



Grade 1  
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**STANDARDS**

**PAGE REFERENCES**

*During the first-grade year, students become more independent readers and writers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to translate them into spoken language by using phonics. They sound out more complex vocabulary and comprehend the meanings of those words. They read fluently, orally and silently, a variety of grade-level-appropriate classic and contemporary literature, folktales, nonfiction books on subjects of interest, alphabet books, and beginner’s dictionaries. They discuss what they have read, talking about main ideas, characters, plot, and setting. They begin to write compositions and other original works, and they begin to use Standard English. They recite poems, rhymes, songs, and stories, and they make short presentations.*

**Standard 1**

**READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

STANDARDS		PAGE REFERENCES
<b>Concepts About Print</b>		
1.1.1	Match oral words to printed words.	<p><b>Student Edition:</b>            Unit 1 <i>Grammar and Writing</i> 61            Unit 2 <i>Grammar and Writing</i> 65, 111            Unit 3 <i>Grammar and Writing</i> 35, 65, 115            Unit 4 <i>Grammar and Writing</i> 109            Unit 5 <i>Grammar and Writing</i> 51, 125, 159            Unit 6 <i>Grammar and Writing</i> 81, 135, 167</p> <p><b>Teacher's Edition:</b>            Unit 1 BF/WA 7L, 25J, 33D, 35L, 53J, 61D, 63L, 73K, 77F, 79L, 99J, 105D, 107L, 127I, 131F            Unit 3 BF/WA 7L, 29K, 35D, 37L, 59K, 65D, 77K, 81F, 83L, 107I, 115D, 117L, 141J, 147D            Unit 4 BF/WA 9H, 29U, 35D, 39H, 59U, 65D, 85H, 101U, 100D            Unit 5 BF/WA 9H, 43U, 51D, 55H, 75U, 81D, 85H, 93U, 97F, 101H, 117U, 125D, 129H, 155U, 159D            Unit 6 BF/WA 9H, 35U, 41D, 45H, 75U, 81D, 101H, 129U, 135D</p>
1.1.2	Identify letters, words, and sentences.	<p><b>Student Edition:</b>            Unit 1 <i>Grammar and Writing</i> 61  <i>Writing</i> 32-33, 76, 130  <i>Writing Hints</i> 77</p> <p><b>Teacher's Edition:</b>            Unit 1 CP S7, S13, S19, S25, S31, S37, S43, S49, S67, S73</p>
1.1.3	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	<p><b>Teacher Edition:</b>            Unit 1 CP S7, S19, S25, S31, S37, S43, S49, S67</p>

STANDARDS		PAGE REFERENCES
<b>Phonemic Awareness*</b>		
1.1.4	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). Example: Tell the sound that comes at the beginning of the word <i>sun</i> . Tell the sound that comes at the end of the word <i>cloud</i> . Tell the sound that comes in the middle of the word <i>boat</i> .	<p><b>Student Edition:</b>  Unit 1 <i>Phonics</i> 137  <i>Words to Know</i> 8, 36, 64, 80, 108;  Unit 2 <i>Words To Know</i> 8, 38, 68, 84, 114  Unit 3 <i>Comprehension</i> 12;<i>Phonics</i> 152  <i>Poetry</i> 142;  <i>Words To Know</i> 8, 38, 68, 84, 118  <i>Writing</i> 153  Unit 4 <i>Words To Know</i> 8, 38, 68, 84, 112  Unit 5 <i>Poetry</i> 156  <i>Words To Know</i> 8, 54, 84, 100, 128  <i>Writing</i> 80  Unit 6 <i>Words To Know</i> 8, 44, 84, 100, 138</p> <p><b>Teacher’s Edition:</b>  Unit 1 DEC 16/17, 48/49, 70/71, 88/89, 116/117;  PA S80, S86, 33C, 61C, 77E, 105C; PH 33K, 33W,  61K, 77M, 77S, 105K, 131K, 131W  Unit 3 DEC 2/21, 46/47, 92/93, 126/127; PA 41D,  65W, 67K, 77H, 81S, 83B, 87D, 115K, 117B,  141G, 147K, 147CC  Unit 4 16/17; PA 39G, 65Q, 101E, 109W  Unit 5 16/17; PA 129 G, 159Q  Unit 6 PA 9G, 41Q, 81C, 101G, 129T, 135Q,  135CC</p>
1.1.5	Recognize different vowel sounds in orally stated single-syllable words. Example: Say the sound that is in the middle of the word <i>bit</i> . Say the sound that is in the middle of the word <i>bite</i> . Tell whether this is the same sound or a different sound.	<p><b>Student Edition:</b>  Unit 3 <i>Phonics</i> 152</p> <p><b>Teacher Edition:</b>  Unit 1 S58; PH 63B, 73H, 77H, 77EE  Unit 2 PH 37C  Unit 3 PH 37C, 37K, 83K, 87F, 115E  Unit 4 PH 9G, 83D, 101U, 109D  Unit 5 PH 7D</p>
1.1.6	Recognize that vowels’ sounds can be represented by different letters.	<p><b>Teacher Edition:</b>  Unit 1 PH 63B  Unit 2 PH 7N, 65F, 111F  Unit 3 PH 117A  Unit 4 PH 9H, 65D, 69G, 77E, 83D, 101U  Unit 5 PA 51C; PH 9G, 43H, 97F, 101G  Unit 6 DC 22/23; PH 35F, 41C, 75F, 81C</p>

STANDARDS	PAGE REFERENCES
<p>1.1.7 Create and state a series of rhyming words.</p>	<p><b>Student Edition:</b>  Unit 1 <i>Comprehension</i> 40  <i>Connect and Compare</i> 129  <i>Poetry</i> 128  <i>Writing</i> 137  Unit 2 <i>Connect and Compare</i> 33; <i>Poetry</i> 28  Unit 3 <i>Comprehension</i> 12; <i>Writing</i> 153  Unit 6 <i>Poetry</i> 164</p> <p><b>Teacher’s Edition:</b>  Unit 1 LC S11, S23, S41, S71, S83; LE 52, 127J;  PA S32, S62, S92, 7B, 33K; PH S52; RP 128/129  Unit 3 AC 28; PA 67B, 81M  Unit 4 AC 28; PA 7B, 35K, 59E, 65W  Unit 5 PA 53B, 81K  Unit 6 PA 35E, 41W</p>
<p>1.1.8 Add, delete, or change sounds to change words.  Example: Tell what letter you would have to change to make the word <i>cow</i> into the word <i>how</i>. Tell what letter you would have to change to make the word <i>pan</i> into <i>an</i>.</p>	<p><b>Student Edition:</b>  Unit 3 <i>Phonics</i> 152  Unit 5 <i>Phonics</i> 165</p> <p><b>Teacher Edition:</b>  Unit 1 PA 65D, 83D, 111D; PH 35K; PH/SP 35E, 39G, 63E  Unit 2 PA 69D, 135H; PH 7K, 37L; PH/SP 7E, 11G, 87G, 105J  Unit 3 PA 7K, 11D, 59H, 121D; PH 37L; PH/SP 101H, 109E  Unit 5 PA 75T, 85H, 93T, 99B; PH/SP 55I, 75H, 83H, 97G  Unit 6 PA 35T, 93E, 99B, 163E, 163T; PH/SP 139I</p>

STANDARDS	PAGE REFERENCES
<p>1.1.9 Blend two to four phonemes (sounds) into recognizable words. Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.</p>	<p><b>Student Edition:</b>  Unit 1 <i>Phonics</i> 137  <i>Words to Know</i> 8, 36, 64, 80, 108  Unit 2 <i>Words To Know</i> 8, 38, 68, 84, 114  Unit 3 <i>Comprehension</i> 12;<i>Phonics</i> 152  <i>Poetry</i> 142;  <i>Words To Know</i> 8, 38, 68, 84, 118  <i>Writing</i> 153  Unit 4 <i>Words To Know</i> 8, 38, 68, 84, 112  Unit 5 <i>Poetry</i> 156; <i>Words To Know</i> 8, 54, 84, 100, 128  <i>Writing</i> 80  Unit 6 <i>Words To Know</i> 8, 44, 84, 100, 138</p> <p><b>Teacher’s Edition:</b>  Unit 1 DEC 16/17, 48/49, 70/71, 88/89, 116/117; PA S80, S86, 33C, 61C, 77E, 105C; PH 33K, 33W, 61K, 77M, 77S, 105K, 131K, 131W  Unit 3 DEC 2/21, 46/47, 92/93, 126/127; PA 41D, 65W, 67K, 77H, 81S, 83B, 87D, 115K, 117B, 141G, 147K, 147CC  Unit 4 16/17; PA 39G, 65Q, 101E, 109W  Unit 5 16/17; PA 129G, 159Q  Unit 6 PA 9G, 41Q, 81C, 101G, 129T, 135Q, 135CC</p>
<p>1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (<i>a, e, i, o, u</i>), and blend those sounds into recognizable words.</p>	<p><b>Student Edition:</b>  Unit 3 <i>Phonics</i> 152  Unit 5 <i>Phonics</i> 165</p> <p><b>Teacher’s Edition:</b>  Unit 1 AL 61K; BF 39E, 53H, 63H, 99G, 127G; PH S9, S10, S15, S21,  Unit 2 PH 7C, 37C, 83C  Unit 3 PA 83K; SYT 151A  Unit 5 SYT 165</p>
<p>1.1.19 Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.</p>	<p><b>Student Edition:</b>  Unit 2 70-76  Unit 3 <i>Connect and Compare</i> 33  <i>Social Studies</i> 30</p> <p><b>Teacher’s Edition:</b>  Unit 3 IT 29L; RI 33A; RIT 30-31, 32-33</p>

STANDARDS	PAGE REFERENCES
<p>1.1.11 Read common sight words (words that are often seen and heard).</p>	<p><b>Student Edition:</b>  Unit 1 8-11, 13-23, 36-39, 41-51, 64-65, 66-72, 80-83, 85-97, 108-111, 113-125  Unit 2 8-11, 13-25, 38-41, 43-55, 68-69, 70-76, 84-87, 88-103, 119-133  Unit 3 8-11, 13-27, 38-41, 43-57, 68-69, 70-76, 89-105, 118-121, 123-137  Unit 4 9, 11-27, 39, 41-57, 68-69, 70-76, 85, 87-99, 113, 115-131  Unit 5 9, 11-41, 55, 57-73, 84-85, 86-92, 101, 103-115, 129, 131-153  Unit 6 9, 11-33, 45, 47-73, 86-92, 101, 103-127, 139, 141-161</p> <p><b>Teacher’s Edition:</b>  AR: HFW 14-15  Unit 1 HFW S12, S18, S24, S30, S36, S42, S48, S54, S60, S66, S72, S78, S84, S96, 7N, 8/9, 10/11, 25J, 33F, 33L, 33R, 33X, 33DD, 35N, 36/37, 38/39, 53J, 61F, 61L, 61R, 61X, 63N, 64/65, 73K, 77H, 77T, 77Z, 77FF, 79N, 77T, 77FF, 79N, 80/81, 99J, 105F, 107N, 108/109, 127I, 131F, 131DD  Unit 3 HFW 7N, 8/9, 10/11, 29K, 35F, 37N, 38/39, 40/41, 59K, 65F, 67N, 68/69, 77K, 81H, 81Z, 83N, 84/85, 86/87, 107I, 11F, 115DD, 117N, 118/119, 120/121, 141J, 147F, 147DD  Unit 4 HFW 7G, 9J, 29J, 29W, 35F, 37D, 39J, 59J, 65F, 83G, 85J, 101J, 109F, 109 DD  Unit 5 HFW 7G, 9J, 43J, 43W, 51F, 51DD, 53G, 55J, 75J, 75W, 81F, 81DD, 83G, 85J, 93J, 97H, 99G, 101J, 117J, 125F, 127G, 129J, 155J, 159L  Unit 6 HFW 7G, 9J, 35J, 41F, 41X, 43G, 45J, 75J, 81F, 81DD, 99G, 101J, 129J, 129W, 135F, 135DD</p>

STANDARDS	PAGE REFERENCES
<p>1.1.12 Use phonic and context clues as self-correction strategies when reading.</p>	<p><b>Student Edition:</b>            Unit 1 <i>Connect and Compare</i> 129; <i>Writing</i> 137            Unit 2 <i>Show What You Know</i> 144-145;  <i>Text Feature</i> 106            Unit 3 <i>Connect and Compare</i> 33, 63, 113, 145            Unit 3 <i>Connect and Compare</i> 107            Unit 5 <i>Show What You Know</i> 162-163            Unit 6 <i>Show What You Know</i> 171</p> <p><b>Teacher Edition:</b>            Unit 1 DEC 16/17, 48/49, 88/89; PA 7L, 79K;            PH S9, S27, S51, S81, 63C, 73H            Unit 2 DEC 46/47, 122/123; PA 11D, 27G, 57G,            105H; PH 7C, 113C; RSS 77L            Unit 3 DEC 20/21, 46/47, 126/127; DR 11H, 37F,            83F; PA 107G; PH 67C            Unit 4 PA 9G; PH 59F, 77F, 101T; SW 113L;            SWYK 138C            Unit 5 PH 7C, 53C, 117T, 127C            Unit 6 PA 7B; PH 35F, 43C, 99C; S/WC 108/109</p>
<p>1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i>) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i>). Example: Correctly read aloud the vowel sounds made in words, such as <i>ear</i>, <i>eat</i>, <i>near</i>, <i>their</i>, or <i>wear</i>.</p>	<p><b>Student Edition:</b>            Unit 1 <i>Words to Know</i> 8, 36, 64            Unit 2 <i>Words to Know</i> 8, 38, 84            Unit 5 <i>Phonics</i> 165  <i>Words to Know</i> 8, 54            Unit 6 <i>Words to Know</i> 100</p> <p><b>Teacher’s Edition:</b>            Unit 1 PH S39, S57, S69, S81, 7K, 11E, 35K, 53I,            63K, 65E            Unit 2 PH 7C, 11E, 37C, 41E, 83C, 83K            Unit 5 PH 7C, 7D, 9G, 43F, 53C, 55G, 75F            Unit 6 H 99C</p>
<p>1.1.14 Read common word patterns (<i>-ite</i>, <i>-ate</i>). Example: Read words, such as <i>gate</i>, <i>late</i>, and <i>kite</i>.</p>	<p><b>Teacher Edition:</b>            Unit 1 PH/SP 7M, 11G, 107E            Unit 2 PH/SP 7M, 11G, 37E, 65E, 83M, 113M            Unit 3 PH/SP 7M, 11G, 29J, 37M, 41G, 67M, 69G,            83M, 87G, 117M, 121G            Unit 4 PH/SP 83E, 85J, 101H            Unit 5 PH/SP 43H, 55I, 75H, 85I, 93H, 101I, 117H            Unit 6 PH/SP 35H</p>

STANDARDS	PAGE REFERENCES
<p>1.1.15 Read aloud smoothly and easily in familiar text.</p>	<p><b>Student Edition:</b>            Unit 1 8-11, 13-23, 26-31, 36-39, 41-51, 55-59, 64-65, 66-72, 74, 80-83, 85-97, 100-103, 108-111, 114-125, 129            Unit 2 8-11, 13-25, 29-32, 38-41, 43-55, 58-63, 68-69, 70-76, 78, 84-87, 88-103, 106-109, 114-117, 119-132, 136-139, 142-143            Unit 3 8-11, 13-27, 31-33, 38-41, 43-57, 60-63, 68-69, 70-75, 88-105, 108-113, 118-121, 133-139, 142-145, 148-149, 150-151            Unit 4 4, 9, 11-27, 30-33, 39, 41-57, 60-63, 68-69, 70-76, 78, 85, 87-89, 102-107, 113, 115-131, 135, 138-139, 140-141            Unit 5 9, 11-41, 44-49, 55, 57-73, 76-79, 86-92, 94, 101, 103-115, 118-123, 131-153, 156, 160-161, 162            Unit 6 9, 11-33, 36-39, 47-73, 76-79, 84-85, 86-92, 94, 101, 103-127, 130-133, 139, 141-161, 164-165</p> <p><b>Teacher’s Edition:</b>            Unit 1 BF 33D, 61D, 61DD, 77F, 105D, 131D; RAF 33B, 61B, 77D, 105B, 131B            Unit 2 RAF 35B, 65B, 81D, 111B, 141B            Unit 3 RAF 35B, 65B, 81D, 115B            Unit 4 FLU 29L-M, 59L, 77L, 101L, 133L; RAF 35B, 65B, 81D, 109B, 137B            Unit 5 FLU 43L, 75L, 93L, 117L, 155L; RAF 51B, 81B, 97D, 125B, 159B            Unit 6 FLU 35L, 75L, 91L, 129L, 163L; RAF 41B, 81B, 97D, 135B, 167B</p>
<b>Vocabulary and Concept Development</b>	
<p>1.1.16 Read and understand simple compound words (<i>birthday, anything</i>) and contractions (<i>isn’t, aren’t, can’t, won’t</i>).</p>	<p><b>Student Edition:</b>            Unit 3 <i>Grammar and Writing</i> 147  <i>Writing</i> 146            Unit 4 <i>Word Study</i> 142</p> <p><b>Teacher Edition:</b>            Unit 2 CONT 87F; CW 117F, 135I, 141D            Unit 3 GR 117G, 121A, 141B, 145B, 147H            Unit 4 SYT 141A; VOC 59K            Unit 5 GR 117O, 125H            Unit 6 COMP 163G, 163U, 167D; CONT 129G, 129U</p>

STANDARDS	PAGE REFERENCES
<p>1.1.17 Read and understand root words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>). Example: Recognize that the <i>s</i> added to the end of <i>chair</i> makes it mean more than one chair. Recognize that adding <i>ed</i> to the end of <i>jump</i> makes it mean jumping that happened in the past.</p>	<p><b>Student Edition:</b> Unit 2 <i>Writing</i> 64 Unit 5 <i>Grammar and Writing</i> 81 <i>Writing</i> 80</p> <p><b>Teacher Edition:</b> Unit 2 IE 69F Unit 3 IE 11F, 29I, 81F, 121F, 141H Unit 4 IE 101G, 101U, 133G, 133U, 137D Unit 5 43G, 43U, 51D</p>
<p>1.1.18 Classify categories of words. Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.</p>	<p><b>Student Edition:</b> Unit 2 <i>Connect and Compare</i> 109, 139 <i>Word Study</i> 146 Unit 3 <i>Comprehension</i> 122 <i>Connect and Compare</i> 63 <i>Text Feature</i> 60 <i>Think and Compare</i> 141 <i>Word Study</i> 152 Unit 4 <i>Comprehension</i> 142 <i>Connect and Compare</i> 63, 107 <i>Text Feature</i> 102 Unit 5 <i>Comprehension</i> 86 <i>Connect and Compare</i> 123 <i>Show What You Know</i> 162-163 Unit 6 <i>Comprehension</i> 10, 86</p> <p><b>Teacher Edition:</b> Unit 1 ELL 63H Unit 2 CC 139A Unit 3 CC 63A, 113A, 145A; COMP 121I; DC 130/131; LC 117J; RIT 60/61; SW 37H, 83H Unit 4 CC 63A, 79A; IT 101Y; RRC 39B; SYT 141A Unit 5 CC 123A, 157A; COMP 155N; LC 85F; RRC 85A; SYT 160/161 Unit 6 CC 39A, 79A; DC 30/31, 70/71; RMS 86/87; RRC 9A, 85A; TC 163A; TE 14/15</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 2</b>  <b>READING: Comprehension and Analysis of Nonfiction and Informational Text</b>            Students read and understand grade-level-appropriate material. The selections in the <i>Indiana Reading List</i> (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children’s magazines and periodicals, and beginners’ dictionaries).</p>	
<p><b>Structural Features of Informational Materials</b></p>	
<p>1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.</p>	<p><b>Student Edition:</b>            Unit 1 <i>Author’s Purpose</i> 24  <i>Illustrator’s Purpose</i> 52, 98  <i>Photographer’s Purpose</i> 126  <i>Text Feature</i> 26, 54  <i>Write to a Prompt</i> 76-77  <i>Your Turn</i> 131            Unit 2 <i>Author’s Purpose</i> 26  <i>Comprehension</i> 147  <i>Connect and Compare</i> 109  <i>Illustrator’s Purpose</i> 56, 104  <i>Show What You Know</i> 144-145  <i>Text Feature</i> 58, 106            Unit 3 <i>Author’s Purpose</i> 28  <i>Text Feature</i> 60            Unit 4 <i>Connect and Compare</i> 33, 107  <i>Illustrator’s Purpose</i> 28  <i>Text Feature</i> 30, 102            Unit 5 <i>Author’s Purpose</i> 42, 116  <i>Connect and Compare</i> 49, 123  <i>Show What You Know</i> 162-163  <i>Text Feature</i> 44, 118            Unit 6 132-133, 171  <i>Connect and Compare</i> 39  <b>Teacher Edition:</b>            Unit 1 IT 53K; RIT 26/27, 30/31; RSS 73L; SRA S35, S65            Unit 2 RIT 136/137; SWYK 145A            Unit 4 IT 29X, 101Y; RIT 32/33; SYT 140/141            Unit 5 AC 74; IT 43Y, 69A; 117Y; RSS 93O; SYT 162/163            Unit 6 AC 34, 128; SYT 171A</p>

STANDARDS	PAGE REFERENCES
<p>1.2.2 Identify text that uses sequence or other logical order. Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like <i>The Bird Table</i> by Pauline Cartwright.</p>	<p><b>Student Edition:</b> Unit 1 <i>Comprehension</i> 66 <i>Science</i> 100 Unit 2 <i>Social Studies</i> 136 Unit 3 <i>Science</i> 60 Unit 4 <i>Social Studies</i> 60 Unit 5 <i>Comprehension</i> 130 <i>Comprehension Check</i> 155 Unit 6 <i>Connect and Compare</i> 79; <i>Social Studies</i> 76</p> <p><b>Teacher Edition:</b> Unit 1 DC 68/69, 116/117; IT 53K; RIT 26/27, 102/103 Unit 2 IT 135K, RIT 138/139 Unit 3 RIT 30/31, 62/63 Unit 4 DC 62/63; RIT 60/61 Unit 5 COMP 129K; DC 132/133; RIT 120/121, 122/123 Unit 6 RIT 76/77</p>
<b>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</b>	
<p>1.2.3 Respond to <i>who, what, when, where, why,</i> and <i>how</i> questions and recognize the main idea of what is read. Example: After reading or listening to the science book <i>Gator or Croc</i> by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.</p>	<p><b>Student Edition:</b> Unit 1 <i>Comprehension Check</i> 25, 53, 73, 99, 127; <i>Connect and Compare</i> 31, 59, 103, 129 Unit 2 <i>Comprehension Check</i> 27, 57, 77, 105, 135; <i>Connect and Compare</i> 33, 63, 113, 145 Unit 3 <i>Comprehension Check</i> 29, 59, 77, 107, 141; <i>Connect and Compare</i> 33, 63, 113, 145 Unit 4 <i>Comprehension Check</i> 29, 59, 77, 101, 133; <i>Connect and Compare</i> 33, 63, 107 Unit 5 <i>Comprehension Check</i> 43, 75, 93, 117, 155; <i>Connect and Compare</i> 49, 79, 123, 157 Unit 6 <i>Comprehension Check</i> 35, 75, 93, 129, 163; <i>Connect and Compare</i> 39</p> <p><b>Teacher’s Edition:</b> Unit 1 CC 31A, 59A, 103A, 129A; TC 25A, 53A, 73A, 99A, 127A Unit 2 TC 27A, 57A, 77A, 105A, 135A Unit 3 CC 33A, 63A, 113A, 145A; TC 29A, 59A, 77A, 107A, 141A Unit 4 CC 33A, 63A, 107A; TC 29A, 59A, 77A, 101A, 133A Unit 5 CC 49A, 79A, 123A, 157A; TC43A, 75A, 93A, 117A, 155A Unit 6 CC 39A; TC 35A, 75A, 93A, 129A, 163A</p>

STANDARDS		PAGE REFERENCES
1.2.4	Follow one-step written instructions.	<p><b>Student Edition:</b>  Unit 1 28-29  <i>Illustrator's Purpose</i> 52, 98  <i>Phonics</i> 137  <i>Write to a Prompt</i> 77  Unit 2 <i>Write to a Prompt</i> 81  Unit 3 <i>Comprehension</i> 153  <i>Phonics</i> 152;  <i>Your Turn</i> 115  Unit 6 <i>Comprehension</i> 172</p> <p><b>Teacher Edition:</b>  Unit 1 R S16, S76  Unit 6 IW 75Q; SW 101D</p>
1.2.5	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<p><b>Student Edition:</b>  Unit 1 <i>Connect and Compare</i> 129  <i>Writing</i> 137  Unit 2 <i>Show What You Know</i> 144-145  <i>Text Feature</i> 106  Unit 3 <i>Connect and Compare</i> 33, 63, 113, 145  Unit 3 <i>Connect and Compare</i> 107  Unit 5 <i>Show What You Know</i> 162-163  Unit 6 <i>Show What You Know</i> 171  <i>Also see Decodable Readers</i></p> <p><b>Teacher Edition:</b>  Unit 1 DEC 16/17, 48/49, 88/89; PA 7L, 79K;  PH S9, S27, S51, S81, 63C, 73H  Unit 2 DEC 46/47, 122/123; PA 11D, 27G, 57G,  105H; PH 7C, 113C; RSS 77L  Unit 3 DEC 20/21, 46/47, 126/127; DR 11H, 37F,  83F; PA 107G; PH 67C  Unit 4 PA 9G; PH 59F, 77F, 101T; SW 113L;  SWYK 138C  Unit 5 PH 7C, 53C, 117T, 127C  Unit 6 PA 7B; PH 35F, 43C, 99C; S/WC 108/109</p>

STANDARDS	PAGE REFERENCES
<p>1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i>). Example: Read <i>Bats: Creatures of the Night</i> by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.</p>	<p><b>Student Edition:</b>  Unit 1 <i>Comprehension</i> 112  Unit 5 <i>Comprehension</i> 56;  <i>Comprehension Check</i> 75, 155</p> <p><b>Teacher Edition:</b>  Unit 1 DC 116/117, 120/121  Unit 3 DC 126/127, 134/135; RIT 60/61, 112/113  Unit 4 DC 74/75, 130/131  Unit 5 DC 60/61, 62/63, 58/69, 72/73, 134/135;  RMS 58/59; TE 66/67  Unit 6 RIT 78/79; SYT 168/169</p>
<p>1.2.7 Relate prior knowledge to what is read. Example: Before reading <i>How Much Is a Million</i> by David Schwartz, discuss students' estimates of large quantities.</p>	<p><b>Student Edition:</b>  Unit 1 <i>Talk About It</i> 7, 34, 62, 78, 106  Unit 2 <i>Talk About It</i> 7, 37, 66, 113  Unit 3 <i>Talk About It</i> 7, 37, 66, 117  Unit 4 <i>Talk About It</i> 7, 37, 66, 83, 111  Unit 5 <i>Talk About It</i> 7, 53, 99, 127  Unit 6 <i>Talk About It</i> 7, 43, 82, 99, 137</p> <p><b>Teacher's Edition:</b>  Unit 1 CL 137I; ML 137J; OL 34M, 62M, 78M, 106M  Unit 2 CL 147I; ML 147J  Unit 3 CL 153I; ML 153J; OL 6M, 36M, 66M, 82M, 116M  Unit 4 OL 6M, 36M, 82M  Unit 5 CL 165I; ML 165J; OL 6M, 52M, 82M, 98M, 126M  Unit 6 CL 173I; ML 173J; OL 6M, 42M, 98M</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 3</b>  <b>READING: Comprehension and Analysis of Literary Text</b>            Students read and respond to a wide variety of children’s literature. The selections in the Indiana Reading List (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.</p>	
<p><b>Analysis of Grade-Level-Appropriate Literary Text</b></p>	
<p>1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story’s beginning, middle, and ending. Example: Read a story, such as <i>Arthur’s Prize Reader</i> by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.</p>	<p><b>Student Edition:</b>            Unit 1 <i>Comprehension</i> 12, 84  <i>Comprehension Check</i> 25  <i>Review</i> 132            Unit 2 <i>Comprehension</i> 88  <i>Illustrator’s Purpose</i> 104  <i>Review</i> 142  <i>Your Turn</i> 141            Unit 3 <i>Author’s Purpose</i> 140            Unit 4 <i>Comprehension</i> 40, 86  <i>Comprehension Check</i> 29, 59, 101  <i>Illustrator’s Purpose</i> 28  <i>Review</i> 138/139            Unit 5 <i>Author’s Purpose</i> 116  <i>Comprehension Check</i> 117  <i>Writing</i> 165            Unit 6 <i>Comprehension</i> 140  <i>Comprehension Check</i> 163  <i>Review</i> 168</p> <p><b>Teacher’s Edition:</b>            Unit 1 COMP 7A, 79A, 84; DC 14/15, 22/23, 46/47, 86/87, 96/97; ES 44/45; OL 111C; SRA S29, S47; SYT 132C            Unit 2 COMP 83A, 87I; DC 90/91, 102/103; ELL 100/101; IP 104; PR 57A; RP 28/29; SYT 142C; TE 96/97            Unit 3 DC 24/25            Unit 4 COMP 29N, 39L, 85L; DC 42/43, 56/57, 92/93; IP 28; RC 39A; SYT 138C; TC 59A, 101A; TE 44/45, 90/91            Unit 5 AP 116; COMP 155N; DC 110/111; OL 155R; WAI 75C            Unit 6 COMP 35N; DC 24/25, 28/29, 62/63, 68/69, 142/143, 144/145, 160/161; RC 139A; SYT 168C; TC 163A</p>

STANDARDS	PAGE REFERENCES
<p>1.3.2 Describe the roles of authors and illustrators.            Example: Read a book, such as <i>The Very Hungry Caterpillar</i> by Eric Carle or <i>Where the Wild Things Are</i> by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.</p>	<p><b>Student Edition:</b>            Unit 1 <i>Author's Purpose</i> 24                  <i>Illustrator's Purpose</i> 52, 98                  <i>Photographer's Purpose</i> 126                  <i>Text Feature</i> 26, 54                  <i>Write to a Prompt</i> 76-77                  <i>Your Turn</i> 131            Unit 2 <i>Author's Purpose</i> 26                  <i>Connect and Compare</i> 109                  <i>Illustrator's Purpose</i> 56, 104                  <i>Show What You Know</i> 144-145                  <i>Text Feature</i> 58, 106            Unit 3 <i>Author's Purpose</i> 28                  <i>Text Feature</i> 60            Unit 4 <i>Connect and Compare</i> 33, 107                  <i>Illustrator's Purpose</i> 28                  <i>Text Feature</i> 30, 102            Unit 5 <i>Author's Purpose</i> 42, 116                  <i>Connect and Compare</i> 49, 123                  <i>Show What You Know</i> 162-163                  <i>Text Feature</i> 44, 118            Unit 6 132-133, 171                  <i>Connect and Compare</i> 39</p> <p><b>Teacher Edition:</b>            Unit 1 IT 53K; RIT 26/27, 30/31; SRA S35, S65            Unit 2 RIT 136/137            Unit 4 IT 29X, 101Y; RIT 32/33; SYT 140/141            Unit 5 AC 74; IT 43Y, 69A; 117Y; SYT 162/163            Unit 6 AC 34, 128; SYT 171A</p>

STANDARDS	PAGE REFERENCES
<p>1.3.3 Confirm predictions about what will happen next in a story. Example: Read part of a story, such as <i>The Musicians of Bremen: A Tale from Germany</i> by Jane Yolen or <i>Lilly’s Purple Plastic Purse</i> by Kevin Henkes, and tell what might happen next and how the story might end.</p>	<p><b>Student Edition:</b> Unit 1 <i>Read to Find Out</i> 12, 36, 80, 108 Unit 2 <i>Read to Find Out</i> 38, 84, 114 Unit 3 <i>Read to Find Out</i> 42; <i>Review</i> 148</p> <p><b>Teacher’s Edition:</b> Unit 1 COMP 7A, 11I, 35A, 63A, 79A, 83I, 107A, 111I; GRS 36/37, 80/81, 108/109; IT 25K, 53K Unit 2 COMP 41I, 67A, 83A, 113A; DC 46/47; GRS 38/39, 84/85, 114/115 Unit 3 COMP 37A, 41I, 65G; DC 44/45, 46/47, 50/51, 54/55, 94/95, 100/101; LC 37J; RIT 60/61; RP 142/143; SWYK 148/149 Unit 4; COMP 9L, 35G; DC 14/15, 18/19, 20/21, 22/23, 24/25, 26/27; LC 9F, 29D; RFC 9A; TC 29A Unit 6 COMP 101L, 135G; DC 56/57, 110/111, 116/117, 118/119, 124/125; LC 101F; RFC 101A, TC 129A</p>
<p>1.3.4 Distinguish fantasy from reality.</p>	<p><b>Student Edition:</b> Unit 1 <i>Comprehension</i> 12, 66, 84, 100, 112 <i>Social Studies</i> 26 Unit 2 <i>Comprehension</i> 12, 70, 88, 118 <i>Science</i> 58 <i>Social Studies</i> 106, 136 Unit 3 <i>Comprehension</i> 70, 88, 122 <i>Social Studies</i> 30, 108 Unit 4 <i>Comprehension</i> 10, 40, 86, 114, 142 <i>Social Studies</i> 60 Unit 5 <i>Comprehension</i> 10, 56, 86, 102, 130, 164 <i>Science</i> 76, 118 Unit 6 <i>Comprehension</i> 10, 46, 86, 140 <i>Science</i> 130 <i>Social Studies</i> 36, 76</p> <p><b>Teacher Edition:</b> Unit 1 LC S17, S29, S47, S59, S77, S89, 25F, 25K, 53F, 53K, 65C, 83C, 99E, 107A, 111C Unit 2 COMP 67A; GEN 57J; LC 7A, 27E, 41C, 77F, 135F, 141E Unit 3 GEN 59L; LC 11C, 41C, 77F, 107E Unit 4 GEN 59X; LC 37A, 59R, 67A, 77R, 111A Unit 5 GEN 43Y, 117Y; LC 7A, 43R, 75R, 99A, 127A, 155R Unit 6 COMP 129N; DC 12/13, 14/15, 22/23, 108/109; LC 7A, 35R, 83A, 93R, 99A, 163R; RRC 9A</p>

STANDARDS	PAGE REFERENCES
<p>1.3.5 Understand what is read by responding to questions (<i>who, what, when, where, why, how</i>).</p>	<p><b>Student Edition:</b></p> <p>Unit 1 <i>Author's Purpose</i> 24  <i>Connect and Compare</i> 103  <i>Illustrator's Purpose</i> 52, 98  <i>Your Turn</i> 33, 105, 131</p> <p>Unit 2 <i>Author's Purpose</i> 26, 134  <i>Comprehension</i> 147  <i>Illustrator's Purpose</i> 56, 104  <i>Write to a Prompt</i> 81  <i>Your Turn</i> 35, 111</p> <p>Unit 3 <i>Author's Purpose</i> 28, 58, 106, 140  <i>Your Turn</i> 35, 147</p> <p>Unit 4 <i>Author's Purpose</i> 58, 100, 132  <i>Illustrator's Purpose</i> 28  <i>Writing</i> 143  <i>Your Turn</i> 65, 109, 137</p> <p>Unit 5 <i>Author's Purpose</i> 42, 74, 116  <i>Writing</i> 165  <i>Your Turn</i> 81, 125</p> <p>Unit 6 <i>Author's Purpose</i> 34, 74, 128, 162  <i>Your Turn</i> 81, 167</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 LC 83C, 111C; PR 25A, 53A, 99A, 127A; RT 53GT, 99F; TC 53A</p> <p>Unit 2 INT WR 117B; PR 27A, 57A, 105A</p> <p>Unit 3 PR 29A, 59A</p> <p>Unit 4 PR 59A, 101A; RL 59N, 77N</p> <p>Unit 5 PR 43A, 75A; RL 43N, 117N</p> <p>Unit 6 AP 34; PR 35A, 75A; RL 129N, 163N</p>

STANDARDS		PAGE REFERENCES
<p><b>Standard 4</b>  <b>WRITING: Processes and Features</b>            Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p>		
<p><b>Organization and Focus</b></p>		
1.4.1	Discuss ideas and select a focus for group stories or other writing.	<p><b>Student Edition:</b>            Unit 1 <i>Talk About It</i> 7, 35, 62, 79, 107            Unit 2 <i>Talk About It</i> 7, 37, 66, 83, 113            Unit 3 <i>Talk About It</i> 7, 37, 66, 83, 117            Unit 4 <i>Talk About It</i> 7, 37, 66, 83, 111            Unit 5 <i>Talk About It</i> 7, 53, 82, 99, 127            Unit 6 <i>Talk About It</i> 7, 43, 82, 99, 137</p> <p><b>Teacher Edition:</b>            Unit 1 OL 6M, 34M, 62M, 78M, 106M            Unit 2 OL 6M, 36M, 66M, 82M, 112M            Unit 3 OL 6M, 36M, 66M, 82M, 116M            Unit 4 OL 6M, 36M, 66M, 82M, 110M            Unit 5 OL 6M, 52M, 82M, 98M, 126M            Unit 6 OL 6M, 42M, 82M, 98M, 136M</p>
1.4.2	Use various organizational strategies to plan writing.	<p><b>Student Edition:</b>            Unit 1 <i>Your Turn</i> 105            Unit 2 <i>Write to A Prompt</i> 81                      <i>Your Turn</i> 35, 65, 141            Unit 3 <i>Write to A Prompt</i> 81                      <i>Your Turn</i> 115            Unit 4 <i>Write to A Prompt</i> 81                      <i>Your Turn</i> 137            Unit 5 <i>Your Turn</i> 159                      <i>Your Writing Prompt</i> 97            Unit 6 <i>Your Turn</i> 81, 135                      <i>Your Writing Prompt</i> 97</p> <p><b>Teacher Edition:</b>            Unit 1 WR 103B            Unit 2 INT WR 11B; WR 33B, 63B; WTP 79A            Unit 3 EL 153A-F; WR 113B; WTP 79A            Unit 4 PBR 143A-F; WTP 79A; WR 81A, 135B            Unit 5 PHA 165A-F; WR 157B; WTP 95A            Unit 6 ER 173A-F; WR 79B, 133B; WTP 95A</p>

STANDARDS		PAGE REFERENCES
<b>Evaluation and Revision</b>		
1.4.3	Revise writing for others to read.	<p><b>Student Edition:</b>  Unit 1 <i>Grammar and Writing</i> 61, 105  Unit 2 <i>Grammar and Writing</i> 35, 65  Unit 3 <i>Grammar and Writing</i> 115, 147  Unit 4 <i>Grammar and Writing</i> 35, 65  Unit 5 <i>Grammar and Writing</i> 81, 159  Unit 6 <i>Grammar and Writing</i> 41, 81, 135,m 167</p> <p><b>Teacher Edition:</b>  Unit 1 IND WR 53D, 73D; PN 127A-F  Unit 2 NS 147A-F; WR 33B, 63B, 109B, 139C  Unit 3 IND WR 141D; WR 113B, 145B  Unit 4 IND WR 133P; WAR 136/137; WR 33B  Unit 5 HTA 165A-F; WR 79B, 157B  Unit 6 WR 39B, 133B, 165B</p>
<b>Research Process and Technology</b>		
1.4.4	Begin asking questions to guide topic selection and ask <i>how</i> and <i>why</i> questions about a topic of interest.	<p><b>Student Edition:</b>  Unit 2 <i>Grammar and Writing</i> 65  Unit 4 <i>Comprehension</i> 10</p> <p><b>Teacher Edition:</b>  Unit 1 INT WR 41B  Unit 4 COMP 9L, 39L; DC 12/13, 16/17, 20/21, 42/43, 46/47, 54/55; LC 39F, 69F; RIT 60/61; RRC 39A  Unit 5 DC 12/13, 30/31; LC 9F, 55F; RRC 55A</p>

STANDARDS	PAGE REFERENCES
<p>1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).</p>	<p><b>Student Edition:</b>  Unit 1 <i>Comprehension</i> 66; <i>Log On</i> 24, 52, 98, 126  Unit 2 <i>Comprehension</i> 147; <i>Log On</i> 26, 56, 104, 134  Unit 3 <i>Log On</i> 28, 58, 106, 140  <i>Text Feature</i> 30, 108  Unit 4 <i>Log On</i> 28, 58, 100, 132  <i>Text Feature</i> 30, 60, 102  Unit 5 <i>Log On</i> 42, 74, 116, 154  <i>Show What You Know</i> 163  Unit 6 <i>Log On</i> 34, 74, 128, 162  <i>Text Feature</i> 36</p> <p><b>Teacher’s Edition:</b>  Unit 1 DL 6B, 12/13, 31A, 40/41, 66/67, 84/85; RI 59A, 103A; RSS 73L; SWP 25E, 33J  Unit 2 DL 12/13, 33A, 63A; 70/71, 88/89, 118/119; SWP 34/35, 57D, 110/111, 111J  Unit 3 DL 12/13, 33A, 42/43, 63A, 70/71, 145A; RI 33A, 63A, 113A, 153K; RSS 77L; SWP 34/35, 64/65, 77E, 107D, 115J, 146/147, 147J  Unit 4 DL 9L; RI 33A, 63A, 107A; SWP 34/35, 109J  Unit 5 DL 49A, 79A, 123A; RI 49A, 79A, 123A; SWP 43Q, 93Q, 97B, 117Q, 124/125  Unit 6 DL 74; RI 49A, 79A, 133A; RSS 93O; SWP 93Q, 97B, 97L, 129Q, 163Q</p>

STANDARDS	PAGE REFERENCES
<p>1.4.6 Organize and classify information by constructing categories on the basis of observation.</p>	<p><b>Student Edition:</b>  Unit 2 <i>Connect and Compare</i> 109, 139  <i>Word Study</i> 146  Unit 3 61; <i>Comprehension</i> 122  <i>Connect and Compare</i> 63  <i>Text Feature</i> 60  <i>Think and Compare</i> 141  <i>Word Study</i> 152  Unit 4 <i>Comprehension</i> 142  <i>Connect and Compare</i> 63, 107  <i>Text Feature</i> 102  Unit 5 <i>Comprehension</i> 86  <i>Connect and Compare</i> 123  <i>Show What You Know</i> 162-163  Unit 6 <i>Comprehension</i> 10, 86  <b>Teacher Edition:</b>  Unit 1 ELL 63H  Unit 2 CC 139A  Unit 3 CC 63A, 113A, 145A; COMP 121I;  DC 130/131; LC 117J; RIT 60/61; SW 37H, 83H  Unit 4 CC 63A, 79A; IT 101Y; RRC 39B; SYT 141A  Unit 5 CC 123A, 157A; COMP 155N; LC 85F;  RRC 85A; SYT 160/161  Unit 6 CC 39A, 79A; DC 30/31, 70/71; RMS 86/87;  RRC 9A, 85A; TC 163A; TE 14/15</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 5</b>  <b>WRITING: Applications (Different Types of Writing and Their Characteristics)</b>            At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Processes and Features, students:</p>	
<p>1.5.1 Write brief narratives (stories) describing an experience.            Example: Write a short story titled <i>My Friend</i> describing an experience that is real or imagined.</p>	<p><b>Student Edition:</b>            Unit 1 <i>Write to a Prompt</i> 77  <i>Your Turn</i> 33, 61, 105, 131            Unit 2 <i>Write to a Prompt</i> 81  <i>Your Turn</i> 35, 141            Unit 3 <i>Your Turn</i> 115, 147            Unit 4 <i>Writing</i> 143  <i>Your Turn</i> 109, 137            Unit 5 <i>Write to a Prompt</i> 97  <i>Writing</i> 81, 165  <i>Your Turn</i> 159            Unit 6 <i>Your Turn</i> 81, 135  <i>Your Writing Prompt</i> 97</p> <p><b>Teacher Edition:</b>            Unit 1 IND WR 25D, 53D, 99C, 127C; INT WR 11B, 65B, 111B; PN 137A-E; SW 7H, 63H, 79H. 107H            Unit 2 IND WR; 27C, 77D, 135E; INT WR 11B, 41B, 69B, 87B, 117B; NS 147A-ESW 7H, 67H, 113H            Unit 3 IND WR 107C; INT WR 41B, 133C; SW 37H, 67H, 83H, 117H            Unit 4 IND WR 29P, 101Q; INT WR 29C, 77C; PBR 143A-F; SW 9D, 39D, 85D, 113D            Unit 5 IND WR 75P, 155Q; INT WR 93C, 155C; SW 55D, 85D, 129D            Unit 6 IND WR 79Q, 129Q, 163Q; INT WR 75C, 129C, 163C; SW 45D, 85D, 101D, 139D</p>

STANDARDS	PAGE REFERENCES
<p>1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. Example: Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.</p>	<p><b>Student Edition:</b>  Unit 1 <i>Author's Purpose</i> 24  <i>Illustrator's Purpose</i> 52, 98  Unit 2 <i>Author's Purpose</i> 26; 134  <i>Illustrator's Purpose</i> 56, 104  Unit 3 <i>Author's Purpose</i> 28, 58, 106,140  <i>Comprehension Check</i> 77  Unit 4 <i>Author's Purpose</i> 58, 100, 132  <i>Illustrator's Purpose</i> 28  <i>Writing</i> 143  Unit 5 <i>Author's Purpose</i> 42, 74, 116, 154  Unit 6 <i>Author's Purpose</i> 34, 74, 128</p> <p><b>Teacher's Edition:</b>  Unit 1 AP 24, 98; IP 52; MC 73A, 99A, 127A; TC 53A  Unit 2 AP 26, 134; IP 56, 104; IW 77D; MC 27A; R 135A; TC 27A  Unit 3 AP 28, 58, 106, 140; MC 29A, 59A; TC 77A  Unit 4 AP 58, 100, 132; IP 28; MC 29A, 59A, 101A, 133A  Unit 5 AP 42, 74, 116, 154; MC 43A, 75A, 93A, 117A, 155A  Unit 6 AP 34, 74, 128; ER 173A-FMC 75A, 93A, 129A, 163A; WAI 35C</p>
<p>1.5.3 Write simple rhymes.</p>	<p><b>Student Edition:</b>  Unit 1 <i>Comprehension</i> 40  <i>Connect and Compare</i> 129  <i>Poetry</i> 128  <i>Writing</i> 137  Unit 2 <i>Connect and Compare</i> 33  <i>Poetry</i> 28  Unit 3 <i>Comprehension</i> 12  <i>Writing</i> 153  Unit 6 <i>Poetry</i> 164</p> <p><b>Teacher's Edition:</b>  Unit 1 LC S11, S23, S41, S71, S83; LE 52, 127J; PA S32, S62, S92, 7B, 33K; PH S52; RP 128/129  Unit 3 AC 28; PA 67B, 81M  Unit 4 AC 28; PA 7B, 35K, 59E, 65W  Unit 5 PA 53B, 81K  Unit 6 PA 35E, 41W</p>

STANDARDS	PAGE REFERENCES
<p>1.5.4 Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a <i>sunny day</i> or <i>cloudy day</i>.</p>	<p><b>Student Edition:</b>  Unit 2 <i>Author's Purpose</i> 131  Unit 3 <i>Your Turn</i> 35, 65, 115, 147  Unit 4 <i>Illustrator's Purpose</i> 28  <i>Write To A Prompt</i> 81  <i>Writing</i> 143  <i>Your Turn</i> 35, 65, 109  Unit 5 <i>Author's Purpose</i> 116  <i>Writing</i> 165; <i>Your Turn</i> 81, 125  <i>Your Writing Prompt</i> 97  Unit 6 <i>Author's Purpose</i> 74, 128, 162  <i>Writing</i> 173  <i>Your Turn</i> 135  <i>Your Writing Prompt</i> 97</p> <p><b>Teacher Edition:</b>  Unit 1 IND WR 25 D, 53E, 93D; INT WR 65B, 83B; RAW 77K, 105I; SW 63H, 79H, 107H  Unit 2 IND WR 105D  Unit 3 IND WR 107D, 141D; INT WR 87B; RAW 147I; SW 7H, 83H, 117H; WR 113B, 145B  Unit 4 IND WR 101P, 133P; SW 9D, 39D, 85D; WTP 79A  Unit 5 IND WR 43P, 97Q, 117Q; INT WR 43C, 93C, 117C; SW 9D, 55D, 85D, 101D; WR 79B  Unit 6 IND WR 75P, 129P; SW 9D, 101D; WP 165A</p>
<p>1.5.5 Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store manager after a field trip to the local supermarket.</p>	<p><b>Student Edition:</b>  Unit 2 <i>Your Turn</i> 65  Unit 3 <i>Write to a Prompt</i> 81  <i>Your Turn</i> 65  Unit 4 <i>Your Turn</i> 65  Unit 6 <i>Writing</i> 173  <i>Your Turn</i> 41, 167</p> <p><b>Teacher Edition:</b>  Unit 2 IND WR 57C; SW 37H  Unit 3 EL 153A-F; IND WR 77D; INT WR 69B  Unit 5 PHA 165A-F  Unit 6 IND WR 35Q; INT WR 35C; SW 9D</p>

STANDARDS		PAGE REFERENCES
<b>Standard 6</b> <b>WRITING: English Language Conventions</b>		
<b>Handwriting</b>		
1.6.1	Print legibly and space letters, words, and sentences appropriately.	<b>Teacher Edition:</b> Unit 1 CP S19, S25, S43, S49; WAI 104/105 Unit 2 INT WR 11B, 69B Unit 3 IND WR 107C, 141C Unit 5 IND WR 155P Unit 6 IND WR 163P
<b>Sentence Structure</b>		
1.6.2	Write in complete sentences.	<b>Student Edition:</b> Unit 1 <i>Grammar and Writing</i> 33, 61, 105 <i>Writing Hints</i> 77 <i>Your Turn</i> 131 Unit 2 <i>Grammar and Writing</i> 35, 141 Unit 3 <i>Grammar and Writing</i> 147 Unit 4 <i>Writing Hints</i> 81 Unit 5 <i>Grammar and Writing</i> 51, 159 <i>Writing Hints</i> 97 Unit 6 <i>Grammar and Writing</i> 135 <i>Writing Hints</i> 97 <b>Teacher Edition:</b> Unit 1 GR 53C, 73C, 127B; INT WR 65B, 129B; SW 79H; WR 31B, 59B Unit 2 GR 77C; WR 139C Unit 3 GR 29C Unit 4 INT WR 29C; SW 39D; WR 34/35, 64/65, 81B, 107B, 136/137 Unit 5 WR 124/125; 158/159 Unit 6 GR 75O, 101C, 129B; WR 40/41, 80/81, 97B, 166/167

STANDARDS		PAGE REFERENCES
<b>Grammar</b>		
1.6.3	Identify and correctly use singular and plural nouns ( <i>dog/dogs</i> ).	<b>Teacher Edition:</b> Unit 1 P 11F Unit 3 ELL 41B Unit 6 GR 39B
1.6.4	Identify and correctly write contractions ( <i>isn't, aren't, can't</i> ).	<b>Student Edition:</b> Unit 3 <i>Grammar and Writing</i> 147 <i>Writing</i> 146 Unit 4 <i>Word Study</i> 142 <b>Teacher Edition:</b> Unit 2 CONT 87F; CW 117F, 135I, 141D Unit 3 GR 117G, 121A, 141B, 145B, 147H Unit 4 SYT 141A; VOC 59K Unit 5 GR 117O, 125H Unit 6 COMP 163G, 163U, 167D; CONT 129G, 129U
1.6.5	Identify and correctly write possessive nouns ( <i>cat's meow, girls' dresses</i> ) and possessive pronouns ( <i>my/mine, his/hers</i> ).	<b>Teacher Edition:</b> Unit 6 GR 35O, 81H
<b>Punctuation</b>		
1.6.6	Correctly use periods ( <i>I am five.</i> ), exclamation points ( <i>Help!</i> ), and question marks ( <i>How old are you?</i> ) at the end of sentences.	<b>Student Edition:</b> Unit 1 <i>Writing Hints</i> 77 Unit 2 <i>Grammar and Writing</i> 35 Unit 3 <i>Grammar and Writing</i> 65 Unit 5 <i>Grammar and Writing</i> 51 <b>Teacher's Edition:</b> Unit 1 GR 25C, 33H, 53C, 61H, 73C, 77J, 127B, 131H; CP S73, S79, S85, S91 Unit 2 WR 33B Unit 3 WR 63B Unit 5 WR 49B

STANDARDS		PAGE REFERENCES
<b>Capitalization</b>		
1.6.7	Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	<p><b>Student Edition:</b>  Unit 1 <i>Writing</i> 110  <i>Writing Hints</i> 77  Unit 2 <i>Grammar and Writing</i> 111  Unit 6 <i>Grammar and Writing</i> 135</p> <p><b>Teacher’s Edition:</b>  Unit 1 GR 109B, 139B  Unit 2 GR 109B  Unit 6 GR 75O, 129O, 133B</p>
<b>Spelling</b>		
1.6.8	Spell correctly three- and four-letter words ( <i>can, will</i> ) and grade-level-appropriate sight words ( <i>red, fish</i> ).	<p><b>Student Edition:</b>  Unit 1 <i>Words to Know</i> 8, 36, 64, 80, 108  Unit 2 <i>Grammar and Writing</i> 111  <i>Words To Know</i> 8, 38, 68, 84, 114  Unit 3 <i>Grammar and Writing</i> 115  <i>Words To Know</i> 8, 38, 68, 84, 118  Unit 4 <i>Words To Know</i> 8, 38, 68, 84, 112  <i>Write to a Prompt</i> 81  Unit 5 <i>Words To Know</i> 8, 54, 84, 100, 128  <i>Write to a Prompt</i> 97  Unit 6 <i>Words To Know</i> 8, 44, 84, 100, 138  <i>Write to a Prompt</i> 97</p> <p><b>Teacher Edition:</b>  Unit 1 PH/SP 7E, 33E, 35E, 61E, 63E, 77G, 79E, 105E, 107E, 131E  Unit 2 PH/SP 7E, 35E, 37E, 65E, 67E, 81G, 83E, 111E, 113E, 141E  Unit 3 PH/SP 7E, 35E, 37E, 65E, 67E, 81G, 83E, 115E, 117E, 147E  Unit 4 PH/SP 7E, 35E, 37E, 65E, 83E, 115E, 147E  Unit 5 PH/SP 7E, 51E, 53E, 81E, 83E, 97G, 99E, 125E, 159E  Unit 6 PH/SP 7E, 41E, 43E, 81E, 99E, 135E</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 7</b>  <b>LISTENING AND SPEAKING: Skills, Strategies, and Applications</b>            Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>	
<p><b>Comprehension</b></p>	
<p>1.7.1 Listen attentively.</p>	<p><b>Teacher Edition:</b>            Unit 1 SLV 61J, 77L, 105J, 131J            Unit 2 SLV 35J, 65J, 81L, 111J            Unit 3 SLV 35J, 65J, 81L, 115J, 147J            Unit 4 SLV 35J, 65J, 81L, 109J, 137J            Unit 5 SLV 51J, 81J, 97L, 125J, 159J            Unit 6 SLV 41J, 81J, 97L, 135J, 167J</p>
<p>1.7.2 Ask questions for clarification and understanding.</p>	<p><b>Student Edition:</b>            Unit 1 <i>Test Practice</i> 74            Unit 3 <i>Test Practice</i> 78  <b>Teacher Edition:</b>            Unit 1 SLV 61J, 77L, 105J, 131J            Unit 2 SLV 35J, 65J, 81L, 111J            Unit 3 SLV 35J, 65J, 81L, 115J, 147J; TP 77N            Unit 4 SLV 35J, 65J, 81L, 109J, 137J; TPWU 143K            Unit 5 SLV 51J, 81J, 97L, 125J, 159J; TPWU 165K            Unit 6 SLV 41J, 81J, 97L, 135J, 167J; TPWU 173K</p>
<p>1.7.3 Give, restate, and follow simple two-step directions.</p>	<p><b>Student Edition:</b>            Unit 1 <i>Your Turn</i> 65            Unit 2 138                      <i>Your Turn</i> 65            Unit 3 <i>Comprehension</i> 153            Unit 6 <i>Your Turn</i> 81, 135  <b>Teacher’s Edition:</b>            Unit 1 ROU S16, S76, S96            Unit 5 SLV 81J            Unit 6 SLV 81J</p>

STANDARDS	PAGE REFERENCES
<b>Organization and Delivery of Oral Communication</b>	
<p>1.7.4 Stay on the topic when speaking.</p>	<p><b>Student Edition:</b>            Unit 1 <i>Connect and Compare</i> 129                      <i>Comprehension</i> 136                      <i>Talk About It</i> 7, 35, 62, 79, 107            Unit 2 <i>Talk About It</i> 7, 37, 66, 83, 113            Unit 3 <i>Connect and Compare</i> 33, 113                      <i>Talk About It</i> 7, 37, 67, 83, 117            Unit 4 <i>Connect and Compare</i> 63, 107                      <i>Talk About It</i> 7, 37, 66, 83, 111            Unit 5 <i>Connect and Compare</i> 79                      <i>Talk About It</i> 7, 53, 82, 99, 127            Unit 6 <i>Talk About It</i> 7, 43, 82, 99, 137</p> <p><b>Teacher Edition:</b>            Unit 1 CC 103A; CTC 31A; RT 127; SLV 61J, 77L            Unit 2 COMP 67O; GR 135C; OL 41C; RT 57F;            SLV 35J, 65J, 81L, 111J, 141J            Unit 3 CC 113A; SLV 65J, 81L, 115J, 147J; TPWU            153K            Unit 4 CC 107A; PR 59A; SLV 35J, 65J, 81L, 109J,            137J; TPWU 143K            Unit 5 SLV 81J, 97L, 125J, 159J; TPWU 165K            Unit 6 SLV 41J, 81J, 135J, 167J; TPWU 173K</p>
<p>1.7.5 Use descriptive words when speaking about people, places, things, and events.</p>	<p><b>Student Edition:</b>            Unit 1 <i>Talk About It</i> 7, 35, 62, 79, 107                      <i>Word Study</i> 146            Unit 2 <i>Talk About It</i> 7, 37, 66, 83, 113            Unit 3 <i>Talk About It</i> 7, 37, 66, 83, 117            Unit 4 <i>Talk About It</i> 7, 37, 66, 83, 111            Unit 5 <i>Talk About It</i> 7, 53, 82, 99, 127            Unit 6 <i>Talk About It</i> 7, 43, 82, 99, 137                      <i>Writing</i> 173</p> <p><b>Teacher Edition:</b>            Unit 3 SLV 81L, 115J, 147J; SYT 145A            Unit 4 SLV 35J, 65J, 109J, 137J            Unit 5 SLV 81J, 125J            Unit 6 SLV 41J</p>

STANDARDS	PAGE REFERENCES
<b>Speaking Applications</b>	
<p>1.7.5 Use descriptive words when speaking about people, places, things, and events.</p>	<p><b>Student Edition:</b>  Unit 1 <i>Talk About It</i> 7, 35, 62, 79, 107  <i>Word Study</i> 146  Unit 2 <i>Talk About It</i> 7, 37, 66, 83, 113  Unit 3 <i>Talk About It</i> 7, 37, 66, 83, 117  Unit 4 <i>Talk About It</i> 7, 37, 66, 83, 111  Unit 5 <i>Talk About It</i> 7, 53, 82, 99, 127  Unit 6 <i>Talk About It</i> 7, 43, 82, 99, 137  <i>Writing</i> 173</p> <p><b>Teacher Edition:</b>  Unit 3 SLV 81L, 115J, 147J; SYT 145A  Unit 4 SLV 35J, 65J, 109J, 137J  Unit 5 SLV 81J, 125J  Unit 6 SLV 41J</p>