

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions about key details in a text.

Student Edition pages:

138, 139

Teacher Edition pages:

7, 33, 49, 125, 131, 138, 139

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Student Edition pages:

138, 139

Teacher Edition pages:

7, 33, 49, 125, 131, 138, 139

3. Describe characters, settings, and major events in a story, using key details.

Student Edition pages:

138, 139

Teacher Edition pages:

125, 138, 139

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.

Teacher Edition pages:

125

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Student Edition pages:

6, 32, 48, 130, 138, 139

Teacher Edition pages:

6, 32, 48, 125, 130, 131, 138, 139

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions about key details in a text.

Student Edition pages:

6, 32, 48

Teacher Edition pages:

7, 33, 49, 67

2. Identify the main topic and retell key details of a text.

Student Edition pages:

6, 32, 48

Teacher Edition pages:

7, 33, 49

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Student Edition pages:

6, 32, 48

Teacher Edition pages:

7, 33, 49, 67

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6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Student Edition pages:

6, 32, 48

Teacher Edition pages:

7, 33, 49

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.

Student Edition pages:

6, 32, 48, 51, 53, 55, 57, 59, 61, 63, 65, 71, 75, 81, 86, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 126, 127, 132, 133, 134, 135, 136, 137, 138, 140

Teacher Edition pages:

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Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Student Edition pages:

29, 56, 57, 59, 65, 79, 81, 83, 86, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 126, 127, 135, 138, 140, 142

Teacher Edition pages:

28, 29, 56, 57, 142

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Teacher Edition pages:

9, 41, 55, 79, 91, 93, 97, 115, 121, 123, 127, 129

Phonics and Word Recognition

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

a. Know the spelling-sound correspondences for common consonant digraphs.

Teacher Edition pages:

71, 83

c. Know final -e and common vowel team conventions for representing long vowel sounds.

Teacher Edition pages:

121

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.

Student Edition pages:

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93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119,
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Teacher Edition pages:

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109, 113, 115, 117, 119, 121, 123, 125, 129, 132, 133, 134, 135,
136, 137, 138, 139, 140

- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Teacher Edition pages:

57

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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109, 113, 115, 117, 119, 121, 123, 125, 129, 132, 133, 134, 135,
136, 137, 138, 139, 140

Writing

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Student Edition pages:

51, 53, 55, 61, 93, 142

Teacher Edition pages:

142

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Student Edition pages:

57, 59, 63, 65, 67, 71, 73, 75, 77, 79, 81, 83, 85, 89, 91, 95, 99,
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Teacher Edition pages:

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99, 101, 103, 105, 107, 111, 113, 115, 117, 119, 121, 123, 125,
126, 131, 135, 138, 139, 142

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Student Edition pages:

97, 129, 142

Teacher Edition pages:

97, 135

Production and Distribution of Writing

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Teacher Edition pages:

7, 59, 107, 135

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Teacher Edition pages:

7, 107, 117

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Student Edition pages:

53, 55, 57, 59, 61, 63, 67, 77, 85, 91, 93, 99, 101, 103, 105, 111,
113, 115, 129, 131

Teacher Edition pages:

7, 33, 107, 117, 131, 138, 139

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Student Edition pages:

6, 32, 48, 130

Teacher Edition pages:

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113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125,
127, 131, 132, 133, 135, 139, 140

- b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

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113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125,
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- c. Ask questions to clear up any confusion about the topics and texts under discussion.

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2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Student Edition pages:

6, 48

Teacher Edition pages:

7, 49, 85

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Teacher Edition pages:

47, 53, 65, 67, 69, 75, 83, 87, 97, 115

6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

Teacher Edition pages:

13, 31, 47, 61, 83

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Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.

Student Edition pages:

10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 50, 52, 54, 58, 60, 62, 64, 66, 70, 72, 74, 76, 78, 80, 82, 84, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 110, 112, 114, 116, 118, 120, 122, 124, 128

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b. Use common, proper, and possessive nouns.

Teacher Edition pages:

13, 85, 111

e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Teacher Edition pages:

61

f. Use frequently occurring adjectives.

Student Edition pages:

85

Teacher Edition pages:

85

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Student Edition pages:

29, 56, 57, 59, 65, 79, 81, 83, 86, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 126, 127, 135, 138, 140, 142

Teacher Edition pages:

56, 57

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

Student Edition pages:

134, 135, 136, 137, 142

Teacher Edition pages:

51, 111, 134, 135, 136, 137, 142

b. Use end punctuation for sentences.

Student Edition pages:

29, 56, 57, 59, 65, 79, 81, 83, 86, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 126, 127, 135, 138, 140, 142

Teacher Edition pages:

56, 57, 142

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- c. Use commas in dates and to separate single words in a series.

Student Edition pages:

79, 140

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

Student Edition pages:

6, 32, 48, 130

Teacher Edition pages:

7, 33, 49, 131

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Student Edition pages:

108

Teacher Edition pages:

13, 43, 85, 108, 109

- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Student Edition pages:

53, 55, 57, 59, 61, 63, 65, 67, 77, 85, 89, 91, 93, 99, 101, 103, 105, 111, 113, 115, 119, 121, 123, 129, 133, 137, 138

Teacher Edition pages:

55, 59, 65, 67, 77, 85, 91, 125, 131, 133, 135, 138, 139

- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Student Edition pages:

31

Teacher Edition pages:

31

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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