464–T465; Writing Rubric, T431; Research Project Rubric, T437; Explore and Plan, T460–T461; Unit 2: Analyze Student Model, T454–T455; Writing Rubric, T421; Research Project Rubric, T427; Unit 3: Writing Rubric, T435; Unit 4: Explore and Plan, T466–T468; Unit 5: Writing Rubric, T429; Research Project Rubric, T435</p>	<p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>							
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Organization, Presentation and Format

myView Literacy includes a comprehensive set of resources divided into five thematic units of study. Each unit consists of five weeks of study focusing on the Essential Question, Theme, and Genre under consideration. Week six of each unit is a culminating Project-Based Inquiry where students apply their understanding of the Unit Theme and the Essential Question. After each minilesson, there are two options for students to apply what they have just learned. Small Group instruction with teacher-led options follows the minilessons, and it is here that teachers can address the needs of students who struggle and those who show understanding. A K-5 Scope and Sequence exists at the end of each Teacher's Guide.

Student Edition / Teacher Edition

Examples:

Unit 1-5: Scope and Sequence, R8–R16

Unit 1: Theme: My Neighborhood: Introduction, xvi–T13; Suggested Weekly Plan, T14, T138; Teacher-Led Options, T172–T173, T280–T281

Unit 2: Theme: I Spy: Introduction, xvi–T13;

Unit 3: Theme: Imagine That: Introduction, xvi–T13;

Unit 4: Project-Based Inquiry, T464–T475;

Unit 5: Project-Based Inquiry, T456–T467

35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.

<p>Students begin lessons with a whole-group activity that focuses their thinking and establishes a purpose for that day's instruction. Minilessons and read aloud-think aloud models introduce essential skills and elements of the unit genre.</p> <p>Emergent readers learn phonemic awareness, phonics, and fluency in a foundational-skills segment that quickly builds competence and confidence. As students progress, further word study allows them to expand and deepen these skills.</p> <p>Students explore vocabulary, both at the unit and weekly level, using a generative approach to maximize their understanding of word meanings across content areas and to create an ongoing curiosity about how language works.</p> <p>Shared reading provides a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic goals.</p>	<p>36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>					
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<p>(Continued) Student Edition / Teacher Edition Examples: Unit 1: Introduce the Unit, T10; Spotlight on Genre, T24, T200; Introduce the Text, T34, T92, T154, T272 Unit 2: Spotlight on Genre, T24, T82 Unit 3: Introduce the Unit, T10; Listening Comprehension, T22–T23, T82–T83, T146–T147, T202–T203, T258–T259 Unit 5: Introduce the Text, T34, T94, 102</p>	<p>(Continued) 36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>				
<p>Through Realize, our online learning management system, <i>myView Literacy</i> offers a structure where students and teachers can switch between print and digital environments. Students have digital access to the program student interactive, trade books, practice activities, games, and leveled readers.</p> <p>For teachers, the digital path provides the following features: -- Intuitive search capabilities -- Customizable assessments -- Ability to upload outside resources- -- Student interactive activities -- A game-based learning environment</p> <p>Realize Reader technology: Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on Realize provide a wide variety of content formats to meet diverse student needs. From Word documents, PDFs, interactive pieces with embedded audio, digital tests, and videos, this variety gives students flexibility to learn in a way that will help them retain information.</p>	<p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>				

<p>(Continued)</p> <p>All items are designed with accessibility in mind and use high contrast, legible text sizes, and supporting read aloud audio. Text equivalents for video, audio, art, and images are included.</p> <p>Realize is built in HTML5, which allows students and teachers to access content on desktops and tablets. Apple iPad 2/3/4 and Android Tablets are supported. Realize also supports Chrome OS devices and Android devices that have widths 768 pixels or larger, running on Lollipop 5.0 x. Realize is an IMS certified, LTI Advantage pilot, LTI 1.2 thin common cartridge provider and can provide content interoperability with most third-party learning management systems to make digital learning easier, faster, and more productive.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv; Leveled Readers Library, T8–T9; Savvas Realize: myView Digital, xvi; Watch the Unit Video, T10</p>	<p>(Continued)</p> <p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>							
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SPECIFIC EVALUATION CRITERIA

2021-2027 Group II –English Language Arts CCR Grade 1

All West Virginia teachers are responsible for classroom instruction that integrates content standards, content standards, technology, and dispositions for student success. In grade 1, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for first grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge and text structure), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional year, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of opinion, informative, and narrative writing. Students in first grade will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from kindergarten, the following chart highlights the college- and career-readiness indicators that will be developed in first grade:

College- and Career-Readiness Indicators for Grade 1	
Literacy Foundations	
<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Use phonics (matching letters and sounds) and word analysis skills to decode unfamiliar words. • Recognize and reproduce the structure of sounds in language. 	
Reading	Writing
<ul style="list-style-type: none"> • Participate in daily read alouds of complex texts to build knowledge and vocabulary. • Ask and answer questions about key details in literary and informational texts independently and in read alouds. • Use text features to locate information and compare and contrast different types of texts. 	<ul style="list-style-type: none"> • Write opinion and informative pieces by introducing a topic, supplying facts and reasons, and providing a sense of closure. • Write narratives with appropriate sequences, including details, transitional words, and a sense of closure. • Participate in shared research and writing.

Speaking/Listening	Language
<ul style="list-style-type: none"> • Participate in collaborative conversations about first grade topics and texts and follow agreed-upon rules for discussions. • Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • Produce a variety of complete sentence types and structures. • Capitalize dates, names of people, and use appropriate ending punctuation. • Use context, affixes, and root words to determine the meaning of a word with multiple meanings. • Demonstrate an understanding of figurative language with guidance and support. • Learn and use words and phrases acquired through independent reading, read alouds, and conversations.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses							
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
Literacy Foundations								
	A. Fluency							
<p>Student Edition / Teacher Edition Examples: <u>Fluency</u> This standard is met throughout the program. Please see the following representative citations:</p> <p>Unit 1: Decodable Story, T58–T59, T176–T177 Be a Fluent Reader, T83 Fluency, T22, T80, T142, T198, T260</p> <p>Unit 2: Decodable Story, T58–T59, T116–T117, T228–T229 Be a Fluent Reader, T141 Fluency, T22, T80, T138, T194, T250</p> <p>Unit 3: Decodable Story, T60–T61, T180–T181 Be a Fluent Reader, T205 Fluency, T22, T82, T146, T202, T258</p> <p>Unit 4: Decodable Story, T126–T127, T182–T183 Be a Fluent Reader, T89 Fluency, T22, T86, T148, T204, T264</p> <p>Unit 5: Decodable Story, T60–T61, T234–T235 Be a Fluent Reader, T259 Fluency, T22, T82, T140, T196, T256</p>	<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 							

<p>(Continued)</p> <p><u>Context Clues</u></p> <p>Unit 1: Context Clues, T146–T147, T158, T194 Vocabulary in Context, T39, T95, T159, T213, T277</p> <p>Unit 2: Context Clues, T142–T143 Vocabulary in Context, T39, T99, T153</p> <p>Unit 3: Context Clues, T150–T151, T161 Vocabulary in Context, T101</p> <p>Unit 4: Context Clues, T152–T153 Vocabulary in Context, T37, T105, T220, T281</p> <p>Unit 5: Context Clues, T144–T145 Vocabulary in Context, T43, T213, T273</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>(Continued)</p> <p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 					
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<p>Student Edition / Teacher Edition</p> <p>Examples: <u>Consonant Digraphs</u> Unit 2: Consonant Digraphs, T190–T191, T204–T205, T292–T293 Unit 3: Consonant Digraphs, T18–T19, T32–T33, T132–T133 Unit 5: <u>Decode Regularly Spelled One-Syllable Words</u> This standard is met throughout the program. See the following representative citations: Unit 1: Decodable Reader, T58–T59, T120–T121, T176–T177, T238–T239, T293–T294, T452–T453 Intervention Activity: Decode Regularly Spelled Words, T44, T62, T106, T124, T162, T180, T224, T242, T280, T298, T446, T454 Consonants, T128–T129, T184–T185, T236–T237, T246–T247, T292–T293, T302–T303, T448–T451, T456–T457 Unit 2: Decodable Reader, T58–T59, T116–T117, T172–T173, T228–T229, T284–T285, T442–T443 Intervention Activity: Decode Regularly Spelled Words, T62, T120, T288, T444 Consonants, T66–T67, T180–T181, T438–T441 Unit 3: Decodable Reader, T60–T61, T124–T125, T180–T181, T236–T237, T292–T293, T450–T451 Vowels, T198–T199, T212–T213, T300–T301 Unit 4:</p>	<p>B. Phonics and Word Recognition</p> <p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words.
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<p>Decodable Reader, T64–T65, T126–T127, T182–T183, T242–T243, T300–T301, T458–T459</p> <p>Unit 5: Decodable Reader, T60–T61, T118–T119, T174–T175, T234–T235, T292–T293, T450–T451 Vowels, T438–T439, T442–T443</p> <p><u>Conventions for Long Vowel Sounds</u> This standard is met throughout the program. See the following representative citations:</p> <p>Unit 2: Long Vowels, T246–T247, T260–T261, T430–T431, T434–T435, T446–T447</p> <p>Unit 3: Long Vowels, T68–T69, T78–T79, T92–T93, T114–T115, T122–T123, T142–T143, T156–T157, T188–T189, T244–T245</p> <p>Unit 4: Long Vowels and Short Vowels, T308–T309, T462–T463 Vowel Teams, T454–T457</p> <p>Unit 5: Long Vowels, T18–T19, T78–79, T126–T127, T182–T183, T192–T193, T206–T207, T300–T301 Vowel Teams, T136–T137, T150–T151, T242–T243, T282–T283, T290–T291, T366, T370, T374, T382, T454–T455</p> <p><u>Vowels Sounds to Determine Syllables</u> Students can use the following to answer this objective:</p> <p>Unit 3: Phonics, T226–T227, T234–T235, T236–T237, T282–T283</p>	<p>(Continued)</p> <p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words. 				
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<p>(Continued)</p> <p><u>Decode Two-Syllable Words</u></p> <p>Unit 3: Phonics, T226–T227, T234–T235, T236–T237, T282–T283 Decodable Story, T236–T237 Decode and Write Words with Syllable Pattern VCCV, T226–T227, T234–T235, T300–T301</p> <p>Unit 4: Decodable Story, T64–T65, T126–T127, T182–T183</p> <p>Unit 5: Phonics, T252–T253, T266–T267, T292–T293 Decodable Story, T292–T293, T455, T448–T449 Suffix, T224–T225, T232–T233, T300–T301</p> <p><u>Inflectional Endings</u></p> <p>Unit 2: Inflected Forms, T162–T163, T170–T171, T218–T219, T226–T227, T236–T237, T292–T293</p> <p>Unit 3: Inflected Forms, T170–T171, T178–T179</p> <p>Unit 4: Inflected Forms, T54–T55, T62–T63, T116–T117, T124–T125, T134–T135, T190–T191</p> <p><u>Irregularly Spelled Words</u></p> <p>Unit 1: High-Frequency Words, T19, T49, T69, T77, T91, T111, T129, T139, T153, T167, T185, T195, T209, T229, T247, T257, T271, T285, T303, T441, T445, T449, T457</p>	<p>(Continued)</p> <p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words. 				
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Unit 2:

High-Frequency Words, T19, T33, T49, T67, T77, T91, T107, T125, T135, T149, T163, T181, T191, T205, T219, T237, T247, T261, T275, T293, T431, T435, T439, T447

Unit 3:

High-Frequency Words, T19, T33, T51, T69, T79, T93, T115, T133, T143, T157, T171, T189, T199, T213, T227, T245, T255, T269, T283, T301, T439, T443, T447, T455;

Unit 4:

High-Frequency Words, T19, T33, T55, T73, T83, T97, T117, T135, T145, T159, T173, T191, T201, T249, T233, T251, T261, T275, T291, T309, T447, T451, T455, T463

Unit 5:

High-Frequency Words, T19, T33, T51, T69, T79, T93, T109, T127, T137, T151, T173, T183, T193, T207, T225, T243, T253, T267, T283, T301, T439, T443, T447, T455

Digital Resources: *Foundation Skills Kit*>High-Frequency Words Cards
Resource Download Center> High-Frequency Word Practice

(Continued)

2. Know and apply grade-level phonics and word analysis skills in decoding words.

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

	C. Handwriting				
<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Letter Formation, T264–T265, T288–T289 Position, Body/Paper/Pencil, T26, T52, T146 Handwriting, T170–T171, T232–T233, T264–T265, T288–T289</p> <p>Unit 2: Letter Slant, Consistent, T52–T53 Letter Spacing, T142–T143 Words, T278–T279 Letter Formation, T26–T27, T84–T85, T110–T111, T166–T167, T198–T199, T222–T223, T254–T255 Handwriting, T26–T27, T84–T85, T110–T111, T166–T167, T198–T199, T222–T223, T254–T255</p> <p>Unit 3: Letter Formation, T18–T19, T26–T27, T54–T55, T86–T87, T118–T119, T150–T151, T286–T287, T230–T231, T262–T263 Handwriting, T18–T19, T26–T27, T54–T55, T86–T87, T118–T119, T150–T151, T230–T231, T262–T263, T286–T287 Words, T206–T207</p> <p>Unit 4: Letter Formation, T26–T27, T58–T59, T236–T237, T120–T121, T152–T153, T176–T177, T208–T209, T268–T269 Sentences, U4:T294–T295; U5:T168–T169 Word Spacing, U4:T90–T91</p>	<p>3. Print all upper- and lowercase letters using proper letter formation and directionality.</p>				

<p>(Continued)</p> <p>Unit 5: Handwriting, T26–T27, T58–T59, T120–T121, T152–T153, T176–T177, T200–T201, T208–T209, T228–T229, T236–T237, T260–T261, T268–T269, T286–T287</p> <p>Number Formation, T26–T27, T54–T55, T86–T87, T112–T113, T144–T145</p> <p>Digital Resources: <i>Resource Download Center</i>>Handwriting Models <i>Resource Download Center</i>>Handwriting Practice</p>	<p>(Continued)</p> <p>3. Print all upper- and lowercase letters using proper letter formation and directionality.</p>				
D. Phonological Awareness					
<p>Student Edition / Teacher Edition</p> <p>Examples: <u>Distinguish Long from Short Vowels Sounds</u></p> <p>Unit 2: Vowels, Distinguish/Discriminate, T292–T293, T438–T439</p> <p>Unit 3: Vowels, Distinguish/Discriminate, T132–T133, T188–T189</p> <p>Unit 4: Vowels, Distinguish/Discriminate, T232–T233 Long Vowels and Short Vowels, T308–T309, T462–T463</p> <p>Unit 5: Long Vowels and Short Vowels, T68–T69, T78–T79</p> <p><u>Blending Sounds & Segmenting Single-Syllable Words</u></p> <p>Unit 1: Segment and Blend Phonemes, T66–T67, T128–T129, T302–T303, T246–T247</p> <p>Unit 2: Segment and Blend Phonemes, T18–T19, T134–T135, T446–T447</p>	<p>4. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds, including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds. 				

<p>(Continued)</p> <p>Unit 3: Segment and Blend Phonemes, T18–T19, T50–T51, T170–T171, T226–T227, T438–T439, T446–T447</p> <p>Unit 4: Segment and Blend Phonemes, T18–T19, T82–T83, T116–T117, T446–T447 Phonological Awareness: Middle and Final Sounds, T200–T201, T454–T455</p> <p>Unit 5: Segment and Blend Phonemes, T50, T126–T127, T136–T137, T164–T165, T224–T225, T252–T253, T438–T439, T454–T455</p> <p><u>Isolate and Pronounce Initial, Medial Vowel, and Final Sounds</u></p> <p>Unit 1: Initial Sounds, T228–T229, T284–T285</p> <p>Unit 2: Medial Sounds, T274–T275 Final Sounds, T48–T49</p> <p>Unit 3: Final Sounds, T254–T255</p> <p>Unit 4: Medial Sounds, T200–T201, T454–T455 Final Sounds, T54–T55, T144–T145, T172–T173, T200–T201, T260–T261, T290–T291, T454–T455</p> <p>Unit 5: Medial Sounds, T18–T19 Initial Sounds, T290–T291 Final Sounds, T18–T19</p>	<p>(Continued)</p> <p>4. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds, including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds. 				
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<p>Students can practice this skill as they open and use the Decodable Stories. For examples, see:</p> <p>Unit 1: Decodable Story, T58–T59, T120–T121, T176–T177, T238–T239, T293–T294, T452–T453 Structure of a Simple Sentence, T222–T223</p> <p>Unit 2: Decodable Story, T58–T59, T116–T117, T172–T173, T228–T229, T284–T285, T442–T443 Declarative Sentences, T94, T339, T343, T347, T351 Interrogative Sentences, T152, T363, T367, T371, T375 Imperative Sentences, T264, T411, T415, T419, T423 Exclamatory Sentences, T387, T391, T395, T399</p> <p>Unit 3: Decodable Story, T60–T61, T124–T125, T180–T181, T236–T237, T292–T293, T450–T451 Capitalization, T272, T419, T423, T427, T431</p> <p>Unit 4: Decodable Story, T64–T65, T126–T127, T182–T183, T242–T243, T300–T301, T458–T459</p> <p>Unit 5: Decodable Story, T60–T61, T118–T119, T174–T175, T234–T235, T292–T293, T450–T451</p> <p>Digital Resources: <i>Resource Download Center: Language and Conventions</i></p>	<p>E. Print Concepts</p> <p>5. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence, including first word, capitalization, and ending punctuation. 				
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Reading					
	F. Key Ideas and Details				
<p>Student Edition / Teacher Edition</p> <p>Examples: This standard is met throughout the program.</p> <p>Unit 1: Ask and Answer Questions, T87, T99, T101, T122–T123 Introduce the Text, T34–T35, T92–T93, T210–T211, T216–T217</p> <p>Unit 2: Introduce the Text, T206–T207, T262–T263 Explore Poetry, T248–T249</p> <p>Unit 3: Introduce the Text, T34–T35, T94–T95, T158–T159, T214–T215 Explore Poetry, T200–T201</p> <p>Unit 4: Introduce T160–T161 Explore Poetry, T202–T203</p> <p>Unit 5: Introduce the Text, T208–T209 Explore Poetry, T194–T195</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>6. Ask and answer questions about key details in a literary text.</p>				

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Respond and Analyze: My View (Retell), T42, T104, T222 Retell Using Pictures, T60 Reflect and Share: Talk About It, T68–T69</p> <p>Unit 2: Visualize Details, T217, T238–T239</p> <p>Unit 3: Retelling, T70 Reflect and Share: Talk About It, T134–T135</p> <p>Unit 4: Respond and Analyze: My View (Retell), T166 Theme, T154, T163, T174–T175</p> <p>Unit 5: Theme, T202, T211, T217, T224–T225 Find Important Details, T236–T237 Reflect and Share: Talk About It, T244–T245</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>7. Retell stories, including key details, and demonstrate understanding of their central idea or lesson in literary texts.</p>				
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<p>Student Edition / Teacher Edition Examples: Unit 1: Identify Realistic Fiction, T24–T25, T82–T83 Describe/Discuss Characters, T39, T50–T51, T215, T219, T221, T230–T231 Describe Setting, T86, T97, T101, T112–T113 Minilesson: Visualize Details About Characters, T240–T241 Unit 2: Minilesson: Drama, T252–T253 My View, T268 Unit 3: Describe Main Events and Setting, T208, T217, T219, T228–T229 Describe Plot, T28, T41, T43, T52–T53 Visualize Details, T217, T238–T239 Unit 4: Describe Plot, T332–T333 Describe Setting, T328–T329, T348–T349 Unit 5: Identify Fiction, T198–T199 Find Important Details, T236–T237</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>8. Describe characters, settings, and major events in a story, using key details in literary texts.</p>				
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<p>Student Edition / Teacher Edition</p> <p>Examples: This standard is met throughout the program.</p> <p>Unit 1: Minilesson: Ask and Answer Questions, T406 Introduce the Text, T154–T155, T272–T273 Explore the Infographic, T20–T21, T78–T79, T196–T197</p> <p>Unit 2: Minilesson: Ask and Answer Questions, T155, T174–T175 Introduce the Text, T34–T35, T92–T93, T150–T151</p> <p>Unit 3: Introduce the Text, T270–T271</p> <p>Unit 4: Minilesson: Ask and Answer Questions, T41, T47, T66–T67, T271, T281, T283, T302–T303 Introduce the Text, T34–T35, T98–T99, T216–T217, T222–T223, T276–T277 Explore Web Sites, T84–T85</p> <p>Unit 5: Introduce the Text, T34–T35, T94–T95, T152–T153, T268–T269 Explore the Infographic, T20–T21, T138–T139, T254–T255 Explore Web Sites, T80–T81</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>9. Ask and answer questions about key details in an informational text.</p>				
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<p>Student Edition / Teacher Edition Examples: Unit 1: Respond and Analyze: My View (Retell), T160 Reflect and Share: Talk About It, T186–T187 Main Idea and Details, T205, T240–T241 Unit 2: Find/Identify Main Idea, T28, T29, T37, T50–T51, T312–T313, T332–T333 Find Important Details, T39, T41, T60–T61 Respond and Analyze: My View (Retell), T42 Informational Book (read for main idea and details), T308–T309 Informational Books: Main Idea and Details, T312–T313 Unit 3: Find/Identify Main Idea, T209, T217, T238–T239 Reflect and Share: Talk About It, T302–T303 Unit 4: Find/Identify Main Idea, T22–T23, T211, T270, T279, T283, T292–T293 Reflect and Share: Talk About It, T74–T75 Respond and Analyze: My View (Retell), T110 Retelling, T205 Informational Text, T206–T207 Find Important Details, T220, T221, T225, T244–T245 Biography, T266–T267 Explore Informational Writing, T466–T467 Unit 5: Respond and Analyze: My View (Retell), T44 Retelling, T70 Find/Identify Main Idea, T203, T213, T215, T217, T236 Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>10. Identify the main topic and retell key details of an informational text.</p>				
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<p>Student Edition / Teacher Edition Examples: Unit 4: Describe Connections, T28, T39, T41, T43, T56–T57 First Read, T104 Unit 5: Minilesson: Explore Instructions, T344–T345 Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>11. Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</p>						
G. Craft and Structure							
<p>Student Edition / Teacher Edition Examples: Unit 1: Develop Vocabulary, T42–T43, T222–T223 Minilesson: Word Choice, T210 Unit 2: Possible Teaching Point: Read Like a Writer: Word Choice, T222–T223 Develop Vocabulary, T212–T213, T268–T269 Unit 3: Develop Vocabulary, T44–T45, T108–T109, T164–T165 The Five Senses, T340–T341 Onomatopoeia, T368–T369, T372–T373 Unit 4: Develop Vocabulary, T166–T167 Unit 5: Develop Vocabulary, T218–T219 Word Choice, T168, T211 Writing Workshop, T229 Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>12. In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>						

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Realistic Fiction, T24–T25, T82–T83, T200–T201 Informational Text, T144–T145 Procedural Text, T262–T263</p> <p>Unit 2: Informational Text, T24–T25, T82–T83, T140–T141 Poetry, T196–T197, T200, T209, T211, T220–T221, T248–T249 Drama/Play, T252–T253, T256, T265, T267, T276–T277</p> <p>Unit 3: Folk Tale, T84–T85 Fable, T24–T25, T204–T205 Poetry, T148–T149, T152, T174–T175, T200–T201 Persuasive Text, T260–T261, T264, T273, T275, T284–T285</p> <p>Unit 4: Biography, T24–T25, T88–T89, T266–T267 Historical Fiction, T150–T151 Poetry, T202–T203 Informational Text, T206–T207</p> <p>Unit 5: Informational Text, T24–T25, T84–T85, T258–T259 Poetry, T194–T195 Fiction, T198–T199 Persuasive Text, T142–T143, T146, T155, T157, T166–T167</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>13. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types.</p>				
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: First-Person Text, T38, T52–T53 Unit 3: Third-Person Text, T39, T54–T55 Unit 4: First-Person Text, T163, T176–T177 Third-Person Text, T282, T294–T295</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>14. Identify who is telling the story at various points in a literary text.</p>						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Students study word use and vocabulary in many informational texts. Unit 1: Preview Vocabulary, T154, T272 Develop Vocabulary, T160–T161, T278–T279 Unit 2: Preview Vocabulary, T34, T92, T149 Develop Vocabulary, T42–T43, T100–T101, T156–T157 Unit 3: Preview Vocabulary, T270 Develop Vocabulary, T276–T277 Unit 4: Preview Vocabulary, T34, T98, T216, T222, T276 Develop Vocabulary, T48–T49, T110–T111, T226–T227, T284–T285 ELL Targeted Support, T265 Close Read: Vocabulary in Context, T281 Unit 5: Preview Vocabulary, T34, T94, T152, T268 Develop Vocabulary, T44–T45, T102–T103, T158–T159, T276–T277</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>15. Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.</p>						

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Explore the Infographic, T20–T21, T78–T79, T196–T197, T258–T259 Explore the Diagram, T140–T141 Find Text Features, T157, T159, T168–T169 Print and Graphic Features, T170 Features of a Nonfiction Book, T374–T375, T378–T379</p> <p>Unit 2: Explore the Infographic, T20–T21, T136–T137 Explore the Diagram, T78–T79 Explore/Apply Features and Simple Graphics, T360–T361, T364–T365</p> <p>Unit 3: Explore the Infographic, T20–T21, T80–T81, T144–T145, T256–T257</p> <p>Unit 4: Explore the Infographic, T146–T147, T262–T263 Print and Graphic Features, T103, T108, T120–T121, T218, T236</p> <p>Unit 5: Explore the Infographic, T20–T21, T138–T139, T254–T255 Text Features, T97, T101, T110–T111 Print and Graphic Features, T98, T99, T112, T272, T286</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>16. Know and use various text features to locate key facts or information in an informational text.</p>			
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<p>Student Edition / Teacher Edition</p> <p>Examples: Students can use the following material to complete this objective:</p> <p>Unit 1: Text Features, T157, T159, T168–T169 Find Graphics, T286–T287</p> <p>Unit 2: Graphic Sources: Chart/Table, T81, T139 Graphic Sources: Time Line, T192–T193</p> <p>Unit 3: Graphic Sources: Chart/Table, T83, T203 Explore the Infographic, T80, T144–T145</p> <p>Unit 4: Graphic Sources: Time Line, T20–T21 Explore the Web Site, T84 Graphic Sources: Chart/Table, T87, T149 Explore the Infographic, T146–T147, T262–T263</p> <p>Unit 5: Graphic Features, T98, T112 Use Graphics, T101 Use Text Features, T88, T99, T101, T110–T111 Use Pictures and Text, T262, T271, T273, T284–T285</p>	<p>17. Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text.</p>				
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	H. Integration of Knowledge and Ideas								
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: First Read: Look, T34, T38, T92, T96, T210, T216, T220 Retell Using Pictures, T60 Decodable Story, T452 Read, T210–T211, T216–T217 Unit 2: First Read: Look, T206, T208, T262, T264 Unit 3: First Read: Look, T34, T36, T94, T96, T158, T160, T214 Sharing Opinions, T190 First Read: Ask, T160 Unit 4: First Read: Look, T160, T164 My View, T166 Unit 5: My View, T158</p>	<p>18. Use illustrations and details in a story to describe its characters, setting, or events in literary texts.</p>								
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Strategy Group: Compare Texts, T216–T217 Describe Characters, T219, T221, T230–T231 Respond and Analyze, T222–T223 Visual Details About Characters, T240–T241 Reflect and Share, T248–T249 Unit 2: Respond and Analyze, T212–T213 Unit 4: Reflect and Share, T192–T193</p>	<p>19. Compare and contrast the adventures and experiences of characters in stories in literary texts.</p>								

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Graphic Sources: Chart/Table, T199, T317 First Read: Look, T154, T158, T210, T216, T220 Text Features, T157, T159, T168–T169 Find Graphics, T286–T287</p> <p>Unit 2: Graphic Sources: Chart/Table, T81, T139 Graphic Sources: Time Line, T192–T193 First Read: Look, T34, T38, T92, T96, T149, T152</p> <p>Unit 3: First Read: Look, T270, T272 Graphic Sources: Chart/Table, T83, T203 Explore the Infographic, T80, T144–T145</p> <p>Unit 4: First Read: Look, T34, T36, T98, T100, T160, T164, T216, T218, T222, T276, T282 Graphic Sources: Time Line, T20–T21 Explore the Web Site, T84 Graphic Sources: Chart/Table, T87, T149 Explore the Infographic, T146–T147, T262–T263</p> <p>Unit 5: Graphic Sources: Chart/Table, T23, T141, T257 First Read: Look, T34, T36, T94, T96, T152, T154, T268 Graphic Sources: List, T83 Text Features, T97, T99, T101, T110–T111 Graphic Features, T98, T112 Use Graphics, T101 Use Pictures and Text, T273, T284–T285 Explore Simple Graphics, T352–T353</p> <p>Digital Resources: <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Levels B–I</i></p>	<p>20. Use the illustrations and details in a text to describe its key ideas in informational texts.</p>				
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Introduce Persuasive Writing, T450–T451 Unit 3: Explore Persuasive Writing, T458–T459 Persuasive Text, T260–T261, T273, T275, T284–T285 Check for Understanding, T277 First Read: Look, T272 Unit 5: Explore Persuasive Writing, T458–T459 Collaborate and Discuss, T462–T463 Persuasive Text, T142–T143, T155, T157 Check for Understanding, T159 Look, T154 Identify Persuasive Text, T166–T167 Reflect and Share, T184–T185</p>	<p>21. Identify the reasons an author gives to support points in an informational text.</p>				
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<p>Student Edition / Teacher Edition Examples: Unit 1: Reflect and Share, T304–T305 Compare Across Texts: My Neighborhood, T438–T439 (Learn About People, Places, and Things in a Neighborhood) Celebrate and Reflect, T468–T469 Unit 2: Compare Across Texts: I Spy, T428–T429 (Living Things Grow and Change) Celebrate and Reflect, T458–T459 Unit 3: Compare Across Texts: Imagine That, T436–T437 (How Can We Use Our Imaginations?) Celebrate and Reflect, T466–T467 Unit 4: Compare Across Texts: Making History, T444–T445 (Why is the Past Important?) Celebrate and Reflect, T474–T475 Compare and Contrast Texts, T216–T217, T219, T222–T223, T225 Respond and Analyze, T226–T227 Unit 5: Compare Across Texts: Beyond My World, T436–T437 (How Do the Seasons Affect Us?) Celebrate and Reflect, T466–T467</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>22. Identify basic similarities in and differences between two informational texts on the same topic.</p>					
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	I. Range of Reading and Text Complexity						
<p>Student Edition / Teacher Edition</p> <p>Examples: This standard is met throughout the program.</p> <p>Unit 1: Independent Reading Log, T11 Literary Text, T14–T71, T72–T133, T190–T251</p> <p>Unit 2: Independent Reading Log, T11 Literary Text, T186–T241, T242–T297</p> <p>Unit 3: Independent Reading Log, T11 Literary Text, T14–T73, T74–T137, T138–T193, T194–T249</p> <p>Unit 4: Independent Reading Log, T11 Book Club, T476–T493 Literary Text, T140–T195</p> <p>Unit 5: Independent Reading Log, T11 Literary Text, T188–T247</p> <p>Digital Resources: <i>Leveled Readers:</i> Levels B–I</p>	<p>23. With prompting and support, read literary texts of appropriate complexity for grade 1.</p>						

<p>Student Edition / Teacher Edition</p> <p>Examples: This standard is met throughout the program.</p> <p>Unit 1: Independent Reading Log, T11 Book Club, T470–T487 Informational Text, T134–T189, T252–T307</p> <p>Unit 2: Independent Reading Log, T11 Book Club, T460–T477 Informational Text, T14–T71, T72–T129, T130–T185</p> <p>Unit 3: Independent Reading Log, T11 Book Club, T468–T485 Informational Text, T250–T305</p> <p>Unit 4: Independent Reading Log, T11 Informational Text, T14–T77, T78–T139, T196–T255, T256–T313</p> <p>Unit 5: Independent Reading Log, T11 Book Club, T468–T485 Informational Text, T14–T73, T74–T131, T132–T187, T248–T305</p> <p>Digital Resources: <i>Leveled Readers</i>: Levels B–I</p>	<p>24. With prompting and support, read informational texts of appropriate complexity for grade 1.</p>				
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Writing							
	J. Text Types and Purposes						
<p>Student Edition / Teacher Edition Examples: Unit 1: Opinion Writing, WW1a–WW47 Unit 2: Write to Sources, T294–T295 Persuasive Writing, T450–T451, T452–T453, T454–T455 Unit 3: Persuasive Writing, T458–T459, T462–T463, T466–T467 Unit 5: Persuasive Writing, T458–T459, T60–T461, T462–T463</p>	<p>25. Write opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.</p>						
<p>Student Edition / Teacher Edition Examples: Unit 2: Write an Informational Book, T308–T309, T312–T313, T316–T317, T320–T321, T324–T325, T328–T333, T336–T337, T340–T341, T344–T345, T348–T349, T352–T357, T360–T361, T364–T365, T368–T369, T372–T373 Unit 5: Write a How-To Book, T316–T317, T320–T321, T324–T325, T328–T329, T332–T333, T340–T341, T344–T345, T348–T349, T352–T353, T356–T357, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381</p> <p>Digital Resources: <i>Workshop Anchor Charts and Units 2, 5: Workshop Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric</p>	<p>26. Write informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure.</p>						

<p>Student Edition / Teacher Edition Examples: Unit 4: Write a Personal Narrative, T324–T325, T328–T329, T332–T333, T336–T337, T340–T341, T348–T349, T352–T353, T356–T357, T360–T361, T364, T372–T373, 376–377, 380–381, 384–385, 388–T389</p> <p>Digital Resources: <i>Workshop Anchor Charts and Unit 4: Workshop Minilessons Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric</p>	<p>27. Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure.</p>								
<p>K. Production and Distribution of Writing</p>									
<p>28. (Begins in Grade 3.)</p>									
<p>Student Edition / Teacher Edition Examples: Unit 1: Independent Writing, T305 Minilesson: Explore Adding Details to Words, T398–T399 Minilesson: Apply Adding Details to Words, T402–T403 Edit for Illustrations and Words, T418–T419 Extend Research: Incorporate Media, T466–T467</p> <p>Unit 2: Apply Features and Simple Graphics, T364 Extend Research: Incorporate Media, Revise and Edit, T456–T457</p> <p>Unit 3: Extend Research: Incorporate Media, Revise and Edit, T464–T465</p> <p>Unit 4: Extend Research: Write a Thank-You Note, Revise and Edit, T472–T473</p> <p>Unit 5: Extend Research: Explore Props and Costumes, Revise and Edit, T464–T465</p>	<p>29. With guidance and support from adults and collaborative discussions, focus on a topic and add details to strengthen writing as needed.</p>								

<p>(Continued) Apply Steps in a Process, T372 Apply Features and Simple Graphics, T380</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric <i>Resource Download Center</i>>Writing Workshop Conference Notes</p>	<p>(Continued) 29. With guidance and support from adults and collaborative discussions, focus on a topic and add details to strengthen writing as needed.</p>						
<p><u>Student Edition / Teacher Edition</u> Examples: Unit 1: Minilesson: Prepare for Celebration, T422, WW44 Digital Tools We Can Use, T350–T351, T354–T355, T358 Adding Details to Illustrations, T390–T391, T394–T395 Edit for Illustrations and Words, T375 Extend Research: Incorporate Media, T466–T467 Unit 2: Minilesson: Prepare for Celebration, T403, T412 Conduct Research: Use Print and Digital Sources, T452–T453 Extend Research: Incorporate Media, Revise and Edit, T456–T457 Unit 3: Minilesson: Prepare for Celebration, T411, T420 Publish, T424–T425 Conduct Research: Use Audio and Video Sources, T460–T461 Extend Research: Incorporate Media, Revise and Edit, T464–T465 Unit 4: Minilesson: Prepare for Celebration, T419, T428 Unit 5: Publish, T424–T425 Minilesson: Prepare for Celebration, T420 Conduct Research: Search Online, T460–T461</p>	<p>30. With guidance and support from adults, use a variety of age-appropriate technologies to produce and publish writing as well as to interact and collaborate with peers.</p>						

<p>(Continued) Digital Resources: <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric <i>Resource Download Center</i>>Writing Workshop Conference Notes</p>	<p>30.With guidance and support from adults, use a variety of age-appropriate technologies to produce and publish writing as well as to interact and collaborate with peers.</p>					
<p>L. Research to Build and Present Knowledge</p>						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Project–Based Inquiry, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469 Unit 2: Project–Based Inquiry, T448–T449, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459 Unit 3: Project–Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467 Unit 4: Project–Based Inquiry, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475 Unit 5: Project–Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467 Digital Resources: <i>Resource Download Center</i>>Inquiry-Based Project Rubrics and Checklists</p>	<p>31. Participate in shared research and writing.</p>					

<p>Student Edition / Teacher Edition Examples: Unit 1: Conduct Research: Use Print Sources, T462–T463 Extend Research: Incorporate Media, T466–T467 Unit 2: Conduct Research: Use Print and Digital Sources, T452–T453 Extend Research: Incorporate Media, T456–T457 Unit 3: Conduct Research: Use Audio and Video Sources, T460–T461 Extend Research: Incorporate Media, T464–T465 Unit 4: Conduct Research: Interview a Person, T468–T469 Extend Research: Write a Thank-You Note, T472–T473 Unit 5: Conduct Research: Search Online, T460–T461 Extend Research: Explore Props and Costumes, T464–T465</p>	<p>32. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>							
	<p>33. (Begins in grade 4.)</p>							
	<p>M. Range of Writing</p>							
	<p>34. (Begins in grade 3.)</p>							

Speaking & Listening					
<p>Students have opportunities to participate in a range of discussions throughout the program. Every selection includes teacher prompts to engage students in all aspects of the language arts program.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Reflect and Share: Talk About It, T68–T69, T186–T187, T248–T249 Listening Comprehension, T22–T23, T80–T81, T142–T143, T198–T199, T260–T261 Collaborate and Discuss, T464–T465 Conduct Research: Collaborate, T462–T463 Making and Responding to Suggestions, T382 Unit 2: Reflect and Share: Talk About It, T68–T69, T126–T127, T238–T239 Listening Comprehension, T22–T23, T80–T81, T138–T139, T194–T195, T250–T251 Collaborate and Discuss, T454–T455 Unit 3: Reflect and Share: Talk About It, T134–T135, T190–T191, T302–T303 Listening Comprehension, T22–T23, T82–T83, T146–T147, T202–T203, T258–T259 Collaborate and Discuss, T462–T463 Unit 4: Reflect and Share: Talk About It, T74–T75, T192–T193, T252–T253 Listening Comprehension, T22–T23, T86–T87, T148–T149, T204–T205, T264–T265 Collaborate and Discuss, T470–T471 Unit 5: Reflect and Share: Talk About It, T70–T71, T244–T245, T302–T303 Listening Comprehension, T22–T23, T82–T83, T140–T141, T196–T197, T256–T257 Collaborate and Discuss, T462–T463</p>	<p>N. Comprehension and Collaboration</p> <p>35. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions. • Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion. 				

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Listening Comprehension, T22–T23, T80–T81, T142–T143, T198–T199, T260–T261 Reflect and Share: Talk About It, T68–T69, T186–T187, T248–T249</p> <p>Unit 2: Listening Comprehension, T22–T23, T80–T81, T138–T139, T194–T195, T250–T251 Reflect and Share: Talk About It, T68–T69, T126–T127, T238–T239</p> <p>Unit 3: Listening Comprehension, T22–T23, T82–T83, T146–T147, T202–T203, T258–T259 Reflect and Share: Talk About It, T134–T135, T190–T191, T302–T303</p> <p>Unit 4: Listening Comprehension, T22–T23, T86–T87, T148–T149, T204–T205, T264–T265 Reflect and Share: Talk About It, T74–T75, T192–T193, T252–T253</p> <p>Unit 5: Listening Comprehension, T22–T23, T82–T83, T140–T141, T196–T197, T256–T257 Reflect and Share: Talk About It, T70–T71, T244–T245, T302–T303</p> <p>Digital Resources: <i>Resource Download Center: Speaking and Listening</i></p>	<p>36. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>				
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Student Edition / Teacher Edition

Examples:

Unit 1:

Reflect and Share: Talk About It, T68–T69,
T186–T187, T248–T249

Unit 2:

Reflect and Share: Talk About It, T68–T69,
T126–T127, T238–T239

Unit 3:

Reflect and Share: Talk About It, T134–
T135, T190–T191, T302–T303

Unit 4:

Reflect and Share: Talk About It, T74–T75,
T192–T193, T252–T253

Unit 5:

Reflect and Share: Talk About It, T70–T71,
T244–T245, T302–T303

Digital Resources: *Resource Download
Center: Speaking and Listening*

37. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

	O. Presentation of Knowledge and Ideas				
<p>Student Edition / Teacher Edition Examples: Unit 1: Listening Comprehension, T22–T23 Reflect and Share: Talk About It, T68–T69, T186–T187, T248–T249 How to Celebrate, T426–T427 Celebrate and Reflect, T468–T469 Unit 2: Listening Comprehension, T22–T23 Reflect and Share: Talk About It, T68–T69, T126–T127, T238–T239 Celebrate, T416–T417 Celebrate and Reflect, T458–T459 Unit 3: Listening Comprehension, T22–T23 Reflect and Share: Talk About It, T134– T135, T190–T191, T302–T303 Celebrate and Reflect, T466–T467 Publish and Celebrate, T424–T425 Unit 4: Listening Comprehension, T22–T23 Reflect and Share: Talk About It, T74–T75, T192–T193, T252–T253 Celebrate and Reflect, T474–T475 Celebrate, T432–T433 Unit 5: Listening Comprehension, T22–T23 Reflect and Share: Talk About It, T70–T71, T244–T245, T302–T303 Celebrate and Reflect, T466–T467 Publish and Celebrate, T424–T425</p> <p>Digital Resources: <i>Resource Download Center:</i> Speaking and Listening</p>	<p>38. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>				

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Explore Adding Details to Illustrations, T390, T394 Extend Research: Incorporate Media, T466–T467 Celebrate and Reflect, T468–T469</p> <p>Unit 2: Extend Research: Incorporate Media, T456–T457 Celebrate and Reflect, T458–T459</p> <p>Unit 3: Extend Research: Incorporate Media, T464–T465 Celebrate and Reflect, T466–T467</p> <p>Unit 4: Celebrate and Reflect, T474–T475</p> <p>Unit 5: Apply Visuals, T356 Celebrate and Reflect, T466–T467</p>	<p>39. Add drawings or other visuals to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>				
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Reflect and Share: Talk About It, T68–T69, T186–T187, T248–T249 Celebrate and Reflect, T468–T469 Conversation Starters, T335, T359, T383, T407 Unit 2: Declarative Sentences, TT339 Exclamatory Sentences, T387 Imperative Sentences, T411 Interrogative Sentences, T363 Reflect and Share: Talk About It, T68–T69, T126–T127, T238–T239 Conversation Starters, T325, T349, T373, T397 Celebrate and Reflect, T458–T459 Unit 3: Reflect and Share: Talk About It, T134– T135, T190–T191, T302–T303 Celebrate and Reflect, T466–T467 Conversation Starters, T333, T357, T381, T405 Unit 4: Reflect and Share: Talk About It, T74–T75, T192–T193, T252–T253 Celebrate and Reflect, T474–T475 Conversation Starters, T341, T365, T389, T413 Unit 5: Reflect and Share: Talk About It, T70–T71, T244–T245, T302–T303 Celebrate and Reflect, T466–T467 Conversation Starters, T333, T357, T381, T405</p>	<p>40. Produce complete sentences when appropriate to task and situation.</p>				
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Language							
<p>Student Edition / Teacher Edition Examples: <u>Common, Proper, and Possessive Nouns</u> Unit 1: Nouns, T321, T325, T329, T333, T337 Unit 2: Common & Proper Nouns, T384–T385, T388–T389 Proper Nouns, T384–T385, T388–T389 Possessive Nouns, T384–T385, T388–T389 Unit 3: Common & Proper Nouns, T101, T104, T347, T351, T355, T359, T367 Proper Nouns, T101, T347, T351, T355, T359, T367</p> <p><u>Singular and Plural Nouns</u> Subject-Verb Agreement, T392–T393, T396 Singular and Plural Nouns, T384–T385, T388–T389 Unit 3: Singular and Plural Nouns, T42, T323, T327, T331, T335, T343 Subject-Verb Agreement, T416–T417</p> <p><u>Personal, Possessive and Indefinite Pronouns</u> Unit 3: Pronouns, T162, T217, T371, T375, T379, T383, T391, T395, T399, T403, T407 Unit 4: Edit for Pronouns, T419</p>	<p>P. Conventions of Standard English</p> <p>41. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences. • Use personal, possessive and indefinite pronouns. • Use verbs to convey a sense of past, present, and future. • Use frequently occurring adjectives. • Use frequently occurring conjunctions. • Use determiners (e.g., a, the, most, this one, third). • Use frequently occurring prepositions. • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 						

<p>(Continued)</p> <p><u>Verbs</u> Unit 1: Present Tense Verbs, T98, T122, T349, T353, T357, T361 Verbs, T276, T421, T425, T429, T433 Unit 4: Verbs, T165, T219, T375, T379, T383, T387, T391, T403, T407, T408–T409, T411, T415, T423 Past Tense Verbs, T106, T355, T359, T363, T367 Future Tense Verbs, T399</p> <p><u>Adjectives</u> Unit 1: Adjectives and Articles, T397, T401, T405, T409, T417 Adjectives, T276, T417, T421, T425, T429, T433 Unit 2: Adjectives, T311 Unit 4: Adjectives and Articles, T424–T425</p> <p><u>Conjunctions</u> Unit 5: Conjunctions, T100, T347, T351, T355, T359, T367</p> <p><u>Determiners</u> Unit 1: Adjectives and Articles, T397, T401, T405, T409, T417 Unit 4: Adjectives and Articles, T424–T425</p> <p><u>Prepositions</u> Unit 5: Prepositions and Prepositional Phrases, T157, T213, T371, T375, T379, T383, T391, T395, T399, T403, T407</p>	<p>(Continued)</p> <p>41. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences. • Use personal, possessive and indefinite pronouns. • Use verbs to convey a sense of past, present, and future. • Use frequently occurring adjectives. • Use frequently occurring conjunctions. • Use determiners (e.g., a, the, most, this one, third). • Use frequently occurring prepositions. • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 				
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<p>(Continued)</p> <p><u>Sentences (All Types)</u></p> <p>Unit 1: Simple Sentences, T373, T377, T381, T385</p> <p>Unit 2: Simple Sentences, T41, T315, T319, T323, T327 Declarative Sentences, T94, T339, T343, T347, T351 Exclamatory Sentences, T387, T391, T395, T399 Imperative Sentences, T264, T411, T415, T419, T423 Interrogative Sentences, T152, T363, T367, T371, T375</p> <p>Unit 4: Compound Sentences, T280, T427, T431, T435, T439 Writing Sentences, T294–T295</p> <p>Unit 5: Writing Sentences, T206–T207</p> <p>Digital Resources: <i>Language Awareness Handbook; Resource Download Center</i>>Language and Conventions</p>	<p>(Continued)</p> <p>41. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences. • Use personal, possessive and indefinite pronouns. • Use verbs to convey a sense of past, present, and future. • Use frequently occurring adjectives. • Use frequently occurring conjunctions. • Use determiners (e.g., a, the, most, this one, third). • Use frequently occurring prepositions. • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 				
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<p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p><u>Capitalization</u></p> <p>Unit 2: Edit for Capitalization, T380–T381, T404–T405</p> <p>Unit 3: Capitalize I And Proper Names, T419, T423, T427, T431</p> <p>Unit 4: Lesson 1: Capitalize I And Proper Names, T327 Minilesson: Capitalization, T396–T397</p> <p><u>End Punctuation</u></p> <p>Unit 2: End Punctuation, T339, T343, T347, T351, T359, T363, T364, T367, T371, T383, T391</p> <p>Unit 2: Declarative Sentences, T94, T339, T343, T347, T351 Interrogative Sentences, T152, T363, T367, T371, T375 Exclamatory Sentences, T387, T391, T395, T399 Imperative Sentences, T264, T411, T415, T419, T423</p> <p>Unit 4: End Punctuation, T383, T387, T391, T395, T399, T400, T404–T405, T407</p> <p>Unit 5: End Punctuation, T387, T400, T404</p> <p><u>Commas in Dates and To Separate Words in a Series</u></p> <p>Unit 2: Edit for Commas, T408</p> <p>Unit 4: Write a Thank-You Note, T472–T473</p> <p>Unit 5: Language and Conventions: Commas in Sentences, T271</p>	<p>42. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 				
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<p>(Continued) <u>Spelling Patterns and Conventional Spellings</u> Students can use the following to support all writing activities: Unit 1: Spelling, T320, T324, T328, T332, T336, T344, T348, T352, T356, T360, T368, T372, T376, T380, T384, T392, T396, T400, T404, T408, T416, T420, T424, T428, T432 Unit 2: Spelling, T310, T314, T318, T322, T326, T334, T338, T342, T346, T350, T358, T362, T366, T370, T374, T382, T386, T390, T394, T398, T406, T410, T414, T418, T422 Unit 3: Spelling, T318, T322, T326, T330, T334, T342, T346, T350, T354, T358, T366, T370, T374, T378, T382, T390, T394, T398, T402, T406, T414, T418, T422, T426, T430 Apply Spelling Patterns and Rules, T396 Unit 4: Spelling, T326, T330, T334, T338, T342, T350, T354, T358, T362, T366, T374, T378, T382, T386, T390, T398, T402, T406, T410, T414, T422, T426, T430, T434, T438 Unit 5: Spelling, T318, T322, T326, T330, T334, T342, T346, T350, T354, T358, T366, T370, T374, T378, T382, T390, T394, T398, T402, T406, T414, T418, T422, T426, T430 Edit for Spelling, T412 Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>	<p>(Continued) 42. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 				
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	Q. Knowledge of Language						
	43. (Begins in grade 2.)						
	R. Vocabulary Acquisition and Use						
<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Context Clues</u></p> <p>Unit 1: Context Clues, T146–T147, T158, T194 Vocabulary in Context, T39, T95, T159, T213, T277</p> <p>Unit 2: Context Clues, T142–T143 Vocabulary in Context, T39, T99, T153</p> <p>Unit 3: Context Clues, T150–T151, T161 Vocabulary in Context, T101</p> <p>Unit 4: Context Clues, T152–T153 Vocabulary in Context, T37, T105, T220, T281</p> <p>Unit 5: Context Clues, T144–T145 Vocabulary in Context, T43, T213, T273</p> <p><u>Affixes and Roots</u></p> <p>Unit 2: Inflected Forms, T162–T163, T170–T171, T218–T219, T226–T227, T236–T237, T292–T293</p> <p>Unit 3: Inflected Forms, T170–T171, T178–T179</p> <p>Unit 4: Inflected Forms, T54–T55, T62–T63, T116–T117, T124–T125, T134–T135, T190–T191 Plural, T54–T55, T62–T63, T134–T135</p> <p>Unit 5: Suffixes, T108–T109, T116–T117, T182–T183, T224–T225, T232–T233, T300–T301; Prefixes, T164–T165, T172–T173, T242–T243</p>	<p>44. 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.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words and their inflectional forms (e.g., looks, looked, and looking). 						

<p>Student Edition / Teacher Edition</p> <p>Examples: <u>Sort Words into Categories</u> Unit 1: Categories, T261 Synonyms, T84–T85, T97 Unit 2: Synonyms, T84–T85, T97 Develop Vocabulary, T268–T269 How to Use a Picture Dictionary, T486–T487 Unit 3: Synonyms and Antonyms, T86–T87, T97, T102 Unit 4: Related Words, T26–T27 How to Use a Picture Dictionary, T494–T495 Unit 5: Formative Assessment Options, T267 How to Use a Picture Dictionary, T486–T487</p> <p><u>Real-Life Connections Between Words and Their Use</u> Unit 1: Preview Vocabulary, T34, T92, T154, T210, T216, T272 Read Like a Writer: Word Choice, T114 Read Like a Writer & Write for a Reader, T232 Unit 2: Preview Vocabulary, T34, T92, T149, T206, T262 Unit 3: Preview Vocabulary, T34, T94, T158, T214, T270 Unit 4: Preview Vocabulary, T34, T98, T160, T216, T222, T276 Unit 5: Preview Vocabulary, T34, T94, T152, T208, T268</p>	<p>45. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort words into categories to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes. • Identify real-life connections between words and their use. • Distinguish shades of meaning among verbs differing in manner. • Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings. 				
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<p>(Continued) <u>Distinguish Shades of Meaning Among Verbs (Manner) and Adjectives (Intensity)</u> Unit 1: Synonyms, T84–T85, T97 Unit 2: Synonyms, T84–T85, T97 Develop Vocabulary, T268–T269 Unit 3: Synonyms and Antonyms, T86–T87, T97, T102</p>	<p>(Continued) 45. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort words into categories to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes. • Identify real-life connections between words and their use. • Distinguish shades of meaning among verbs differing in manner. • Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings. 								
<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Develop Vocabulary, T42–T43, T222–T223, T278–T279 Academic Vocabulary, T12–T13, T26–T27, T84–T85, T97, T146–T147, T158 Listening Comprehension, T22–T23, T80–T81, T142–T143, T198–T199, T260–T261 Reflect and Share, T68–T69 Unit 2: Develop Vocabulary, T42–T43, T100–T101, T268–T269 Academic Vocabulary, T12–T13, T198–T199, T208, T254–T255 Listening Comprehension, T22–T23, T80–T81, T138–T139, T194–T195, T250–T251 Reflect and Share, T126–T127 Unit 3: Develop Vocabulary, T44–T45, T108–T109, T164–T165 Academic Vocabulary, T150–T151, T161, T206–T207, T218, T262–T263, Listening Comprehension, T22–T23, T82–T83, T146–T147, T202–T203, T258–T259</p>	<p>46. Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use frequently occurring conjunctions to signal simple relationships.</p>								

<p>(Continued)</p> <p>Unit 4: Develop Vocabulary, T48–T49, T284–T285 Academic Vocabulary, T12–T13, T208–T209, T220, T268–T269 Listening Comprehension, T22–T23, T86–T87, T148–T149, T204–T205, T264–T265 Reflect and Share, T252–T252</p> <p>Unit 5: Develop Vocabulary, T158–T159, T218–T219, T276–T277 Academic Vocabulary, T12–T13, T260–T261 Listening Comprehension, T22–T23, T82–T83, T140–T141, T196–T197, T256–T257</p>	<p>(Continued)</p> <p>46. Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use frequently occurring conjunctions to signal simple relationships.</p>							
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