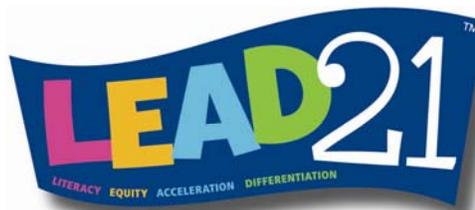
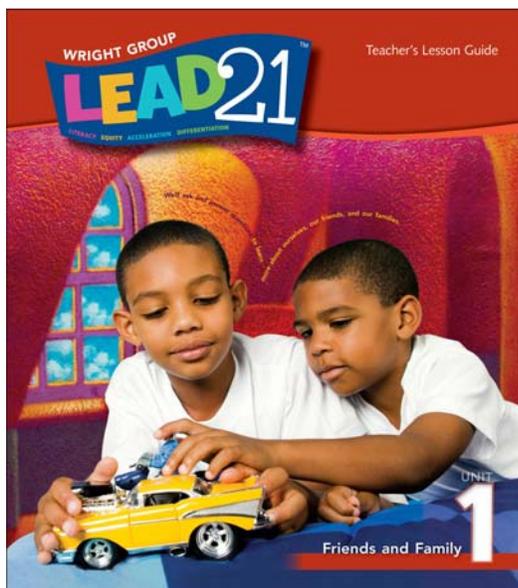




Wright Group

Content and Performance Standards
Reading and Writing
Grade 1



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
Concepts About Print	
<p>1.1.1 Match oral words to printed words.</p>	<p>Student Resources:</p> <p>Unit 1: Concepts Big Books- <i>Desert Wonder</i> p. 6-19; Literature Big Book- <i>An Orange in January</i>; Differentiated Readers p. 2-12</p> <p>Unit 2: Concepts Big Books- <i>Desert Wonder</i> p.6-15; Literature Big Book- <i>An Orange in January</i>; Differentiated Readers p. 2-12</p> <p>Unit 3: Concepts Big Books- <i>Where People Live</i>; Literature Big Book- <i>Where Are You Boots?</i>; Differentiated Readers p. 6-15</p> <p>Unit 4: Concepts Big Books- <i>Our Natural World</i>; Literature Big Book- <i>This Is Our Earth</i>; Differentiated Readers p. 3-19</p> <p>Unit 5: Concepts Big Books- <i>How Stories Change Us</i>; Literature Big Book- <i>Violets Music</i>; Differentiated Readers p. 6-15</p> <p>Unit 6: Concepts Big Books- <i>Nature's Homes</i>; Literature Big Book- <i>Deep in the Swamp</i>; Differentiated Readers p. 6-17</p> <p>Unit 7: Concepts Big Books-<i>Being a Good Citizen</i>; Literature Big Book- <i>Hammer Soup</i>; Differentiated Readers p. 6-13</p> <p>Unit 8: Concepts Big Books-<i>Working Well with Others</i>; Literature Big Book- <i>Lucy and the Bully</i>; Differentiated Readers p.6-17</p> <p>Teacher Edition:</p> <p>Unit 1: 13, 15, 17, 18, 20, 22, 23, 28, 31, 42, 45, 46, 48, 50, 51, 56, 66, 84, 87, 88, 90, 92, 93, 94, 100, 108, 115, 116, 118, 120, 121, 126, 154, 157</p> <p>Unit 2: 13, 16, 20, 22, 23, 28, 31, 42, 45, 46, 48, 50, 51, 56, 84, 87, 88, 90, 92, 93, 98, 100, 112, 115, 116, 118, 120, 121, 154, 157, 158, 160, 162</p> <p>Unit 3: 13, 18, 20, 22, 23, 24, 28, 38, 46, 48, 50, 51, 52, 56, 66, 84, 88, 90, 92-93, 94, 98, 108, 116, 118, 120-121, 122, 126, 136, 154, 158, 160, 162-163, 164, 168, 178, 186, 188, 190-191, 192, 196</p> <p>Unit 4: 13, 18, 20, 22, 23, 24, 28, 38, 46, 48, 50-51, 52, 56, 66, 84, 88, 90, 92-93, 94, 98, 108, 116, 118, 120-121, 122, 126, 136, 154, 158, 160, 162-1</p> <p>Unit 5: 16, 18, 20, 22, 23, 28, 30, 32, 34, 36, 42, 45, 46, 56, 59, 60, 62, 64, 65, 97, 98, 100, 102, 103, 108, 110, 114, 116, 125, 126, 128, 130, 131, 1</p> <p>Unit 6: 12-13, 16, 18, 20, 22, 23, 28, 30, 32, 34, 36, 37, 42, 45, 46, 48, 50, 51, 56, 59, 60, 62, 64, 65, 94, 97, 110, 122, 125, 126, 128, 130, 131, 136, 138, 140, 142, 144, 145, 174, 177 178, 180 182,</p> <p>Unit 7: 12-13, 16, 18, 20, 22-23, 28, 30, 32, 34, 36-37, 42, 45, 45, 48, 50-51, 56, 58, 60, 62, 64-65, 66, 94, 95, 98, 100, 102-103, 110, 112, 114, 116,</p> <p>Unit 8: 12-13, 18, 20, 22-23, 28, 30, 32, 34, 36-37, 42, 45, 48, 50-51, 56, 58, 60, 62, 64-65, 94, 97, 98, 100, 110, 112, 114, 116-117, 122, 125, 126, 128, 130-131, 136, 140, 142, 144-145, 174, 178, 180</p>

STANDARDS	PAGE REFERENCES
<p>1.1.2 Identify letters, words, and sentences.</p>	<p>Teacher Edition:</p> <p>Unit 1: 16, 17, 30, 31, 44, 45, 52, 58, 86, 87, 100, 101, 114, 115, 122, 123, 137, 146-147, 156, 157, 165, 170, 179, 184, 192, 193, 198, 226, 240, 241, 254, 255, 268, 269</p> <p>Unit 2: 16-17, 30-31, 44-45, 58-59, 86-87, 100-101, 114-115, 128-129, 156-157, 170-171, 184, 198-199, 226, 240, 254-255, 268-269</p> <p>Unit 3: 16, 17, 30, 31, 44-45, 52, 58, 59, 86-87, 100-101, 114, 115, 122, 128-129, 156-157, 170, 171, 184-185, 198-199, 226-227, 240-242, 254-255, 268, 269</p> <p>Unit 4: 16-17, 30-31, 44-45, 58-59, 86, 96-97, 110-111, 124-15, 127, 138-139, 143, 164, 165, 166, 167, 176-177, 190, 195, 204-205, 246-247, 256, 270, 271, 284, 298, 321, 322, 323, 325</p> <p>Unit 5: 16, 17, 30-31, 44-45, 58-59, 96-97, 110-111, 124-125, 138-139, 176-177, 190-191, 204-205, 218-219, 236, 257, 285, 299, 316</p> <p>Unit 6: 16-17, 30, 31, 44, 45, 58, 59, 76, 96, 97, 110, 111, 124, 125, 138, 139, 156, 176, 177, 190, 191, 204, 205, 218, 219, 236, 257, 271, 285, 299, 316</p> <p>Unit 7: 16-17, 30-31, 44-45, 58-59, 76, 96-97, 110-111, 124-125, 138-139, 156, 176-177, 190-191, 204-205, 218-219, 257, 285, 299, 316</p> <p>Unit 8: 16-17, 30-31, 44-45, 58-59, 96-97, 110-111, 124-125, 138-139, 176-177, 190-191, 204-205, 218-219, 236, 256-257, 270-271, 284-285, 298-299, 316</p>

STANDARDS	PAGE REFERENCES
<p>1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.</p>	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 24, 31, 39, 53, 59, 67, 77, 94, 109, 122, 123, 137, 147, 164, 165, 179, 192, 193, 207, 217, 234, 249, 262, 263, 277, 287</p> <p>Unit 2: 24, 25, 39, 52, 53, 67, 77, 94, 95, 109, 122, 123, 137, 145, 164, 165, 179, 193, 207, 217, 234, 235, 249, 262, 263, 277, 287</p> <p>Unit 3: 24, 25, 39, 52, 53, 67, 77, 95, 109, 122, 123, 137, 147, 164, 165, 179, 192, 193, 207, 217, 234, 235, 249, 262, 263, 277, 287</p> <p>Unit 4: 24, 25, 39, 52, 53, 67, 77, 94, 95, 109, 122, 123, 137, 147, 164, 165, 179, 192, 193, 207, 217, 234, 235, 249, 262, 263, 277, 287</p> <p>Unit 5: 24, 38, 52, 66, 77, 84-85, 104, 118, 132, 146, 157, 184, 198, 212, 226, 237, 246, 264, 278, 292, 306, 317, 325</p> <p>Unit 6: 24, 38, 52, 66, 77, 85, 86, 104, 118, 132, 14, 157, 163, 164, , 184, 198, 212, 226, 237, 245, 247, 264, 278, 292, 306, 317, 323, 325</p> <p>Unit 7: 24, 38, 52, 66, 77, 85, 86, 87, 104, 118, 132, 146, 157, 163, 184, 198, 212, 226, 237, 264, 278, 292, 306, 317, 325</p> <p>Unit 8: 24, 38, 52, 66, 77, 85, 87, 104, 132, 146, 157, 163, 165, 184, 198, 212, 226, 237, 264, 278, 292, 306, 317, 324</p>

STANDARDS	PAGE REFERENCES
Phonemic Awareness*	
<p>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>	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 16, 27, 30, 41, 55, 58, 69, 83, 86, 97, 100, 101, 111, 114, 125, 128, 139, 156, 170, 184, 198, 226, 237, 240, 241, 254, 265, 268, 269, 279</p> <p>Unit 2: 16, 30, 44, 58, 83, 86, 97, 100, 111, 114, 125, 128, 139, 153, 156, 167, 181, 195, 209, 226, 237, 240, 251, 254, 265, 268, 279</p> <p>Unit 3: 11, 16, 17, 27, 30, 41, 44, 55, 58, 69, 83, 86, 97, 100, 111, 114, 125, 128, 139, 156, 170, 184, 198, 223, 226, 237, 240, 254, 265</p> <p>Unit 4: 11, 16, 30, 41, 55, 69, 83, 86, 97, 100, 111, 114, 125, 128, 139, 153, 156, 167, 170, 181, 184, 195, 209, 223, 226, 237, 240, 251, 254, 265, 268, 279</p> <p>Unit 5: 11, 27, 41, 55, 69, 93, 107, 121, 124-125, 127, 135, 149, 173, 176-177, 187, 190, 201, 204, 215, 218-219, 229, 253, 267, 270, 281, 284, 309</p> <p>Unit 6: 11, 16, 27, 41, 44-45, 55, 58, 69, 93, 96, 107, 110, 121, 124, 135, 138, 149, 173, 176, 187, 190, 201, 215, 218, 229, 253, 256, 267, 270, 281, 284, 295, 298, 309</p> <p>Unit 7: 11, 16, 27, 30, 41, 44, 55, 58, 69, 93, 96, 107, 110, 121, 124, 135, 138, 149, 173, 176, 187, 190, 201, 204, 215, 218, 229, 253, 256, 267, 270, 281, 284, 295, 298, 309</p> <p>Unit 8: 11, 16, 27, 41, 55, 58, 69, 93, 96, 107, 121, 135, 139, 149, 173, 176, 187, 201, 215, 218, 229, 253, 270, 281, 284, 295, 309</p>

STANDARDS	PAGE REFERENCES
<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>	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 27, 41, 55, 69, 83, 87, 97, 101, 111, 115, 125, 129, 223, 227, 241, 255, 269</p> <p>Unit 2: 44, 100, 156, 184, 198, 226, 254</p> <p>Unit 3: 30, 83, 97, 111, 125, 139, 265</p> <p>Unit 4: 11, 16, 41, 55, 69, 83, 97, 111, 125, 139, 153, 167, 181, 195, 209, 223, 237, 223, 251, 265, 279</p> <p>Unit 5: 16-17, 30-31, 58-59, 111, 124-125, 127, 139, 176-177, 190, 195, 204-205, 218-219, 256, 270-271, 284</p> <p>Unit 6: 16-17, 30, 44-45, 58, 96, 110, 138, 124, 176, 190, 218, 256, 270, 284</p> <p>Unit 7: 96, 138, 173, 187, 201, 215, 229, 270, 281, 309</p> <p>Unit 8: 96, 138, 173, 176, 187, 201, 215, 218, 229, 270, 281, 284, 298, 309</p>
<p>1.1.6 Recognize that vowels' sounds can be represented by different letters.</p>	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 27, 41, 55, 69, 83, 87, 97, 101, 111, 115, 125, 129, 223, 227, 241, 255, 269</p> <p>Unit 2: 44, 100, 156, 184, 198, 226, 254</p> <p>Unit 3: 30, 83, 97, 111, 125, 139, 265</p> <p>Unit 4: 11, 16, 41, 55, 69, 83, 97, 111, 125, 139, 153, 167, 181, 195, 209, 223, 237, 223, 251, 265, 279</p> <p>Unit 5: 16-17, 30-31, 58-59, 111, 124-125, 127, 139, 176-177, 190, 195, 204-205, 218-219, 256, 270-271, 284</p> <p>Unit 6: 16-17, 30, 44-45, 58, 96, 110, 138, 124, 176, 190, 218, 256, 270, 284</p> <p>Unit 7: 96, 138, 173, 187, 201, 215, 229, 270, 281, 309</p> <p>Unit 8: 96, 138, 173, 176, 187, 201, 215, 218, 229, 270, 281, 284, 298, 309</p>

STANDARDS	PAGE REFERENCES
<p>1.1.7 Create and state a series of rhyming words.</p>	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Student Resources:</p> <p>Unit 1: <i>Practice Companion</i> 6-7</p> <p>Unit 2: <i>Practice Companion</i> 56</p> <p>Unit 3: <i>Practice Companion</i> 110</p> <p>Unit 4: <i>Practice Companion</i> 164</p> <p>Unit 5: <i>Practice Companion</i> 36</p> <p>Unit 6: <i>Practice Companion</i> 108</p> <p>Unit 7: <i>Practice Companion</i> 170</p> <p>Unit 8: <i>Practice Companion</i> 232</p> <p>Teacher Edition:</p> <p>Unit 1: 14, 153, 167, 181, 195, 209, 251, 265</p> <p>Unit 2: 55, 59, 100, 170, 198</p> <p>Unit 3: 11</p> <p>Unit 4: 11, 184, 265</p> <p>Unit 5: 173</p> <p>Unit 6: 178</p> <p>Unit 7: 173</p> <p>Unit 8: 93</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>Teacher Edition:</p> <p>Unit 1: 17, 44, 45, 100, 128, 268</p> <p>Unit 2: 17, 58, 59, 87, 100, 170, 198, 268</p> <p>Unit 3: 58, 128, 170, 198, 268</p> <p>Unit 4: 30, 100, 170, 269</p> <p>Unit 5: 30, 58, 110, 190, 218</p> <p>Unit 6: 58, 110, 138, 190, 218, 298</p> <p>Unit 7: 30, 58, 110, 138, 190, 218, 298, 299</p> <p>Unit 8: 30, 58, 110, 138, 190, 218</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>Teacher Edition: Unit 1: 16, 27, 30, 41, 44, 55, 58, 69, 83, 86, 97, 100, 111, 114, 125, 128, 139, 156, 170, 184, 233, 237, 265, 279 Unit 2: 11, 16, 27, 30, 41, 44, 55, 58, 69, 86, 100, 114, 128, 156, 170, 184, 198 Unit 3: 16, 30, 44, 58, 86, 100, 114, 128, 153, 156, 167, 170, 181, 184, 195, 198, 209, 226, 240, 254, 278 Unit 4: 11, 16, 41, 55, 69, 83, 97, 111, 125, 139, 153, 167, 181, 195, 209, 223, 237, 265, 279 Unit 5: 11, 27, 41, 55, 69, 93, 107, 121, 135, 149, 187, 201, 215, 229, 253, 281, 295 Unit 6: 11, 27, 41, 55, 69, 93, 107, 121, 135, 149, 173, 187, 201, 215, 229, 253, 267, 281, 295, 309 Unit 7: 11, 27, 41, 55, 69, 93, 107, 121, 135, 149, 173, 187, 201, 215, 229, 253, 267, 281, 295, 309 Unit 8: 11, 27, 41, 55, 69, 93, 107, 121, 135, 136, 149, 173, 187, 201, 215, 229, 253, 267, 281, 295, 309</p>

STANDARDS	PAGE REFERENCES
<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>Teacher Edition:</p> <p>Unit 1: 16, 27, 30, 41, 44, 55, 58, 69, 83, 86, 97, 100, 111, 114, 125, 128, 139, 156, 170, 184, 198, 226, , 240, 251, 254, 265, 268, 279</p> <p>Unit 2: 16, 30, 44, 58, 83, 86, 97, 100, 111, 114, 125, 128, 139, 153, 156, 167, 170, 181, 184, 195, 198, 209, 237, 251, 265, 279</p> <p>Unit 3: 11, 16, 27, 30, 41, 44, 55, 58, 69, 83, 97, 100, 111, 114</p> <p>Unit 4: 11, 16, 30, 41, 44, 55, 58, 69, 83, 86, 97, 100, 111, 114, 125, 128, 139, 153, 156, 167, 170, 181, 184, 195, 209, 220, 223, 237, 240, 251, 254, 265, 268, 279</p> <p>Unit 5: 11, 16-17, 27, 30-31, 41, 44-45, 55, 58-59, 69, 93, 96-97, 108, 110-111, 121, 124-125, 135, 138-139, 143-149, 173, 187, 190, 195, 201, 204-205, 215, 218-219, 229, 253, 256, 261, 267, 270-271, 281, 295, 309</p> <p>Unit 6: 11, 16-17, 27, 30, 41, 44-45, 55, 58, 93, 96, 107, 110, 121, 124, 135, 138, 149, 173, 176, 187, 190, 201, 204, 215, 218, 229, 253, 256, 267, 270, 281, 295, 309</p> <p>Unit 7: 11, 16, 27, 30, 41, 55, 58, 69, 93, 96, 107, 110, 121, 124, 135, 138, 149, 173, 176, 187, 190, 201, 204, 218, 229, 253, 256, 267, 270, 281, 295, 298, 209</p> <p>Unit 8: 11, 16, 27, 30, 41, 55, 58, 69, 93, 96, 107, 110, 121, 124, 135, 138, 149, 173, 176, 187, 190, 201, 204, 215, 218, 229, 253, 256, 267, 270, 281, 295, 298, 309</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>This objective can be integrated with lessons found in Unit 3, In My Neighborhood.</p>

STANDARDS	PAGE REFERENCES
<p>1.1.11 Read common sight words (words that are often seen and heard).</p>	<p>Teacher Edition: Unit 1: 17, 31, 45, 87, 100, 115, 157, 170, 185, 226, 240, 255 Unit 2: 16, 30, 45, 87, 100, 115, 128, 157, 170, 185, 198, 226, 240, 254, 268 Unit 3: 16, 30, 45, 58, 87, 100, 115, 129, 157, 170, 185, 198, 226, 240, 255, 268 Unit 4: 16, 30, 45, 59, 87, 100, 115, 128, 157, 170, 185, 198, 226, 240, 254, 268 Unit 5: 16, 30, 45, 59, 97, 110, 125, 138, 177, 190, 205, 270, 284, 298 Unit 6: 16, 30, 45, 59, 97, 110, 125, 138, 190, 205, 219, 256, 270, 284, 298 Unit 7: 16, 30, 45, 58, 97, 110, 125, 138, 177, 190, 205, 219, 256, 270, 284, 298 Unit 8: 16, 30, 45, 58, 97, 110, 125, 138, 177, 190, 205, 219, 256, 271, 285, 299</p>
<p>1.1.12 Use phonic and context clues as self-correction strategies when reading.</p>	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition: Unit 1: 15, 42, 224, 252 Unit 2: 42-43, 50, 252 Unit 3: 42, 252 Unit 4: 121, 182, 252 Unit 5: 42, 49, 110-111, 217, 258, 260 Unit 6: 208, 258, 260 Unit 7: 258, 260 Unit 8: 202, 258, 260, 262, 263, 282</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>Teacher Edition: Unit 3: 30 Unit 5: 124-125, 127, 176-177, 190, 195, 204, 218-219, 270-271, 284</p>

STANDARDS	PAGE REFERENCES
<p>1.1.14 Read common word patterns (-ite, -ate). Example: Read words, such as <i>gate</i>, <i>late</i>, and <i>kite</i>.</p>	<p>Teacher Edition: Unit 1: 17, 31, 45, 87, 100, 115, 157, 170, 185, 226, 240, 255 Unit 2: 16, 30, 45, 87, 100, 115, 128, 157, 170, 185, 198, 226, 240, 254, 268 Unit 3: 16, 30, 45, 58, 87, 100, 115, 129, 157, 170, 185, 198, 226, 240, 255, 268 Unit 4: 16, 30, 45, 59, 87, 100, 115, 128, 157, 170, 185, 198, 226, 240, 254, 268 Unit 5: 16, 30, 45, 59, 97, 110, 125, 138, 177, 190, 205, 270, 284, 298 Unit 6: 16, 30, 45, 59, 97, 110, 125, 138, 190, 205, 219, 256, 270, 284, 298 Unit 7: 16, 30, 45, 58, 97, 110, 125, 138, 177, 190, 205, 219, 256, 270, 284, 298 Unit 8: 16, 30, 45, 58, 97, 110, 125, 138, 177, 190, 205, 219, 256, 271, 285, 299</p>

STANDARDS	PAGE REFERENCES
<p>1.1.15 Read aloud smoothly and easily in familiar text.</p>	<p>Student Resources:</p> <p>Unit 1: Literature Big Book- <i>Hello Baby!</i></p> <p>Unit 2: My Connections- <i>Desert Wonders</i></p> <p>Unit 2: Literature Big Book- <i>Orange in January</i></p> <p>Unit 3: My Connections- <i>Where People Live</i></p> <p>Unit 3: Literature Big Book- <i>Where Are You Boots?</i></p> <p>Unit 4: E-book- <i>Our Natural World</i></p> <p>Unit 5: Literature Big Book- <i>Violet's Music</i></p> <p>Unit 5: My Connections- <i>Change Us</i></p> <p>Unit 6: Literature Big Book- <i>Deep in the Swamp</i></p> <p>Unit 6: My Connections- <i>Nature's Homes</i></p> <p>Unit 7: Literature Big Book- <i>Hammer Soup</i></p> <p>Unit 7: My Connections- <i>Being a Good Citizen</i></p> <p>Unit 8: Literature Big Book- <i>Lucy and the Bully</i></p> <p>Unit 8: My Connections- <i>Working Well with Others</i></p> <p>Teacher Edition:</p> <p>Unit 1: 14-15, 29-30, 43-44, 57-58, 85-86, 99-100, 113, 114, 127-128, 155-156, 169-170, 183-184, 197-198, 225-226, 239-240, 253-254, 267-268</p> <p>Unit 2: 14-15, 29-30, 43-44, 57-58, 85-86, 99-100, 113-114, 127-128, 155-156, 169-170, 183-184, 197-198, 225-226, 239-240, 253-254, 267-268</p> <p>Unit 3: 14-15, 29-30, 43-44, 57-58, 85-86, 99-100, 113-114, 127-128, 155-156, 169-170, 183-184, 197-198, 225-226, 239-240, 253-254, 267-268</p> <p>Unit 4: 14-15, 29-30, 43-44, 57-58, 85-86, 99-100, 113-114, 127-128, 155-156, 169-170, 183-184, 197-198, 225-226, 239-240, 253-254, 267-268</p> <p>Unit 5: 14-15, 29-30, 43-44, 57-58, 95-96, 109-110, 123-124, 137-138, 175-176, 189-190, 203-204, 217-218, 255-256, 268-270, 282-284, 296-298</p> <p>Unit 6: 14-15, 29-30, 43-44, 57-58, 95-96, 109-110, 123-124, 136-138, 175-176, 189-190, 203-204, 217-218, 255-256, 268-270, 283-284, 296-298</p> <p>Unit 7: 14-15, 29-30, 43-44, 57-58, 95-96, 109-110, 123-124, 136-138, 175-176, 189-190, 203-204, 217-218, 255-256, 269-270, 283-284, 297-298</p> <p>Unit 8: 14-15, 29-30, 43-44, 57-58, 95-96, 109-110, 123-124, 137-138, 175-176, 189-190, 203-204, 217-218, 255-256, 268-270, 283-284, 297-298</p>

STANDARDS		PAGE REFERENCES
Vocabulary and Concept Development		
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>).	Teacher Edition: Unit 5: 191, 219, 285 Unit 7: 191, 219, 285, 323 Unit 8: 191, 219, 257, 271, 285, 299
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.	Teacher Edition: Unit 2: 156, 198, 254 Unit 3: 31, 59, 171, 199, 227, 255, 269 Unit 4: 100 Unit 5: 17, 31, 45, 59, 181, 257 Unit 6: 111, 139, 271 Unit 7: 31, 59, 191, 219, 257, 285
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.	The following references can be used in classroom discussion to meet the needs of the objective. Teacher Edition: Unit 1: 182-183, 252 Unit 5: 179 Unit 6: 43, 46, 48-49, 50-51, 113, 116-117, 123, 126-127, 128-129, 130-131, 207, 209-211, 273 Unit 7: 19 Unit 8: 46, 48, 51, 103
Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text Students read and understand grade-level-appropriate material. The selections in the <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html) 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).		
Structural Features of Informational Materials		
1.2.1	Identify the title, author, illustrator, and table of contents of a reading selection.	This objective can be integrated with Prepare to Read activities using the Differentiated Readers.

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>Teacher Edition: Unit 1: 114, 183, 186, 189, 190, 191, 247, 253, 256-258, 261, 274-275 Unit 2: 19, 21, 35, 36, 38, 43, 46-48, 50-51, 60, 64-65, 103, 106, 116-121, 132, 159, 187, 189, 190, 205, 229, 257, 259, 260, 270, 272, 275 Unit 3: 19, 37, 49, 61, 89, 117, 132, 161, 176, 189, 231, 270 Unit 4: 19, 21, 37, 65, 92, 260 Unit 5: 37, 129, 181 Unit 6: 131, 195, 207, 241, 297 Unit 7: 115, 181, 297 Unit 8: 33, 101, 183, 209</p>
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text	
<p>1.2.3 Respond to <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>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>Teacher Edition: Unit 1: 271 Unit 2: 117, 231, 270 Unit 3: 204, 205, 232, 259, 260 Unit 4: 232 Unit 5: 21, 33, 43-44, 46, 51, 100, 113, 115, 123-124, 126-128, 130-131, 140, 142, 145, 181 Unit 6: 19, 22-23, 33, 35, 195 Unit 7: 19, 21, 33, 36, 48, 49, 99, 101, 123, 126, 128, 130-131, 183, 291 Unit 8: 19, 21, 23, 50-51, 99</p>
<p>1.2.4 Follow one-step written instructions.</p>	<p>Daily Writing assignments can be modified to meet this objective.</p>

STANDARDS	PAGE REFERENCES
<p>1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.</p>	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 15, 42, 224, 252</p> <p>Unit 2: 42-43, 50, 252</p> <p>Unit 3: 42, 252</p> <p>Unit 4: 121, 182, 252</p> <p>Unit 5: 42, 49, 110-111, 217, 258, 260</p> <p>Unit 6: 208, 258, 260</p> <p>Unit 7: 258, 260</p> <p>Unit 8: 202, 258, 260, 262, 263, 282</p>
<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>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 121, 135</p> <p>Unit 2: 22, 120</p> <p>Unit 3: 275</p> <p>Unit 4: 173, 175-177, 186-191, 200, 203, 243, 256, 259, 261, 271, 274</p> <p>Unit 5: 22, 101-103, 116, 193, 196, 275</p> <p>Unit 6: 47, 289</p> <p>Unit 7: 127, 130, 193, 210</p> <p>Unit 8: 37, 50, 99, 101-103, 113, 115, 116, 123, 126-131, 179, 181-182, 209, 211, 273, 275, 276, 277, 290</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>Teacher Edition:</p> <p>Unit 2: 12, 28, 84, 98, 154, 168</p> <p>Unit 3: 12, 28, 84, 98, 154, 168</p> <p>Unit 4: 12, 28, 84, 98, 154, 168</p> <p>Unit 5: 12, 28, 94, 108, 160, 174, 188</p> <p>Unit 6: 12, 28, 80, 94, 108, 174, 188, 240</p> <p>Unit 7: 12, 28, 80, 94, 108, 174, 188, 240</p> <p>Unit 8: 12, 28, 80, 94, 108, 174, 188, 240</p>

STANDARDS	PAGE REFERENCES
<p>Standard 3 READING: Comprehension and Analysis of Literary Text Students read and respond to a wide variety of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) 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>Analysis of Grade-Level-Appropriate Literary Text</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>The following references can be used in classroom discussion to meet the needs of the objective. Teacher Edition: Unit 2: 184, 189, 221 Unit 3: 183, 184, 186, 188 Unit 4: 184, 185, 187, 189, 190, 191 Unit 6: 204 Unit 8: 204</p>
<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>This objective can be integrated with Prepare to Read activities using the Differentiated Readers.</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>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 14, 18, 20, 30, 46, 48, 50-51, 85, 88, 90, 92-93, 100, 116, 118, 120-121, 155, 158, 160, 162-163, 170, 186, 188, 190-191, 228, 230, 232-233, 256, 258, 260-261</p> <p>Unit 2: 14, 18, 20, 29, 30, 32, 34, 36, 48, 50, 57, 60, 85, 89, 91-93, 99, 100, 102, 104, 116, 118, 127, 134, 155, 158-159, 160, 162-163, 170, 186, 188, 190-191, 228, 230, 232-233, 256, 258, 260-261</p> <p>Unit 3: 93, 134, 229, 245, 272</p> <p>Unit 4: 105, 233, 273</p> <p>Unit 5: 14, 30, 32, 34, 36-37, 95, 110, 112, 114, 116-117, 175, 190, 192, 194, 196-197, 272, 274, 276-277</p> <p>Unit 6: 14, 30, 32, 34, 36-37, 95, 110, 112, 114, 116-117, 175, 190, 192, 194, 196-197, 272, 274, 276-277</p> <p>Unit 7: 101, 127, 129, 131, 287</p> <p>Unit 8: 29, 32-34, 36, 57, 192</p>
<p>1.3.4 Distinguish fantasy from reality.</p>	<p>This objective can be integrated with Prepare to Read activities using the Differentiated Readers.</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>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 19, 21-23, 29, 31-37, 47, 49, 50-51, 57, 61-65, 89, 91-92, 99, 102-107, 117, 119, 127, 129, 131-132, 134, 161-163, 175, 177, 190, 203, 205, 232-233, 243, 261</p> <p>Unit 2: 22, 51, 63, 105, 106, 107, 119, 130, 134, 162-163, 173</p> <p>Unit 3: 21, 22, 33, 50, 103, 107, 119, 121, 132, 161, 162, 177, 229, 231, 243, 259, 261, 270, 275</p> <p>Unit 4: 22, 35, 50, 91, 106, 121, 131, 132, 134, 163, 177, 205, 231, 271</p> <p>Unit 5: 29, 36, 57, 268-269, 272-274, 276-277, 287, 289-291, 296, 304</p> <p>Unit 6: 268-269, 272-273, 274-275, 276-277, 287, 290-291, 296, 301, 304</p> <p>Unit 7: 102-103, 107, 112-117, 137, 195, 268-269, 272-277, 296-297</p> <p>Unit 8: 196</p>
<p>Standard 4 WRITING: Processes and Features 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>Organization and Focus</p>	
<p>1.4.1 Discuss ideas and select a focus for group stories or other writing.</p>	<p>Teacher Edition:</p> <p>Unit 1: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 2: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 206, 234, 248, 262, 276</p> <p>Unit 3: 24, 38, 52, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 4: 24, 38, 66, 94, 108, 164, 178, 206, 234, 248, 276</p> <p>Unit 5: 78-87, 158-167, 238-247</p> <p>Unit 6: 80-87, 160-167, 240-247, 320-327</p> <p>Unit 7: 80-87, 160-167, 240-247, 320-327</p> <p>Unit 8: 80-87, 160-167, 240-247, 320-327</p>

STANDARDS		PAGE REFERENCES
1.4.2	Use various organizational strategies to plan writing.	Teacher Edition: Unit 1: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 2: 24, 38, 52, 66, 94, 108, 122, 136, 165, 178, 192, 206, 234, 248, 262, 276 Unit 3: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 4: 24, 38, 52, 66, 94, 108, 122, 136, 164, 234 Unit 5: 80-81, 240-242, 320-321, 324 Unit 6: 80, 240-241, 321 Unit 7: 80, 161, 240, 241, 321 Unit 8: 80, 241, 322
Evaluation and Revision		
1.4.3	Revise writing for others to read.	Teacher Edition: Unit 1: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 2: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 3: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 4: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 5: 164-165, 246, 324 Unit 6: 86-87, 164-167, 246-247, 324-325 Unit 7: 86-87, 164-165, 246-247, 324-325 Unit 8: 86, 164, 246, 324

STANDARDS		PAGE REFERENCES
Research Process and Technology		
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>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 2: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 3: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 4: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 5: 80-81, 82-84, 162, 164, 166, 240, 242, 244, 246, 321-321, 322, 324-326</p> <p>Unit 6: 80, 82, 162, 164, 166, 240, 242, 244, 246, 320, 322, 324, 326</p> <p>Unit 7: 80, 82, 162-166, 240, 242, 320, 322, 324, 326</p> <p>Unit 8: 80, 82, 84, 160, 162, 240, 242, 244, 320, 322, 326</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>Teacher Edition:</p> <p>Unit 7: 72, 232</p>
1.4.6	Organize and classify information by constructing categories on the basis of observation.	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 24, 38, 52, 66 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 2: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 3: 164, 192, 248, 262, 276</p> <p>Unit 4: 38, 52, 66, 108, 122, 136</p> <p>Unit 5: 80-81, 240-242, 320-321, 324</p> <p>Unit 6: 80, 240-241, 321</p> <p>Unit 7: 80, 161, 240, 241, 321</p> <p>Unit 8: 80, 241, 322</p>

STANDARDS	PAGE REFERENCES
<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) <i>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.</i> 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>The following references can be used in classroom discussion to meet the needs of the objective. Teacher Edition: Unit 3: 164, 178, 192, 206 Unit 4: 94, 108, 122, 136 Unit 5: 238-247, 318-327 Unit 8: 80-87, 160-167</p>
<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>Teacher Edition: Unit 2: 94, 108, 122, 136 Unit 3: 136 Unit 7: 240-247, 320-327</p>
<p>1.5.3 Write simple rhymes.</p>	<p>The following references can be used in classroom discussion to meet the needs of the objective. Teacher Edition: Unit 4: 24, 38, 52, 66</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>Teacher Edition: Unit 1: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 2: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 3: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 276 Unit 4: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 262, 276 Unit 5: 78-87, 82-83, 158-167, 238-247 Unit 6: 164, 243, 246, 324 Unit 7: 80 Unit 8: 86, 161, 164, 246, 321, 324</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>Teacher Edition: Unit 1: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 198, 206, 234, 248, 262, 276 Unit 2: 164, 178, 192, 206, 234, 248, 262, 276 Unit 3: 52, 66, 94, 108, 122, 136, 164, 178, 192, 206 Unit 4: 164, 178, 192, 206 Unit 5: 80-82 Unit 6: 78-87, 158-167 Unit 7: 240-247, 320-327 Unit 8: 240-247, 320-327</p>

STANDARDS		PAGE REFERENCES
Standard 6 WRITING: English Language Conventions		
Handwriting		
1.6.1	Print legibly and space letters, words, and sentences appropriately.	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 2: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 3: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 4: 38, 52, 66, 108, 122, 136</p> <p>Unit 5: 164-165, 246, 324</p> <p>Unit 6: 86-87, 164-167, 246-247, 324-325</p> <p>Unit 7: 86-87, 164-167, 246-247, 324-325</p> <p>Unit 8: 86, 164, 246, 324</p>
Sentence Structure		
1.6.2	Write in complete sentences.	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 31, 52, 66, 136, 206, 276</p> <p>Unit 2: 276</p> <p>Unit 3: 66, 206</p> <p>Unit 4: 136, 206</p> <p>Unit 5: 84-85, 164, 165, 246, 323, 325</p> <p>Unit 6: 85, 86, 87, 164, 165, 247, 325</p> <p>Unit 7: 85, 86, 87, 161, 165, 244, 247, 325, 324</p> <p>Unit 8: 85, 87, 163, 165, 246, 321, 324</p>
Grammar		
1.6.3	Identify and correctly use singular and plural nouns (<i>dog/dogs</i>).	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 2: 52, 122, 192, 206, 262</p> <p>Unit 3: 52</p> <p>Unit 7: 323</p>

STANDARDS		PAGE REFERENCES
1.6.4	Identify and correctly write contractions (<i>isn't, aren't, can't</i>).	Teacher Edition: Unit 7: 111, 139, 191, 219, 271, 285
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>).	The following examples can be used in classroom discussion to meet the needs of the objective. Teacher Edition: Unit 2: 52, 122, 192, 206, 262 Unit 3: 52 Unit 5: 163, 245 Unit 7: 245, 323
Punctuation		
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.	Teacher Edition: Unit 1: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 2: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 3: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 248, 262, 276 Unit 4: 178, 192, 206, 248, 262, 276 Unit 5: 38, 108, 122, 136 Unit 6: 84, 246, 325 Unit 7: 85, 86-87, 163, 164-165, 247, 325 Unit 8: 85, 87, 163, 165, 247, 324

STANDARDS		PAGE REFERENCES
Capitalization		
1.6.7	Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 2: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276</p> <p>Unit 3: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 248, 262, 276</p> <p>Unit 4: 178, 192, 206, 248, 262, 276</p> <p>Unit 5: 85, 163, 164-165, 246, 324</p> <p>Unit 6: 84, 246, 325</p> <p>Unit 7: 85, 86-87, 163, 164-165, 247, 325</p> <p>Unit 8: 85, 87, 163, 165, 247, 324</p>
Spelling		
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>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 16, 30, 44, 86, 87, 101, 114, 115, 146, 156, 157, 171, 184, 185, 199, 216, 226, 227, 241, 254, 255, 269, 286</p> <p>Unit 2: 16, 17, 30, 31, 44, 45, 59, 76, 86, 87, 100, 101, 115, 128, 129, 146, 156, 157, 171, 184, 185, 199, 216, 227, 241, 255, 269, 286</p> <p>Unit 3: 16, 17, 30, 31, 45, 59, 76, 86, 87, 101, 114, 115, 129, 146, 156, 157, 170, 171, 185, 199, 216, 226, 227, 241, 254, 255, 268-269</p> <p>Unit 4: 16, 17, 31, 44, 45, 59, 76, 86, 87, 101, 114, 115, 129, 146, 156, 157, 170, 171, 184, 185, 226, 227, 240, 241, 254, 255, 268, 269, 286.</p> <p>Unit 5: 16, 17, 31, 44, 45, 59, 76, 95, 97, 111, 124, 125, 139, 156, 176, 177, 191, 204, 205, 219, 236, 256, 257, 270, 271, 284, 285, 298, 299, 316</p> <p>Unit 6: 16, 17, 30, 31, 44-45, 59, 58, 76, 96, 97, 111, 124, 125, 139, 156, 176, 177, 191, 204, 205, 219, 236, 256, 257, 270, 271, 284, 285, 299</p> <p>Unit 7: 16, 17, 30, 31, 44, 45, 59, 76, 96, 97, 111, 124, 125, 139, 156, 176, 177, 191, 204, 205, 219, 236, 257, 271, 285, 299, 316</p> <p>Unit 8: 16, 17, 31, 44, 45, 49, 58, 59, 76, 96, 97, 111, 125, 139, 156, 176, 177, 191, 204, 205, 218, 219, 236, 256, 257, 270, 271, 284, 285, 298, 316</p>

STANDARDS	PAGE REFERENCES
<p>Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications 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>Comprehension</p>	
<p>1.7.1 Listen attentively.</p>	<p>The following references can be used in classroom discussion to meet the needs of the objective.</p> <p>Teacher Edition:</p> <p>Unit 1: 12-13, 25, 28, 39, 42, 53, 56, 67, 73, 74-75, 77, 84, 95, 98, 109, 112, 123, 126, 137, 154, 164, 165, 168, 179, 182, 193, 196, 207, 214-215, 217, 224, 235, 238, 249, 252, 263, 266, 277, 284-285, 287</p> <p>Unit 2: 12-113, 25, 28, 39, 42, 53, 46, 67, 74-75, 84, 95, 98, 109, 112, 123, 126, 144-145, 154, 165, 168, 179, 182, 193, 196, 207, 214-215, 217, 224, 235, 238, 252, 263, 277, 284-285, 287</p> <p>Unit 3: 12-13, 25, 28, 39, 42, 53, 56, 67, 72, 74-75, 77, 85, 98, 109, 112, 123, 126, 137, 144-145, 147, 154, 165, 168, 179, 182, 193, 196, 207, 214-215, 217, 224, 235, 238, 249, 252, 263, 266, 277, 284-285</p> <p>Unit 4: 12-13, 25, 28, 39, 42, 53, 56, 67, 77, 74-75, 84, 95, 98, 108, 112, 113, 123, 126, 137, 144-145, 154, 165, 168, 179, 182, 196, 207, 217, 224, 235, 238, 249, 252, 263, 266, 277, 284-285, 287</p> <p>Unit 5: 12-13, 24, 28, 38, 42, 52, 56, 66, 74-75, 77, 94, 104, 108, 118, 122, 132, 136, 146, 154-155, 184, 188, 202, 212, 216, 226, 237, 254, 264, 268, 278, 282, 292, 296, 306, 314-315, 317</p> <p>Unit 6: 12-13, 24, 28, 38, 42, 52, 66, 77, 94, 108, 118, 122, 132, 136, 146, 157, 174, 184, 188, 198, 202, 212, 216, 226, 237, 254, 264, 268, 278, 282, 292, 296, 306, 317</p> <p>Unit 7: 12-13, 24, 28, 38, 42, 52, 56, 66, 74-75, 77, 94, 104, 108, 118, 122, 132, 136, 146, 154, 157, 174, 184, 188, 198, 202, 212, 216, 226, 234=235, 237, 254, 264, 268, 278, 282, 292, 306, 314-315, 317</p> <p>Unit 8: 12-13, 24, 28, 38, 42, 52, 56, 66, 74-75, 77, 94, 104, 108, 118, 122, 132, 136, 146, 154-155, 157, 174, 184, 188, 198, 202, 212, 216, 226, 234-235, 237, 254, 264, 268, 278, 282, 292, 296, 306, 314-315, 317</p>

STANDARDS		PAGE REFERENCES
1.7.2	Ask questions for clarification and understanding.	The following examples can be used in classroom discussion to meet the needs of the objective. Teacher Edition: Unit 1: 146, 286 Unit 2: 146, 286 Unit 3: 143, 283 Unit 4: 143, 283 Unit 6: 156, 316 Unit 7: 316 Unit 8: 156, 316
1.7.3	Give, restate, and follow simple two-step directions.	This objective can be integrated with Independent Writing assignments.
Organization and Delivery of Oral Communication		
1.7.4	Stay on the topic when speaking.	The following references can be used in classroom discussion to meet the needs of the objective. Teacher Edition: Unit 1: 76, 142-143, 146, 216, 282-283, 286 Unit 2: 76, 143, 146, 216, 283, 286 Unit 3: 76, 142-143, 146-147, 283-284, 286 Unit 4: 76, 142-143, 146, 216, 282-283, 286 Unit 5: 76, 152-153, 156, 236, 312-313, 316 Unit 6: 76, 156, 236, 316 Unit 7: 76, 156, 236, 316 Unit 8: 76, 156, 236, 316

STANDARDS	PAGE REFERENCES
<p>1.7.5 Use descriptive words when speaking about people, places, things, and events.</p>	<p>Teacher Edition: Unit 1: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 2: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 262, 276 Unit 3: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 248, 276 Unit 4: 24, 38, 52, 66, 94, 108, 122, 136, 164, 178, 192, 206, 234, 262, 276 Unit 5: 78-87, 82-83, 158-167, 238-247 Unit 6: 164, 243, 246, 324 Unit 7: 80 Unit 8: 86, 161, 164, 246, 321, 324</p>
Speaking Applications	
<p>1.7.5 Use descriptive words when speaking about people, places, things, and events.</p>	<p>This objective can be integrated Daily Writing and Independent Writing activities.</p>