



# California Common Core State Standards Correlations

## English Language Arts



- English Language Development Standards
- Next Generation Science Standards
- History-Social Science Standards

# College and Career Readiness Anchor Standards for READING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.



# California Common Core State Standards English Language Arts

## Grade 1

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	1	1

Reading Standards for Literature	
Key Ideas and Details	McGraw-Hill <i>Reading Wonders</i>
<p><b>RL.1.1</b> Ask and answer questions about key details in a text.</p>	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 24, 25, 44, 45, 64, 65 Unit 2: 44, 45, 84, 85 Unit 3: 24, 25, 64, 65 Unit 4: 88, 89 Unit 5: 130, 131, 190, 191 Unit 6: 232, 233, 272, 273</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 19, 41, 63 Unit 2: 21, 43, 81 Unit 3: 23, 45, 67, 73 Unit 4: 29, 89, 125 Unit 5: 155, 195, 225, 255 Unit 6: 295, 325, 357, 393</p> <p><b>LEVELED READERS:</b> Unit 1, Week 1: <i>We Like to Share</i> (O), <i>Class Party</i> (B) Unit 1, Week 2: <i>A Trip to the City</i> (O), <i>Harvest Time</i> (B) Unit 1, Week 3: <i>Mouse's Moon Party</i> (A), <i>Pet Show</i> (O) Unit 2, Week 1: <i>Pick Up Day</i> (A), <i>Ben Brings the Mail</i> (O), <i>At Work with Mom</i> (B) Unit 2, Week 2: <i>What a Nest!</i> (A), <i>Staying Afloat</i> (O) Unit 2, Week 4: <i>The Sick Tree</i> (A), <i>Squirrels Help</i> (O), <i>Wow, Kitty!</i> (B) Unit 3, Week 1: <i>Busy's Watch</i> (A), <i>Kate Saves the Date!</i> (O) Unit 3, Week 2: <i>Corn Fun</i> (A), <i>Yum, Strawberries!</i> (O) Unit 3, Week 3: <i>The Magic Paintbrush</i> (O) Unit 4, Week 1: <i>Fly to the Rescue!</i> (O) Unit 4, Week 4: <i>The Hat</i> (O) Unit 5, Week 1: <i>Nuts for Winter</i> (A), <i>Dog Bones</i> (O), <i>Spark's Toys</i> (B) Unit 5, Week 2: <i>Hide and Seek</i> (O) Unit 5, Week 4: <i>Thump, Jangle, Crash</i> (A), <i>Down on the Farm</i> (O) Unit 6, Week 1: <i>Two Hungry Elephants</i> (A), <i>What a Feast!</i> (O) Unit 6, Week 3: <i>Snow Day</i> (A), <i>Heat Wave</i> (O), <i>Rainy Day Fun</i> (B) Unit 6, Week 4: <i>The Quilt</i> (A), <i>Latkes for Sam</i> (O)</p> <p><b>CLOSE READING COMPANION:</b> 1-3, 8-10, 15-17, 34-36, 41-43, 55-57, 67-69, 74-76, 81-83, 100-102, 121-123, 133-135, 140-142, 154-156, 166-168, 180-182, 187-189</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 7, 17, 42, 44, 117, 127, 147, 162, 193, 205, 217, 229, 241, 246, 253, 258, 277, 282, 301, 306, 313, 318</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 1, 3, 8, 14, 16, 23, 26, 28</p> <p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 9</p> <p><b>INTERACTIVE READ-ALoud CARDS:</b> Unit 1, Week 5: 2, 4 Unit 2, Week 2: 3, 4 Unit 3, Week 2: 4 Unit 3, Week 3: 4 Unit 3, Week 5: 4 Unit 4, Week 1: 3, 4 Unit 4, Week 5: 4 Unit 5, Week 1: 4 Unit 5, Week 2: 4 Unit 5, Week 4: 2, 4 Unit 5, Week 5: 3, 4 Unit 6, Week 1: 4 Unit 6, Week 2: 2, 4 Unit 6, Week 3: 3, 4</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T183, T191A-T191H, T191I, T221, T222-T223, T407, T412-T413 Unit 2: T269A-T269J, T412-T413, T415 Unit 3: T191A-T191J, T412-T413, T415 Unit 4: T11, T21, T35C, T35H, T167, T177, T191A-T191P, T269A-T269R, T407, T412-T413, T415 Unit 5: T269A-T269P, T245, T255, T261, T269D, T269E, T300, T322, T333, T407, T412-T413, T415 Unit 6: T35C, T191A-T191F, T191G-T191L, T191M-T191R, T269A-T269H, T269I-T269R, T407, T412-T413, T415</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: <b>Student Practice:</b> Genre Study, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles, <b>Graphic Organizers:</b> Graphic Organizers, <b>Cards:</b> Retelling Cards</p>

## Reading Standards for Literature

Key Ideas and Details		McGraw-Hill <i>Reading Wonders</i>
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 24, 25, 44, 45, 64, 65 Unit 2: 28, 29 Unit 3: 150, 151 Unit 4: 232, 233, 272, 273, 292, 293</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 19, 40, 63 Unit 2: 21, 42, 81 Unit 3: 23, 45, 67 Unit 4: 29, 125 Unit 5: 155, 195, 255 Unit 6: 295, 357, 393</p> <p><b>LEVELED READERS:</b> Unit 1, Week 3: <i>Pet Show</i> (O) Unit 2, Week 1: <i>Pick Up Day</i> (A), <i>Ben Brings the Mail</i> (O), <i>At Work with Mom</i> (B) Unit 3, Week 3: <i>The Magic Paintbrush</i> (O) Unit 4, Week 1: <i>Fly to the Rescue!</i> (O), <i>The Hat</i> (O) Unit 5, Week 2: <i>Little Blue's Dream</i> (A), <i>Hide and Seek</i> (O) Unit 5, Week 4: <i>Down on the Farm</i> (O), <i>Going on a Bird Walk</i> (B) Unit 6, Week 4: <i>The Quilt</i> (A), <i>Latkes for Sam</i> (O), <i>Patty Jumps!</i> (B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 138, 274, 277, 282, 313</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 2, 6, 14, 16, 23</p> <p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 9</p> <p><b>INTERACTIVE READ-ALOUD CARDS:</b> Unit 1, Week 2: 4 Unit 1, Week 5: 4 Unit 2, Week 2: 3, 4 Unit 3, Week 2: 4 Unit 3, Week 3: 4 Unit 3, Week 5: 4 Unit 4, Week 1: 3, 4 Unit 4, Week 5: 4 Unit 5, Week 1: 4 Unit 5, Week 2: 4 Unit 5, Week 4: 4 Unit 5, Week 5: 3, 4 Unit 6, Week 1: 4 Unit 6, Week 2: 4 Unit 6, Week 3: 4</p> <p><b>TEACHER'S EDITION:</b> Unit 1: S32, T31, T109, T113I-T113J, T187, T191F, T269A-T269J, T414-T415 Unit 2: T35I-T35J, T345 Unit 3: T31, T113J, T187, T191I-T191J, T269J Unit 4: T11, T35K-T35L, T269R Unit 5: T11, T35I, T89, T113R, T245, T269P, T297, T414-T415 Unit 6: T11, T27, T35B, T35D, T35E, T35N, T89, T191Q, T191R, T269B, T269C, T300-T30I</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1–6: Cards: Retelling Cards Media: Fluency Passages Graphic Organizers: Graphic Organizers, Think Aloud Clouds Student Practice: Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 24, 25, 44, 45, 84, 85 Unit 3: 24, 25, 44, 45, 64, 65 Unit 4: 28, 29 Unit 5: 150, 151, 190, 191 Unit 6: 272, 273</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 19, 41, 63 Unit 2: 21, 43, 81 Unit 3: 23, 45, 67 Unit 4: 29, 125 Unit 5: 155, 195, 255</p> <p><b>LEVELED READERS:</b> Unit 1, Week 1: <i>We Like to Share</i> (O) Unit 1, Week 3: <i>Pet Show</i> (O) Unit 2, Week 1: <i>Ben Brings the Mail</i> (O) Unit 2, Week 2: <i>Staying Afloat</i> (O) Unit 2, Week 4: <i>The Sick Tree</i> (A), <i>Squirrels Help</i> (O) Unit 3, Week 1: <i>Busy's Watch</i> (A), <i>Kate Saves the Date!</i> (O) Unit 5, Week 1: <i>Dog Bones</i> (O) Unit 6, Week 1: <i>What a Feast!</i> (O)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 42, 44, 50, 104, 107, 114, 117, 124, 127, 144, 147, 154, 157, 190, 193, 198, 202, 205, 214, 217, 222, 226, 229, 234, 238, 241, 246, 258, 277, 298, 301, 306, 313, 318</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3, 4, 6, 7, 8, 12, 13, 16, 23, 28</p> <p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 9, 23</p> <p><b>INTERACTIVE READ-ALOUD CARDS:</b> Unit 2, Week 2: 4 Unit 3, Week 3: 2 Unit 3, Week 5: 2, 4 Unit 4, Week 1: 4 Unit 4, Week 5: 4 Unit 5, Week 1: 4 Unit 5, Week 2: 3, 4 Unit 5, Week 4: 2, 4 Unit 5, Week 5: 3, 4 Unit 6, Week 1: 4 Unit 6, Week 2: 4 Unit 6, Week 3: 3, 4</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T27, T35D-T35F, T35H, T105, T113D, T183 Unit 2: T27, T35B, T35E-T35G, T35I, T35J, T51, T69, T70-T71, T72-T73, T113E-T113F, T138, T139, T140, T141, T271B-T271D, T296, T297 Unit 3: T27, T35C-T35H, T35J, T52-T53, T69, T70-T71, T72-T73, T113B-T113C, T113G-T113H, T113J, T147, T148-T149, T150 Unit 4: T27, T31, T35E, T35G, T35I, T35L, T52-T53, T60-T61, T62-T63, T65, T66-T67 Unit 5: T27, T31, T35C-T35D, T35F, T60, T65, T104-T105, T138-T139, T269C, T269F-T269H, T305, T204, T307, T407, T415 Unit 6: T35D-T35F, T35I, T35K, T182-T183, T216</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1–6: Graphic Organizers: Graphic Organizers Cards: Retelling Cards Student Practice: Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>
Craft and Structure		McGraw-Hill <i>Reading Wonders</i>
<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4–6 for additional expectations.)	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 7 Unit 2: 7 Unit 3: 7 Unit 4: 11 Unit 5: 113 Unit 6: 215</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 84, 85 Unit 2: 62, 63 Unit 3: 68, 69, 70, 71, 72, 73 Unit 4: 90, 91 Unit 5: 222, 223, 224, 225 Unit 6: 324, 325</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 21</p> <p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 13, 15</p> <p><b>INTERACTIVE READ-ALOUD CARDS:</b> Unit 3, Week 3: 1</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T272-T273 Unit 2: T194-T195 Unit 3: T18, T35E-T35F, T35I, T76, T194, T195A-T195B Unit 4: T194-T195 Unit 5: T35H, T195, T195A-T195B Unit 6: T116-T117, T269K</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Media: Images</p>

Reading Standards for Literature		
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<p>LITERATURE ANTHOLOGY: Unit 1: 47, 67, 83, 93 Unit 2: 21, 25, 43, 47, 61, 81, 93 Unit 3: 23, 27, 45, 66, 89, 101 Unit 4: 29, 55, 89, 125, 137 Unit 5: 155, 195, 221, 255, 267 Unit 6: 295, 323, 357, 393, 405</p> <p>LEVELED READERS: Unit 1, Week 1: <i>We Like to Share</i> (O), <i>Class Party</i> (B) Unit 1, Week 2: <i>What Can We See?</i> (A), <i>A Trip to the City</i> (O), <i>Where I Live</i>, pp. 13–16 (O), <i>Harvest Time</i> (B) Unit 1, Week 3: <i>Mouse’s Moon Party</i> (A), <i>Pet Show</i> (O), <i>Polly the Circus Star</i> (B) Unit 1, Week 4: <i>Friends Are Fun</i> (A, O, B) Unit 1, Week 5: <i>We Can Move!</i> (A, O, B) Unit 2 Week 1: <i>Pick Up Day</i> (A), <i>Ben Brings the Mail</i> (O), <i>At Work with Mom</i> (B) Unit 2, Week 2: <i>What a Nest!</i> (A), <i>Stone Castles</i>, pp. 13–16 (A), <i>Staying Afloat</i> (O), <i>City Armadillo</i>, <i>Country Armadillo</i> (B) Unit 2, Week 3: <i>Meerkat Family</i> (A, O, B) Unit 2, Week 4: <i>The Sick Tree</i> (A), <i>Squirrels Help</i> (O), <i>Sharing Skills</i>, pp. 13–16 (B) Unit 2, Week 5: <i>How Maps Help</i> (A, O, B) Unit 3, Week 1: <i>Busy’s Watch</i> (A), <i>Kate Saves the Date!</i> (O), <i>Uncle George Is Coming!</i> (B) Unit 3, Week 3: <i>How Coquí Got Her Voice</i> (A), <i>The Magic Paintbrush</i> (O), <i>The Storytelling Stone</i> (B) Unit 4, Week 1: <i>The King of the Animals</i> (A), <i>Lions and Elephants</i>, pp. 13–16 (A), <i>Fly to the Rescue!</i> (O), <i>Animal Traits</i>, pp. 13–16 (O), <i>Hummingbird’s Wings</i> (B) Unit 4, Week 2: <i>Penguins All Around</i> (A, O, B) Unit 4, Week 4: <i>Come One, Come All</i> (B) Unit 5, Week 1: <i>Nuts for Winter</i> (A), <i>Dog Bones</i> (O), <i>Spark’s Toys</i> (B) Unit 5, Week 5: <i>What Is a Yurt?</i> (A, O, B) Unit 6, Week 1: <i>Two Hungry Elephants</i> (A), <i>What a Feast!</i> (O), <i>Beware of the Lion!</i> (B) Unit 6, Week 4: <i>The Quilt</i> (A), <i>Latkes for Sam</i> (O)</p> <p>TEACHER’S EDITION: Unit 1: S14, S32, S56, S62, S92, T113F, T269F Unit 2: T26, T113G, T191H, T260, T269E, T338 Unit 3: T35E, T269D Unit 4: T26, T35H, T113H, T191I, T269D, T347D Unit 5: T35C, T35J, T113K, T182, T191L, T269P, T338, T347F Unit 6: T26, T35J, T113L, T191R, T269J, T347F</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1–6: Teacher Resources: Theme Bibliography, Literature/Informational Text Chart, Book Talk, Reader Response Graphic Organizers: Graphic Organizers</p>
RL.1.6	Identify who is telling the story at various points in a text.	<p>READING/WRITING WORKSHOP: Unit 2: 24, 25, 44, 45, 84, 85 Unit 3: 24, 25 Unit 4: 88, 89 Unit 5: 130, 131 190, 191 Unit 6: 272, 273</p> <p>LITERATURE ANTHOLOGY: Unit 4: 125 Unit 5: 155</p> <p>TEACHER’S EDITION: Unit 3: T26, T113B, T113I Unit 4: T261, T269E–T269F, T269H, T269K, T269O, T269R Unit 5: T26–T27, T35B–T35E, T35G, T35I–T35J, T395</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Graphic Organizers: Graphic Organizers</p>
Integration of Knowledge and Ideas		McGraw–Hill <i>Reading Wonders</i>
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	<p>READING/WRITING WORKSHOP: Unit 4: 88, 89 Unit 5: 130, 131</p> <p>LITERATURE ANTHOLOGY: Unit 1: 63 Unit 2: 21, 42, 81 Unit 3: 23</p> <p>LEVELED READERS: Unit 1, Week 1: <i>A Fun Day</i> (A) Unit 2, Week 1: <i>Pick Up Day</i> (A), <i>Ben Brings the Mail</i> (O), Unit 6, Week 3: <i>Heat Wave</i> (O)</p> <p>YOUR TURN PRACTICE BOOK: 44, 144, 147, 154, 193, 198, 202, 205, 210, 214, 246, 258, 277, 298</p> <p>READING WORKSTATION ACTIVITY CARDS: 2, 4, 28</p> <p>INTERACTIVE READ-ALoud CARDS: Unit 6, Week 1: 4 Unit 6, Week 2: 2, 4</p> <p>TEACHER’S EDITION: Unit 1: T35E–T35G, T104–T105, T113H–T113I, T216 Unit 2: T27, T35I–T35J, T261, T269D, T269G, T269J, T308 Unit 3: T113D, T141, T167, T191D, T208, T298 Unit 4: T11, T35B, T35J, T71, T269G Unit 5: T35C, T269D, T269P, T305, T306–T307, T323 Unit 6: T183, T191E, T191I, T191P, T227, T269G, T269P, T306–T307</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Graphic Organizers: Graphic Organizers; Media: Images; Cards: Retelling Cards; Student Practice Approaching Reproducibles 44, 144, 147, 150, 154, 190, 193, 198, 202, 205, 210, 214, 246, 250, 258, 277, 298; Beyond Reproducibles 44, 144, 147, 150, 154, 190, 193, 198, 202, 205, 210, 214, 246, 250, 258, 277, 29, ELL Reproducibles 44, 144, 147, 150, 154, 190, 193, 198, 202, 205, 210, 214, 246, 250, 258, 277, 298</p>
RL.1.8	(Not applicable to Literature)	
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	<p>READING/WRITING WORKSHOP: Unit 2: 24, 25, 44, 45, 84, 85 Unit 3: 64, 65 Unit 4: 88, 89 Unit 5: 130, 131, 150, 151 Unit 6: 272, 273</p> <p>LEVELED READERS: Unit 3, Week 3: <i>How Coquí Got Her Voice</i> (A), <i>The Magic Paintbrush</i> (O)</p> <p>READING WORKSTATION ACTIVITY CARDS: 23</p> <p>INTERACTIVE READ-ALoud CARDS: Unit 6, Week 1: 3</p> <p>TEACHER’S EDITION: Unit 1: T128, T206 Unit 2: T128 Unit 3: T128, T191I, T206 Unit 4: T50 Unit 5: T50, T128, T284 Unit 6: T50, T206</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1–6: Graphic Organizers: Graphic Organizers</p>

## Reading Standards for Literature

Range of Reading and Level of Text Complexity	McGraw-Hill <i>Reading Wonders</i>
<p><b>RL.1.10</b></p> <p>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p><b>WRITING WORKSHOP:</b> Unit 1: 7, 14-23, 34-43, 54-63 Unit 2: 7, 14-23, 34-43, 74-83 Unit 3: 7, 14-23, 34-43, 54-63 Unit 4: 11, 18-27, 78-87 Unit 5: 113, 120-129, 140-149, 180-189 Unit 6: 215, 222-231, 262-271, 282-291</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 3, Week 2: <i>The Big Yuca Plant</i>, 28 Unit 3, Week 3: <i>The Gingerbread Man</i>, 50 Unit 3, Week 4: <i>Mother Goose Rhymes</i>, 68 Unit 4, Week 1: <i>How Bat Got Its Wings</i>, 10 Unit 4, Week 4: <i>When It's Snowing</i>, 90 Unit 5, Week 1: <i>A Lost Button</i>, 140 Unit 5, Week 2: <i>Kitten's First Full Moon</i>, 162 Unit 5, Week 3: <i>Windshield Wipers</i>, 222 Unit 6, Week 2: <i>Abuelita's Lap</i>, 324 Unit 6, Week 3: <i>Rain School</i>, 236</p> <p><b>LEVELED READERS:</b> Unit 1, Week 4: <i>I Like to Play</i>, pp. 13-16 (A, O, B) Unit 2, Week 3: <i>I Live in a House!</i> (A, O, B) Unit 4, Week 3: <i>Ducklings</i>, pp. 13-16 (A, O), pp. 12-16 (B) Unit 5, Week 3: <i>Fly Away, Butterfly</i>, pp. 13-16 (A, O) Unit 6, Week 2: <i>Fire!</i> pp. 13-16 (A, O); pp. 12-16 (B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 5, 6, 15, 16, 25, 26, 35, 36, 42, 45, 46, 55, 56, 65, 66, 75, 76, 85, 86, 105, 106, 115, 116, 125, 126, 145, 146, 155, 156, 191, 192, 203, 204, 215, 216, 227, 228, 239, 251, 252, 275, 276, 299, 311, 312</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3, 4, 6, 7, 8, 12, 14, 16, 20, 23, 25, 26, 28</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T16-T17, T52-T53, T140-T141, T412-T413, T414 Unit 2: T16-T17, T35A, T61, T62-T63, T297, T298-T299, T305, T306-T307 Unit 3: T65, T66-T67, T94-T95, T113A, T130-T131, T172-T173, T191B, T191C, T195, T195A-T195B, T225 Unit 4: T16-T17, T191B, T219, T299, T303, T304-T305, T306-T307 Unit 5: T16-T17, T35D, T69, T70-T71, T72-T73, T143, T144-T145, T260-T261, T295, T296, T306-T307 Unit 6: T35B, T35H, T61, T62-T63, T151, T217, T303, T407</p> <p><b>LITERATURE BIG BOOKS:</b> Unit 1, Week 1: <i>This School Year Will be the Best</i> Unit 1, Week 2: <i>Alicia's Happy Day</i> Unit 1, Week 3: <i>Cool Dog, School Dog</i> Unit 2, Week 1: <i>Millie Waits for the Mail</i> Unit 2, Week 2: <i>The 3 Little Dossies</i> Unit 2, Week 3: <i>Babies in the Bayou</i> Unit 3, Week 1: <i>A Second is a Hiccup</i> Unit 3, Week 2: <i>Mystery Vine</i> Unit 3, Week 3: <i>Interrupting Chicken</i> Unit 3, Week 4: <i>The Last Train</i></p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: <b>Teacher Resources:</b> Theme Bibliography, Literature/Informational Texts Chart <b>Student Practice:</b> Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>
<p><b>RL.1.10a</b></p> <p>Activate prior knowledge related to the information and events in a text.</p>	<p><b>TEACHER'S EDITION:</b> Unit 1: T88 Unit 2: T88 Unit 3: T164 Unit 5: T322 Unit 6: T10, T88</p>
<p><b>RL.1.10b</b></p> <p>Confirm predictions about what will happen next in a text.</p>	<p><b>TEACHER'S EDITION:</b> Unit 2: T10, T88 Unit 3: T10, T166 Unit 4: T322 Unit 5: T11, T89</p>

Reading Standards for Informational Text	
Key Ideas and Details	McGraw-Hill <i>Reading Wonders</i>
<p><b>RI.1.1</b> Ask and answer questions about key details in a text.</p>	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 84-85, 104-105 Unit 2: 64-65, 104-105 Unit 3: 84-85, 104-105 Unit 4: 48-49, 68-69</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 83, 93, 94, 95 Unit 2: 61, 88, 89, 91, 93 Unit 3: 26, 49, 75, 89, 101, 103 Unit 4: 35, 55, 89, 137 Unit 5: 221, 267 Unit 6: 301, 323, 405</p> <p><b>LEVELED READERS:</b> Unit 1, Week 4: <i>Friends Are Fun</i> (A, O, B) Unit 2, Week 3: <i>Meerkat Family</i> (A, O, B) Unit 2, Week 5: <i>How Maps Help</i> (A, O, B) Unit 3, Week 4: <i>Schools Then and Now</i> (A, O, B) Unit 3, Week 5: <i>Apples from Farm to Table</i> (A, O, B) Unit 4, Week 2: <i>Penguins All Around</i> (A, O, B) Unit 4, Week 3: <i>Go, Gator!</i> (A, O, B) Unit 5, Week 3: <i>The Wright Brothers</i> (A, O, B) Unit 5, Week 5: <i>What Is a Yurt?</i> (A, O, B) Unit 6, Week 2: <i>Helping Me, Helping You!</i> (A, O, B) Unit 6, Week 5: <i>It's Labor Day!</i> (A, O, B)</p> <p><b>CLOSE READING COMPANION:</b> 22-24, 43-45, 62-63, 88-90, 95-96, 107-109, 114-116, 147-149, 154-156, 173-175, 194-196</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 94, 97, 100, 137, 161, 169, 181, 221, 257, 265, 270, 286, 289, 294, 305, 317, 322, 325, 330</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 5, 9, 11, 13, 15, 27</p> <p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 27, 29, 30</p> <p><b>INTERACTIVE READ-ALoud CARDS:</b> Unit 1, Week 3: 4 Unit 2, Week 1: 3, 4 Unit 2, Week 3: 1, 4 Unit 2, Week 4: 3, 4 Unit 2, Week 5: 1, 3, 4 Unit 3, Week 1: 4 Unit 3, Week 4: 4 Unit 4, Week 2: 2, 4 Unit 4, Week 3: 1, 4 Unit 4, Week 4: 3, 4 Unit 5, Week 3: 4 Unit 5, Week 4: 4 Unit 6, Week 5: 3, 4</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T244-T245, T269A-T269J, T322-T323, T332-T333, T338-T339, T347A-T347F, T362, T374-T375, T404, T412-T413 Unit 2: T191A-T191H, T218, T347A-T347F, T374, T394-T395, T407, T412-T413, T415 Unit 3: T255, T261, T265, T260-T261, T269A-T269J, T269I-T269J, T294, T362, T372, T389, T394-T395, T407, T412-T413, T415 Unit 4: T89, T99, T105, T113C, T113E, T117B, T130, T140, T144, T148-T149, T167, T183, T191C, T191F, T191H, T208, T216, T218, T222, T227, T228, T347A-T347D Unit 5: T167, T191A-T191L, T208, T218, T222, T284, T338-T339, T364, T374, T379, T382-T383 Unit 6: T113F-T113J, T113L, T128, T372, T394-T395, T407, T412</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: <b>Graphic Organizers:</b> Graphic Organizers, Think Aloud Clouds <b>Tier 2 Intervention:</b> Comprehension <b>Student Practice:</b> Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>
<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p>	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 64, 65, 104, 105 Unit 4: 48, 49, 68, 69</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 83, 93 Unit 2: 61, 93 Unit 3: 89 Unit 4: 55, 89 Unit 5: 221 Unit 6: 323</p> <p><b>LEVELED READERS:</b> Unit 2, Week 3: <i>Meerkat Family</i> (A, O, B) Unit 2, Week 5: <i>How Maps Help</i> (A, O, B) Unit 4, Week 2: <i>Penguins All Around</i> (A, O, B) Unit 4, Week 3: <i>Go, Gator!</i> (A, O, B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 10, 20, 30, 40, 50, 60, 70, 80 90, 100, 110, 120, 138, 150, 186, 198, 210, 274, 277, 282, 310, 313</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 5, 10, 11, 27</p> <p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 24, 27</p> <p><b>INTERACTIVE READ-ALoud CARDS:</b> Unit 1, Week 3: 4 Unit 2, Week 1: 4 Unit 2, Week 3: 2, 4 Unit 2, Week 4: 3, 4 Unit 2, Week 5: 1, 3, 4 Unit 3, Week 1: 4 Unit 3, Week 4: 4 Unit 4, Week 2: 4 Unit 4, Week 3: 1, 4 Unit 4, Week 4: 4 Unit 5, Week 3: 4 Unit 6, Week 4: 4 Unit 6, Week 5: 4</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T261, T265, T269D-T269J, T342 Unit 2: T182-T183, T191B-T191H, T218-T219, T220-T221, T227, T228-T229, T230-T231, T383, T384-T385, T396-T387, T397, T405 Unit 3: T269I-T269J, T307, T338-T339, T347C-T347F, T375 Unit 4: T89, T105, T113G, T113K, T128-T129, T151, T245, T347B-T347C, T347E-T347F, T379 Unit 5: T167, T191H, T191K, T191L, T223, T385, T414-T415 Unit 6: T109, T131, T245, T347F, T363</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: <b>Graphic Organizers:</b> Graphic Organizers, Think Aloud Clouds <b>Tier 2 Intervention:</b> Comprehension <b>Student Practice:</b> Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles <b>Cards:</b> Retelling Cards</p>

## Reading Standards for Informational Text

Key Ideas and Details		McGraw-Hill Reading Wonders
<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p><b>READING/WRITING WORKSHOP:</b> Unit 3: 84, 85, 104, 105 Unit 4: 38-47, 108, 109 Unit 5: 170, 171, 210, 211  <b>LITERATURE ANTHOLOGY:</b> Unit 1: 94, 95 Unit 2: 61, 93 Unit 3: 49, 89, 101 Unit 4: 35, 37-53, 55, 89, 137  Unit 5: 221, 267 Unit 6: 323  <b>LEVELED READERS:</b> Unit 2, Week 5: <i>How Maps Help</i> (A, O, B) Unit 3, Week 5: <i>Apples from Farm to Table</i> (A, O, B)  Unit 4, Week 4: <i>Wings</i>, pp. 13-16 (A) Unit 4, Week 5: <i>Teach a Dog!</i> (A, O, B) Unit 5, Week 5: <i>What Is a Yurt?</i>  (A, O, B) Unit 6, Week 5: <i>It's Labor Day!</i> (A, O, B)  <b>YOUR TURN PRACTICE BOOK:</b> 134, 137, 257, 262, 265, 317  <b>READING WORKSTATION ACTIVITY CARDS:</b> 9, 13, 15, 17  <b>INTERACTIVE READ-ALoud CARDS:</b> Unit 6, Week 4: 4 Unit 6, Week 5: 3  <b>TEACHER'S EDITION:</b> Unit 1: T285, T347B, T347E-T347F, T404-T405, T406 Unit 2: T183, T206, T404-T405,  T406 Unit 3: T261, T269B, T269E, T269I, T269J, T285, T286-T287, T295, T296-T297, T299, T300-T301, T303,  T304-T305, T306-T307, T365, T373, T375, T377, T379, T381, T385, T404-T405 Unit 4: T105, T109, T113D,  T113F, T113H, T404-T405, T406 Unit 5: T183, T187, T191B, T191E, T191H, T191I, T208-T209, T216-T217, T218-T219,  T223-T225, T226-T227, T228-T229, T339, T347C, T347E-T347F, T339, T364-T365, T373, T375, T377, T379,  T384-T385 Unit 6: T113D-T113E, T129, T404-T405, T406  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: <b>Student Practice:</b> Approaching Reproducibles,  Beyond Reproducibles, ELL Reproducibles <b>Graphic Organizers:</b> Graphic Organizers <b>Interactive Games &amp;  Activities:</b> Comprehension</p>
Craft and Structure		McGraw-Hill Reading Wonders
<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.)	<p><b>TEACHER'S EDITION:</b> Unit 2: T176, T273A, T396 Unit 3: T269F Unit 4: T113, T113F, T191G, T347  Unit 5: T347 Unit 6: T113F  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: <b>Media:</b> Visual Glossary Tier 2 <b>Intervention:</b>  Vocabulary <b>Interactive Games &amp; Activities:</b> Vocabulary</p>
<b>RI.1.5</b>	Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 61, 94-103 Unit 3: 74-83, 96, 98, 103 Unit 4: 43, 45, 47, 98-107  Unit 5: 162, 164, 166, 200-209 Unit 6: 302-311  <b>LITERATURE ANTHOLOGY:</b> Unit 1: 94, 95 Unit 2: 59  <b>LEVELED READERS:</b> Unit 2, Week 5: <i>How Maps Help</i> (B) Unit 3, Week 4: <i>Schools Then and Now</i> (B) Unit 4,  Week 2: <i>Penguins All Around</i> (B) Unit 6, Week 5: <i>It's Labor Day!</i> (O,B)  <b>YOUR TURN PRACTICE BOOK:</b> 19, 29, 49, 59, 69, 99, 109, 119, 139, 149, 161, 173, 197, 209, 221, 233, 269, 281,  305, 329  <b>READING WORKSTATION ACTIVITY CARDS:</b> 18, 19, 20  <b>TEACHER'S EDITION:</b> Unit 1: T38, T39A-T39B, T338, T347C, T347F, T350-T351, T396, T415 Unit 2: T117,  T117B, T274-T275, T275B, T338, T347A, T350-T351, T385, T396, T415 Unit 3: T260, T273, T273A, T322, T338,  T350-T351, T396, T415 Unit 4: T38, T39A-T39B, T104, T273, T273B, T284, T338, T396, T415 Unit 5: T38-T39,  T116, T117A, T396, T415 Unit 6: T195, T195A-T195B, T338, T350, T396, T415  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> <b>Media:</b> Images: Time for Kids Online Articles; <b>Collaborate:</b>  Projects; <b>Student Practice:</b> Approaching Reproducibles 19, 29, 49, 59, 69, 99, 109, 119, 139, 149, 161, 173, 197, 209,  221, 233, 269, 281, 305, 329; Beyond Reproducibles 19, 29, 49, 59, 69, 99, 109, 119, 139, 149, 161, 173, 197, 209, 221,  233, 269, 281, 305, 329; ELL Reproducibles 19, 29, 49, 59, 69, 99, 109, 119, 139, 149, 161, 173, 197, 209, 221, 233, 269,  281, 305, 329</p>



Reading Standards for Informational Text		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p>READING/WRITING WORKSHOP: Unit 1: 84, 85, 104, 105 Unit 2: 104, 105 Unit 5: 210, 211            YOUR TURN PRACTICE BOOK: 173, 181, 209, 233, 269, 281            READING WORKSTATION ACTIVITY CARDS: 20            INTERACTIVE READ-ALoud CARDS: Unit 1, Week 1: 4 Unit 1, Week 3: 4 Unit 1, Week 4: 4            Unit 2, Week 1: 4 Unit 2, Week 3: 4 Unit 2, Week 4: 4 Unit 2, Week 5: 3, 4 Unit 3, Week 1: 4            Unit 3, Week 4: 4 Unit 4, Week 2: 4 Unit 4, Week 3: 3, 4 Unit 4, Week 4: 2, 4 Unit 5, Week 3: 4            Unit 6, Week 4: 3, 4 Unit 6, Week 5: 4            TEACHER'S EDITION: Unit 1: T39B, T269C, T269E-T269F, T347B-T347C Unit 2: T35C, T39A, T191C, T347D, T350,            T351 Unit 3: T269D Unit 4: T182 Unit 5: T182, T273, T338, T350-T351 Unit 6: T113E-T113F, T113H, T338  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Media: Images; Graphic Organizers; Student Practice: Approaching Reproducibles 173, 181, 209, 233, 269, 281, Beyond Reproducibles 173, 181, 209, 233, 269, 281, ELL Reproducibles 173, 181, 209, 233, 269, 281 Interactive Games &amp; Activities: Comprehension</p>
Integration of Knowledge and Ideas		McGraw-Hill Reading Wonders
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	<p>READING/WRITING WORKSHOP: Unit 1: 104, 105 Unit 2: 104, 105            LITERATURE ANTHOLOGY: Unit 1: 83, 93, 95 Unit 2: 59, 61 Unit 3: 49, 89, 103            LEVELED READERS: Unit 1, Week 1: <i>A Fun Day</i> (A), <i>Our Classroom Rules</i>, pp. 13-16 (B) Unit 3, Week 1: <i>Make a Clock</i>, pp. 13-16 (A) Unit 3, Week 4: <i>Schools Then and Now</i> (A, O, B) Unit 4, Week 3: <i>Go, Gator!</i> (A, O, B)            Unit 4, Week 4: <i>Wings</i>, pp. 13-16 (A) Unit 5, Week 1: <i>Sort by Color</i>, pp. 13-16 (A)            YOUR TURN PRACTICE BOOK: 99, 137, 166, 169, 174, 181, 186, 221, 233, 269, 281, 294, 305, 317            READING WORKSTATION ACTIVITY CARDS: 20            INTERACTIVE READ-ALoud CARDS: Unit 1, Week 1: 1, 2, 4 Unit 1, Week 3: 4 Unit 1, Week 4: 4 Unit 2,            Week 1: 4 Unit 2, Week 3: 4 Unit 2, Week 4: 2, 4 Unit 2, Week 5: 3, 4 Unit 3, Week 1: 4 Unit 3, Week 4: 4            Unit 4, Week 2: 4 Unit 4, Week 3: 3, 4 Unit 4, Week 4: 2, 4 Unit 5, Week 3: 4 Unit 6, Week 4: 3, 4            Unit 6, Week 5: 4            TEACHER'S EDITION: Unit 1: T38, T261, T269D-T269G, T304-T305, T306-T307, T347D-T347F, T372-T373,            T374-T375 Unit 2: T39, T117, T191B-T191D, T191G-T191H, T274-T275, T349B-T349F, T385, T386, T387 Unit 3: T39,            T269D, T269I-T269J, T273, T273B, T287, T307, T350, T365, T372, T383, T384-T385 Unit 4: T38, T149, T150,            T167, T191G, T191I, T191O, T229, T245, T339, T365, T374-T375, T384-T385 Unit 5: T38-T39, T39A-T39B, T191B,            T191D, T228, T347F, T372 Unit 6: T31, T38, T39A, T113E-T113I, T113K-T113L, T148-T149, T150-T151, T273, T273A,            T338-T339, T347B-T347D, T365, T383  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Media: Images; Student Practice: Approaching Reproducibles 99, 100, 137, 166, 169, 174, 181, 186, 221, 233, 269, 270, 281, 294, 305, 317, 330, Beyond Reproducibles 99, 100, 137, 166, 169, 174, 181, 186, 221, 233, 269, 270, 281, 294, 305, 317, 330, ELL Reproducibles 99, 100, 137, 166, 169, 174, 181, 186, 221, 233, 269, 270, 281, 294, 305, 317, 330</p>
RI.1.8	Identify the reasons an author gives to support points in a text.	<p>READING/WRITING WORKSHOP: Unit 6: 252, 253, 312, 313            LITERATURE ANTHOLOGY: Unit 6: 323, 405            LEVELED READERS: Unit 6, Week 2: <i>Helping Me, Helping You!</i> (A, O, B) Unit 6, Week 5: <i>It's Labor Day!</i> (A, O, B)            WRITING WORKSTATION ACTIVITY CARDS: 26            TEACHER'S EDITION: Unit 1: T260-T261, T269D-T269F, T285, T363 Unit 2: T183, T191F, T207, T363 Unit 3: T261,            T280, T347D, T330, T363 Unit 4: T105, T113C, T113E, T129, T363 Unit 5: T183, T207, T339, T363 Unit 6: T104,            T105, T113C, T113G, T113I, T129, T339, T347C, T363  <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-6: Cards: Retelling Cards, Graphic Organizers: Graphic Organizers</p>

## Reading Standards for Informational Text

<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 84, 94 Unit 2: 22, 44, 61, 62, 82, 94 Unit 3: 24, 46, 90, 102 Unit 4: 30, 56, 59, 90, 126, 138, 139 Unit 5: 156, 201, 222, 256, 268 Unit 6: 296, 301, 324, 394, 406</p> <p><b>LEVELED READERS:</b> Unit 1, Week 5: <i>What's Under Your Skin?</i> pp. 13-16 (A, O, B) Unit 2, Week 5: <i>On the Map</i>, pp. 13-16 (A, O); pp. 12-16 (B) Unit 3, Week 4: <i>School Days</i>, pp. 13-16 (A, O, B) Unit 4, Week 1: <i>Lions and Elephants</i>, pp. 13-16 (A, O); pp. 12-16 (B) Unit 4, Week 2: <i>Penguins All Around</i> (A, O, B), <i>Animals Work Together</i>, pp. 13-16 (A, O), pp. 12-16 (B) Unit 4, Week 5: <i>Teach a Dog!</i> (A, O, B), <i>Working with Dolphins</i>, pp. 13-16 (A, O), pp. 12-16 (B)</p> <p><b>CLOSE READING COMPANION:</b> 33, 66, 94, 106, 113, 132</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 22</p> <p><b>TEACHER'S EDITION:</b> Unit 1: S32, S62, S92, T39B, T50, T128, T206-T207, T284-T285, T351, T362-T363, T379, T385 Unit 2: T50-T51, T39B, T117B, T191H, T195, T206-T207, T275B, T284-T285, T353, T358, T359, T362-T363, T367, T381, T387 Unit 3: T117B, T273B, T284-T285, T286, T287, T297, T307, T362, T363, T379 Unit 4: T39B, T117B, T128, T131, T141, T145, T151, T206, T209, T219, T273B, T284-T285, T287, T297, T301, T307, T351, T362-T363, T365, T375, T379, T385 Unit 5: T39B, T117B, T206-T207, T209, T219, T223, T273B, T284-T285, T297, T301, T351, T362, T365, T375, T385 Unit 6: T195B, T206-T207, T273B, T284-T285, T287, T297, T301, T307, T351, T362, T365, T375, T379, T385</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: Graphic Organizers: Graphic Organizers Cards: Retelling Cards</p>
<b>Range of Reading and Level of Text Complexity</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RI.1.10</b>	With prompting and support, read informational texts appropriately complex for grade 1.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 94-103 Unit 2: 54-63, 94-103 Unit 3: 74-83, 94-103 Unit 4: 38-47, 58-67, 98-107 Unit 5: 160-169, 200-209 Unit 6: 242-251, 302-311</p> <p><b>LITERATURE ANTHOLOGY:</b> These Units reflect the range of text complexity found throughout the book. Unit 1, Week 4: <i>Friends</i>, 68 Unit 2, Week 5: <i>Fun with Maps</i>, 86 Unit 3, Week 4: <i>Long Ago and Now</i>, 74 Unit 4, Week 2: <i>Animal Teams</i>, 36 Unit 4, Week 5: <i>Koko and Penny</i>, 130 Unit 5, Week 3: <i>Thomas Edison, Inventor</i>, 202 Unit 6, Week 5: <i>Happy Birthday, U.S.A.!</i>, 398</p> <p><b>LEVELED READERS:</b> Unit 1, Week 1: <i>We Share</i>, pp. 13-16 (O) Unit 2, Week 2: <i>What a Nest!</i>, pp. 13-16 (A), <i>Staying Afloat</i>, pp. 13-16 (O), <i>City, Armadillo, Country Armadillo</i>, pp. 13-16 (B) Unit 3, Week 4: <i>Schools Then and Now</i> (A, O, B) Unit 4, Week 3: <i>Go, Gator!</i> (A, O, B) Unit 5, Week 1: <i>Dog Bones</i>, pp. 13-16 (O) Unit 6, Week 4: <i>Latkes for Sam</i>, pp. 13-16 (O)</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T39A, T117, T195A, T250-T251, T269A, T328-T329, T347A, T373, T374-T375, T404-T405, T406-T407 Unit 2: T39A, T117A, T172A, T173, T191A, T328-T329, T340-T341, T383, T384-T385, T386-T387, T412-T413, T414 Unit 3: T39A, T117A, T250-T251, T269A, T286-T287, T304-T305, T306-T307, T328-T329, T347A, T377, T378-T379 Unit 4: T39, T94-T95, T113A, T140-T141, T226-T227, T328-T329, T382-T383 Unit 5: T117, T172-T173, T191A, T208-T209, T221, T222-T223, T338-T339, T381, T382-T383, T384-T385 Unit 6: T94-T95, T113A, T195A, T273A, T328-T329, T347A</p> <p><b>LITERATURE BIG BOOKS:</b> Unit 1, Week 4: <i>Friends All Around</i> Unit 1, Week 5: <i>Move!</i> Unit 2, Week 4: <i>The Story of Martin Luther King, Jr.</i> Unit 2, Week 5: <i>Me on the Map</i> Unit 3, Week 5: <i>Where Does Food Come From?</i></p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Unit 1: Teacher Resources: Theme Bibliography, Literature/Informational Text Chart Student Practice: Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>
<b>RI.1.10a</b>	Activate prior knowledge related to the information and events in a text.	<p><b>TEACHER'S EDITION:</b> Unit 1: T8, T86, T164, T244, T320, T322 Unit 2: T86 Unit 3: T8, T20, T86 Unit 4: T243, T320 Unit 5: T8, T166 Unit 6: T8, T164, T244, T320</p>
<b>RI.1.10b</b>	Confirm predictions about what will happen next in a text.	<p><b>TEACHER'S EDITION:</b> Unit 1: T35F, T191G, T347E Unit 2: T35F, T35G, T113E Unit 3: T35F, T35H, T113F, T113H Unit 4: T35I, T191N, T269P Unit 5: T35C, T35G, T113K, T113P Unit 6: T35L, 269O, 347E</p>

## Reading Standards: Foundational Skills

Print Concepts		McGraw-Hill <i>Reading Wonders</i>
<b>RF.1.1</b>	Demonstrate understanding of the organization and basic features of print.	
<b>RF.1.1a</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p><b>TEACHER'S EDITION:</b> Unit 1: S34, S64, T28-T29, T185, T205, T349 Unit 2: T88, T166, T331, T341, T349, T361 Unit 3: T19, T29, T49 Unit 4: T107, T115, T121 Unit 5: T97, T107, T115, T127</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-5: Student Practice: Grammar Practice <b>Interactive Games &amp; Activities:</b> Writing &amp; Grammar</p>
Phonological Awareness		McGraw-Hill <i>Reading Wonders</i>
<b>RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<b>RF.1.2a</b>	Distinguish long from short vowel sounds in spoken single-syllable words.	<p><b>TEACHER'S EDITION:</b> Unit 1: T168, T196 Unit 4: T22, T168, T196, T246</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Unit 3: <b>Interactive Games &amp; Activities:</b> Phonemic Awareness <b>Cards:</b> Word-Building Cards <b>Tier 2 Intervention:</b> Phonemic Awareness Unit 4: <b>Interactive Games &amp; Activities:</b> Phonemic Awareness <b>Cards:</b> Word-Building Cards <b>Tier 2 Intervention:</b> Phonemic Awareness</p>
<b>RF.1.2b</b>	Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.	<p><b>YOUR TURN PRACTICE BOOK:</b> SS1, SS2, SS6, SS7, SS11, SS13, SS14, SS18, SS19, SS23, SS25, SS26, SS31, SS35, I, 4I, I2I, I7I</p> <p><b>PHONICS WORKSTATION ACTIVITY CARDS:</b> 5, 15, 16, 20, 23, 28, 29</p> <p><b>TEACHER'S EDITION:</b> Unit 1: S53, S65, S71, T32, T55, T91, T110, T132, T168, T178, T210, T280, T289 Unit 2: T12, T46, T110, T124, T178 Unit 3: T124, T188, T280, T334, T358 Unit 4: T32, T46, T178, T202, T280, T344 Unit 5: T32, T110, T124, T188, T266, T280, T288, T324-T325, T352, T366-T367 Unit 6: T110, T266, T280, T334</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: <b>Interactive Games &amp; Activities:</b> Phonemic Awareness <b>Student Practice:</b> Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles <b>Cards:</b> Word-Building Cards</p>
<b>RF.1.2c</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<p><b>YOUR TURN PRACTICE BOOK:</b> SS1, SS2, SS6, SS7, SS11, SS13, SS14, SS18, SS19, SS23, SS25, SS26, SS31, SS35, 3I, 39, I29, 245</p> <p><b>TEACHER'S EDITION:</b> Unit 1: S5, S11, S41, T22, T40, T100, T188, T324 Unit 2: T22, T40, T54-T55, T100, T118, T132, T168, T188, T198, T212-T213, T246, T258, T276, T290-T291, T369 Unit 3: T12, T40, T256, T274 Unit 4: T22-T23, T54, T90, T110, T118, T132-T133, T168, T188, T196, T210-T211, T246, T288-T289, T324, T352, T366-T367 Unit 5: T12, T22, T40, T168, T256, T274, T288-T289, T334, T366 Unit 6: T12, T90, T118, T132-T133, T168, T196, T210-T211, T289, T366-T367</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: <b>Interactive Games &amp; Activities:</b> Phonemic Awareness <b>Student Practice:</b> Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles <b>Cards:</b> Word-Building Cards</p>
<b>RF.1.2d</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<p><b>TEACHER'S EDITION:</b> Unit 1: S77, S83, T46, T202, T256, T266, T280, T334, T358 Unit 2: T46, T124, T202, T280, T324, T358 Unit 3: T46, T110, T124, T178, T196, T246, T288, T358, T367 Unit 4: T46, T100, T124, T266, T280 Unit 5: T46, T202, T334, T358 Unit 6: T22, T46, T124, T178, T202, T210, T256, T274, T288, T367</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: <b>Interactive Games &amp; Activities:</b> Phonemic Awareness <b>Student Practice:</b> Phonics/Spelling Practice <b>Tier 2 Intervention:</b> Phonemic Awareness <b>Cards:</b> Word-Building Cards</p>
Phonics and Word Recognition		McGraw-Hill <i>Reading Wonders</i>
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	
<b>RF.1.3a</b>	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 72, 73, 92, 93</p> <p><b>PHONICS WORKSTATION ACTIVITY CARDS:</b> 9, 10</p> <p><b>TEACHER'S EDITION:</b> Unit 2: T246-T247, T250-T251, T256-T257, T266-T267, T324-T325, T328-T329 Unit 6: T168-T169, T172-T173, T179, T188-T189</p> <p><b>YOUR TURN PRACTICE BOOK:</b> SS25, 13, 18, 23, 25, 26, 28, 29, 31, 33, 49, 91, 93, 103</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Unit 2: <b>Tier 2 Intervention:</b> Phonics <b>Cards:</b> Sound-Spelling Cards <b>Teacher Resources:</b> Sound-Spelling Songs <b>Interactive Games &amp; Activities:</b> Phonics <b>Student Practice:</b> Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Unit 6: <b>Tier 2 Intervention:</b> Phonics <b>Cards:</b> Sound-Spelling Cards <b>Teacher Resources:</b> Sound-Spelling Songs <b>Interactive Games &amp; Activities:</b> Phonics <b>Student Practice:</b> Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>

## Reading Standards: Foundational Skills

Phonics and Word Recognition		McGraw-Hill <i>Reading Wonders</i>
<b>RF.1.3b</b>	Decode regularly spelled one-syllable words.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 12, 13, 32, 33, 52, 53, 72, 73, 92, 93 Unit 2: 12, 13, 32, 33, 52, 53, 72, 73, 92, 93 Unit 3: 12, 13, 32, 33, 52, 72, 73, 92, 93 Unit 4: 16, 17, 56, 57, 76, 77, 96, 97 Unit 5: 118, 119, 138, 139, 158, 159, 178, 179, 198, 199 Unit 6: 220, 221, 240, 241, 260, 261, 280, 281, 300, 301</p> <p><b>YOUR TURN PRACTICE BOOK:</b> SS3, SS4, SS9, SS15, SS16, SS21, SS22, SS27, SS28, SS33, SS34, I, 3, 5, 6, 8, 11, 13, 15, 16, 18, 19, 21, 23, 25, 26, 28, 29, 31, 33, 35, 36, 39, 41, 43, 45, 46, 49, 51, 53, 55, 56, 59, 61, 62, 63, 65, 66, 69, 71, 73, 75, 76, 79, 81, 82, 83, 85, 86, 91, 92, 93, 95, 96, 101, 102, 103, 105, 106, 111, 112, 113, 115, 116, 119, 121, 122, 123, 125, 126, 129, 133, 135, 136, 138, 141, 142, 143, 145, 146, 151, 152, 155, 156, 159, 163, 164, 167, 168, 171, 175, 176, 179, 183, 187, 188, 191, 192, 195, 199, 203, 204, 207, 211, 212, 215, 216, 219, 223, 224, 227, 228, 231, 235, 236, 239, 243, 245, 247, 248, 251, 252, 253, 255, 257, 259, 260, 263, 264, 267, 271, 272, 275, 276, 279, 283, 284, 287, 288, 291, 295, 296, 299, 303, 307, 308, 311, 312, 315, 319, 323, 324, 327</p> <p><b>PHONICS WORKSTATION ACTIVITY CARDS:</b> 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>TEACHER'S EDITION:</b> Unit 1: S30, S31, S48-S49, T32-T33, T110-T111, T196, T266-T267, T368-T369 Unit 2: T32-T33, T118-T119, T188-T189, T215, T252-T253, T336-T337 Unit 3: T16-T17, T168-T169, T266-T267, T324-T325 Unit 4: T17, T22-T23, T32-T33, T64, T95, T101, T134-T135, T173, T188-T189, T212-T213, T250-T251, T290-T291, T324-T325, T328-T329, T346 Unit 5: T12-T13, T124-T125, T212-T213, T324-T325, T344-T345, T368-T369 Unit 6: T16-T17, T22-T23, T32-T33, T40, T46, T56-T57, T64, T90-T91, T94-T95, T100-T101, T134-T135, T142, T168-T169, T172-T173, T188-T189, T196-T197, T202-T203, T212-T213, T246-T247, T250-T251, T256-T257, T266-T267, T274-T275, T290-T291, T298, T324-T325, T328-T329, T334-T335, T344-T345, T352-T353, T368-T369, T376</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: Tier 2 Intervention: Phonics Cards: Word-Building Cards, Spelling Word Cards <b>Interactive Games &amp; Activities:</b> Phonics <b>Student Practice:</b> Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>
<b>RF.1.3c</b>	Know final -e and common vowel team conventions for representing long vowel sounds.	<p><b>READING/WRITING WORKSHOP:</b> Unit 3: 12-13, 32-33, 72-73 Unit 4: 16, 17, 36, 37, 56, 57, 76, 77, 96, 97 Unit 6: 220, 221</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 101, 103, 111, 113, 131, 133, 138, 151, 159, 163, 171, 175, 183, 187, 195, 199, 207, 271, 279, 292</p> <p><b>PHONICS WORKSTATION ACTIVITY CARDS:</b> 3, 11, 12, 13, 14, 16, 17, 18, 19, 20</p> <p><b>TEACHER'S EDITION:</b> Unit 3: T12-T13, T17, T22-T23, T32, T40, T46, T56-T57, T64, T90-T91, T100-T101, T110-T111, T118, T124, T134-T135, T142, T210, T246-T247, T256-T257, T290-T291 Unit 4: T12-T13, T22-T23, T24, T32-T33, T40, T46, T56-T57, T64, T76, T90-T91, T101, T110-T111, T118-T119, T124-T125, T134, T142, T168-T169, T213, T220, T246-T247, T256-T257, T266-T267, T280, T290-T291, T334, T335, T352-T353, T358-T359, T368-T369, T376, T388</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Unit 3: Tier 2 Intervention: Phonics Cards: Word-Building Cards, Spelling Word Cards <b>Interactive Games &amp; Activities:</b> Phonics <b>Student Practice:</b> Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Unit 4: Tier 2 Intervention: Phonics Cards: Word-Building Cards, Spelling Word Cards <b>Interactive Games &amp; Activities:</b> Phonics <b>Student Practice:</b> Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>
<b>RF.1.3d</b>	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<p><b>YOUR TURN PRACTICE BOOK:</b> 138, 328</p> <p><b>TEACHER'S EDITION:</b> Unit 2: T179, T257 Unit 3: T257 Unit 4: T179, T214 Unit 5: T335, T370 Unit 6: T101, T335, T370</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Cards: Word-Building Cards <b>Interactive Games &amp; Activities:</b> Phonics</p>
<b>RF.1.3e</b>	Decode two-syllable words following basic patterns by breaking the words into syllables.	<p><b>READING/WRITING WORKSHOP:</b> Unit 2: 73, 93 Unit 4: 56, 57, 76, 77, 94, 95, 96, 97 Unit 5: 116, 117, 118, 119, 139, 156, 157, 158, 159, 176, 177, 178, 179, 196, 197, 198, 199 Unit 6: 220, 221, 240, 241, 260, 261, 280, 281, 298-301</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 138, 184, 208, 268, 304, 314, 328</p> <p><b>PHONICS WORKSTATION ACTIVITY CARDS:</b> 8, 28</p> <p><b>TEACHER'S EDITION:</b> Unit 2: T257, T267, T275, T281 Unit 3: T257, T267, T275, T281 Unit 4: T179, T189, T196, T202 Unit 5: T335, T345, T352, T358 Unit 6: T101, T111, T118, T124, T179, T335, T345, T358</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Cards: Word-Building Cards, Student Practice Approaching Reproducibles 138, 184, 208, 268, 304, 314, 328, Beyond Reproducibles 138, 184, 208, 268, 304, 314, 328, ELL Reproducibles 138, 184, 208, 268, 304, 314, 328</p>

Reading Standards: Foundational Skills		
RF.1.3f	Read words with inflectional endings.	<p>READING/WRITING WORKSHOP: Unit 1: 52, 53, 72, 73, 92, 93 Unit 2: 32, 33, 73 Unit 3: 32, 33, 72, 92, 93 Unit 4: 16, 17, 36, 37, 56, 57, 76, 77 Unit 5: 118, 139, 178, 179, 198 Unit 6: 240, 260, 261, 280, 281</p> <p>YOUR TURN PRACTICE BOOK: 8, 28, 58, 78, 98, 118, 128, 148, 196, 225, 232, 249, 256, 266, 316</p> <p>PHONICS WORKSTATION ACTIVITY CARDS: 8, 13, 15</p> <p>TEACHER'S EDITION: Unit 1: T23, T33, T179, T189, T197, T203 Unit 2: T23, T33, T41, T47, T179, T189, T199, T204, T216, T337, T347, T354, T360 Unit 3: T101, T111, T119, T125, T179, T189, T203, T214, T335, T345, T352, T358, T370 Unit 4: T257, T267, T274, T280, T353 Unit 5: T101, T111, T118, T124, T136, T257, T267, T274, T280, T392 Unit 6: T40, T257, T267, T274, T280</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1–6: Cards: Word-Building Cards Student Practice: Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	<p>READING/WRITING WORKSHOP: Unit 1: 10, 11, 30, 31, 50, 51, 70, 71, 90, 91 Unit 2: 10, 11, 30, 31, 50, 51, 70, 71, 90, 91 Unit 3: 10, 11, 30, 31, 50, 51, 70, 71, 90, 91 Unit 4: 14, 74, 94 Unit 5: 116, 156, 176, 177, 196 Unit 6: 218, 238, 258, 298, 299</p> <p>YOUR TURN PRACTICE BOOK: 188, 296</p> <p>PHONICS WORKSTATION ACTIVITY CARDS: 28</p> <p>TEACHER'S EDITION: Unit 1: T15, T16-T17, T92-T93, T94-T95, T171, T172-T173, T327, T328-T329 Unit 2: T15, T16-T17, T93, T94-T95, T103, T171, T172-T173, T249, T250-T251, T327, T328-T329, T337 Unit 3: T15, T16-T17, T25, T93, T94-T95, T249, T250-T251 Unit 4: T14-T15, T16-T17, T47, T112-T113, T180-T181, T258-T259, T326-T327 Unit 5: T14, T25, T26, T17, T92-T93, T94-T95, T170-T171, T172-T173, T248-T249, T250-T251, T346-T347 Unit 6: T24-T25, T102, T248-T249, T250, T252, T326-T327, T328-T329</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1–6: Cards: High-Frequency Word Cards, Spelling Word Cards, Word-Building Cards Student Practice: Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>
Fluency		McGraw-Hill <i>Reading Wonders</i>
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.1.4a	Read grade-level text with purpose and understanding.	<p>YOUR TURN PRACTICE BOOK: SS3, SS4, SS9, SS15, SS16, SS21, SS22, SS27, SS28, SS33, SS34, 5, 6, 11, 12, 13, 15, 16, 18, 21, 22, 23, 25, 26, 28, 31, 32, 33, 35, 36, 42, 43, 45, 46, 47, 55, 56, 65, 66, 75, 76, 82, 85, 86, 95, 96, 99, 101, 103, 105, 106, 109, 111, 113, 115, 116, 121, 123, 125, 126, 131, 132, 133, 135, 136, 138, 139, 141, 143, 145, 146, 149, 151, 155, 156, 157, 159, 161, 163, 167, 168, 169, 171, 173, 175, 179, 181, 183, 185, 187, 191, 192, 193, 195, 197, 199, 203, 204, 205, 207, 209, 211, 215, 216, 219, 221, 223, 227, 228, 231, 233, 235, 239, 241, 243, 247, 251, 252, 255, 257, 259, 263, 264, 265, 267, 269, 271, 275, 276, 277, 279, 281, 283, 287, 288, 289, 291, 293, 295, 299, 301, 303, 305, 307, 311, 312, 313, 315, 317, 319, 323, 324, 325, 327, 329</p> <p>READING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28</p> <p>TEACHER'S EDITION: Unit 1: T16-T17, T104-T105, T250-T251, T328-T329 Unit 2: T94-T95, T182-T183 Unit 3: T94-T95, T284-T285, T394-T395 Unit 4: T104-T105, T172-T173, T394-T395 Unit 5: T16-T17, T260-T261, T328-T329, T343, T394-T395 Unit 6: T94-T95, T182-T183, T328-T329, T343, T344, T395</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1–6: Student Practice: Reader's Theater, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles</p>
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression.	<p>YOUR TURN PRACTICE BOOK: 157, 169, 181, 193, 205, 241, 265, 277, 289, 301, 313, 325</p> <p>READING WORKSTATION ACTIVITY CARDS: 24, 25</p> <p>TEACHER'S EDITION: Unit 1: T31, T113, T125, T191, T265, T394-T395 Unit 2: T31, T63, T109, T141, T151, T187, T221, T267, T299, T394-T395 Unit 3: T31, T63, T141, T187, T219, T265, T294, T343, T375, T394-T395 Unit 4: T31, T47, T109, T187, T203, T219, T265, T297, T343, T359, T375, T394-T395 Unit 5: T31, T47, T63, T109, T125, T141, T187, T203, T265, T281, T297, T343, T359, T375, T394-T395 Unit 6: T31, T47, T63, T109, T125, T141, T187, T203, T219, T281, T297, T343, T359, T375, T394-T395</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1–6: Media: Fluency Passages Student Practice: Reader's Theater, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Tier 2 Intervention: Comprehension Interactive Games &amp; Activities: Fluency</p>
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>YOUR TURN PRACTICE BOOK: 53, 73, 83, 103, 112, 123, 132, 133, 142, 152, 164, 175, 176, 183, 187, 188, 201, 207, 212, 219, 223, 231, 236, 237, 243, 259, 272, 284, 295, 296, 303, 308, 319</p> <p>TEACHER'S EDITION: Unit 1: T39, T394-T395 Unit 2: T394-T395 Unit 3: T394-T395 Unit 4: T394-T395 Unit 5: T394-T395 Unit 6: T394-T395</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1–6: Student Practice: Reader's Theater, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Media: Fluency Passages Interactive Games &amp; Activities: Fluency</p>

# College and Career Readiness Anchor Standards for WRITING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewritings, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



# California Common Core State Standards English Language Arts

## Grade 1

Writing Standards		
Text Types and Purposes		McGraw-Hill <i>Reading Wonders</i>
<b>W.1.1</b>	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.	<p><b>YOUR TURN PRACTICE BOOK:</b> 60, 140, 150, 222</p> <p><b>READING/WRITING WORKSHOP:</b> Unit 2: 26-27, Unit 3: 86-87, 106-107 Unit 4: 50-51 Unit 5: 132-133, 212-213 Unit 6: 315-316</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 14</p> <p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 4, 11, 26, 30</p> <p><b>TEACHER'S EDITION:</b> Unit 2: T28-T29, T36, T42 Unit 3: T252, T262-T263, T270, T276, T340-T341, T348, T354 Unit 4: T106-T107, T114, T120 Unit 5: T28-T29, T36, T42, T340-T341, T348, T354 Unit 6: T340-T341, T348, T354</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: Teacher Resources: Writer's Checklists/ Proofreading Marks</p>
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<p><b>YOUR TURN PRACTICE BOOK:</b> 10, 20, 40, 50, 70, 80, 100, 162, 174, 186, 198, 210, 234, 246, 294, 306</p> <p><b>READING/WRITING WORKSHOP:</b> Unit 1: 26-27, 46-47, 86-87, 106-107 Unit 2: 26-27, 46-47, 66-67, 106-107 Unit 4: 70-71, 91-92, 110-111 Unit 5: 151-152, 173-174 Unit 6: 192-193</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 2: 60, 80 Unit 3: 44, 88 Unit 4: 54</p> <p><b>LEVELED READERS:</b> Unit 4, Week 3: <i>Go, Gator!</i> p. 16 (B) Unit 5, Week 3: <i>The Wright Brothers</i>, p. 16 (B) Unit 6, Week 5: <i>It's Labor Day!</i> p. 16 (O, B)</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 10</p> <p><b>SCIENCE &amp; SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:</b> 9, 19, 27</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 5, 6, 9, 10, 27, 28, 29</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T18, T28-T29, T36, T42, T96, T106-T107, T114, T120, T252, T262-T263, T270, T330, T340-T341, T348 Unit 2: T18, T96, T106-T107, T114, T120-T121, T126, T174, T184-T185, T192, T330, T340-T341, T348 Unit 3: T330 Unit 4: T96, T174, T184-T185, T198, T252, T262-T263, T270, T330, T340-T341, T348 Unit 5: T18, T96, T106-T107, T114, T174, T184-T185, T192, T330 Unit 6: T18, T96, T106-T107, T114, T174, T184-T185, T192, T330</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: Teacher Resources: Writer's Checklists/ Proofreading Marks</p>
<b>W.1.3</b>	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.	<p><b>READING/WRITING WORKSHOP:</b> Unit 1: 66-67 Unit 2: 86-87 Unit 3: 26-27, 46-47, 66-67 Unit 4: 30-31 Unit 5: 132-133 Unit 6: 234-235, 294-295</p> <p><b>LITERATURE ANTHOLOGY:</b> Unit 3: 22, 66 Unit 4: 124 Unit 5: 154, 254 Unit 6: 322</p> <p><b>LEVELED READERS:</b> Unit 2, Week 1: <i>Ben Brings the Mail</i>, p. 16 (O,B) Unit 3, Week 3: <i>The Storytelling Stone</i>, p. 16 (B) Unit 4, Week 1: <i>Fly to the Rescue!</i> p. 16 (O), <i>Hummingbird's Wings</i>, p. 16 (B) Unit 5, Week 1: <i>Spark's Toys</i> (B) Unit 6, Week 1: <i>Beware of the Lion!</i> p. 16 (B) Unit 6, Week 4: <i>Patty Jumps!</i> (B)</p> <p><b>YOUR TURN PRACTICE BOOK:</b> 30, 90, 110, 120, 130, 258, 272, 318, 330</p> <p><b>READING WORKSTATION ACTIVITY CARDS:</b> 10, 16</p> <p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 21, 23</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T174, T184-T185, T192 Unit 2: T252, T262-T263, T270 Unit 3: T18, T28-T29, T36, T96, T106-T107, T114, T174, T184-T185, T192 Unit 4: T18, T28-T29, T36 Unit 5: T252, T262-T263, T270 Unit 6: T28-T29, T36, T252, T262-T263, T270</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: Teacher Resources: Writer's Checklists/ Proofreading Marks</p>

## Writing Standards

Production and Distribution of Writing		McGraw-Hill <i>Reading Wonders</i>
W.1.4	(Begins in grade 2)	
W.1.5	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.	<p><b>YOUR TURN PRACTICE BOOK:</b> 20, 30, 40, 100, 110, 120, 150, 234, 282, 294</p> <p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T42-T43, T120-T121, T174, T198-T199, T252, T276-T277, T330, T354-T355            Unit 2: T42-T43, T120-T121, T174, T198-T199, T252, T276-T277, T330, T354-T355            Unit 3: T42-T43, T120-T121, T174, T198-T199, T252, T276-T277, T330, T354-T355            Unit 4: T42-T43, T120-T121, T174, T198-T199, T252, T276-T277, T330, T354-T355            Unit 5: T42-T43, T120-T121, T174, T198-T199, T252, T276-T277, T330, T354-T355            Unit 6: T42-T43, T120-T121, T174, T198-T199, T252, T276-T277, T330, T354-T355</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1–6: <b>Graphic Organizers:</b> Graphic Organizers <b>Teacher Resources:</b> Writer's Checklists/Proofreading Marks</p>
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p><b>TEACHER'S EDITION:</b> Unit 1: T36, T48, T114, T122, T126, T192, T204, T270, T282, T348, T360, T397, T398-T399, T400-T401, T402            Unit 2: T36, T48, T114, T126, T192, T204, T270, T282, T348, T360, T397, T398-T399, T400-T401, T402            Unit 3: T36, T48, T114, T126, T192, T204, T270, T282, T348, T360, T397, T398-T399, T400-T401, T402            Unit 4: T36, T48, T114, T126, T192, T204, T270, T282, T348, T360, T397, T398-T399, T400-T401, T402            Unit 5: T36, T48, T114, T126, T192, T204, T270, T282, T348, T360, T397, T398-T399, T400-T401, T402            Unit 6: T36, T48, T114, T126, T192, T204, T270, T282, T348, T360, T397, T398-T399, T400-T401, T402</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1–6: <b>Time for Kids Online Articles, Research &amp; Inquiry:</b> Weekly Lessons <b>Teacher Resources:</b> Writer's Checklists/Proofreading Marks; <b>Digital Resources and Tools:</b> Writer's Workspace; Graphic Organizers; My Binder (My Work, My Portfolio); Collaborate (Projects)</p>
Research to Build and Present Knowledge		McGraw-Hill <i>Reading Wonders</i>
W.1.7	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).	<p><b>TEACHER'S EDITION:</b> Unit 1: T44-T45, T51, T122-T123, T207, T278-T279, T285, T356-T357, T363, T379, T397, T398-T399, T400-T401            Unit 2: T44-T45, T51, T122-T123, T129, T207, T202-T203, T285, T362-T363, T359, T397, T398-T399, T400-T401            Unit 3: T44-T45, T51, T122-T123, T129, T200-T201, T207, T278-T279, T285, T356-T357, T363, T397, T398-T399, T400-T401            Unit 4: T44-T45, T51, T122-T123, T129, T200-T201, T207, T278-T279, T285, T356-T357, T363, T397, T398-T399, T400-T401            Unit 5: T44-T45, T51, T122-T123, T129, T200-T201, T278-T279, T285, T356-T357, T363, T397, T398-T399, T400-T401            Unit 6: T51, T122-T123, T129, T200-T201, T207, T278-T279, T285, T356-T357, T363, T397, T398-T399, T400-T401</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1–6: <b>Research &amp; Inquiry:</b> Weekly Lessons <b>Teacher Resources:</b> Writer's Checklists/Proofreading Marks <b>Graphic Organizers:</b> Foldables</p>
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p><b>LEVELED READERS:</b> Unit 1, Week 3: <i>A Mouse in the House</i>, pp. 13–16 (A), <i>Love That Llama!</i> pp. 13–16 (O), <i>Birds That Talk</i>, pp. 13–16 (B) <b>Unit 1, Week 4:</b> <i>I Like to Play</i>, pp. 13–16 (A, O, B) <b>Unit 2, Week 3:</b> <i>I Live in a House!</i> (A, O, B) <b>Unit 4, Week 2:</b> <i>Animals Work Together!</i> pp. 13–16 (A, O); pp. 12–16 (B) <b>Unit 4, Week 3:</b> <i>Ducklings</i> (A) <b>Unit 4, Week 4:</b> <i>Let's Look at Insects!</i> pp. 13–16 (O), <i>Compare Insects</i>, pp. 13–16 (B) <b>Unit 5, Week 2:</b> <i>Hello, Little Dipper!</i> pp. 13–16 (A), <i>Our Sun Is a Star!</i> pp. 13–16 (O), <i>Sunrise and Sunset</i>, pp. 13–16 (B) <b>Unit 5, Week 3:</b> <i>Fly Away, Butterfly!</i> pp. 13–16 (A, O); pp. 12–16 (B) <b>Unit 6, Week 5:</b> <i>Four Voyages</i>, pp. 13–16 (A, O); pp. 12–16 (B)</p> <p><b>SCIENCE &amp; SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:</b> 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>WRITING WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30</p> <p><b>INTERACTIVE READ-ALoud CARDS:</b> Unit 1, Week 3: 1 Unit 3, Week 1: 1, 3 Unit 5, Week 1: 3 Unit 5, Week 2: 1 Unit 5, Week 4: 1 Unit 6, Week 2: 1 Unit 6, Week 5: 2</p> <p><b>TEACHER'S EDITION:</b> Unit 1: T200, T398-T399, T400 Unit 2: T398-T399, T400 Unit 3: T200-T201, T398-T399, T400-T401 Unit 4: T122, T398-T399, T400 Unit 5: T44, T122, T200-T201, T278, T398-T399, T400 Unit 6: T44, T129, T278, T398-T399, T400</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1–6: <b>Research &amp; Inquiry:</b> Weekly Lessons, Note-taking Tools <b>Graphic Organizers:</b> Graphic Organizers</p>
W.1.9	(Begins in grade 4)	
Range of Writing		McGraw-Hill <i>Reading Wonders</i>
W.1.10	(Begins in grade 2)	



# College and Career Readiness Anchor Standards for SPEAKING AND LISTENING

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<b>Comprehension and Collaboration</b>
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>Presentation of Knowledge and Ideas</b>
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



# California Common Core State Standards English Language Arts

## Grade 1

### Speaking and Listening Standards

#### Comprehension and Collaboration

#### McGraw-Hill *Reading Wonders*

<b>SL.1.1</b>	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	
<b>SL.1.1a</b>	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).	<p>PHONICS WORKSTATION ACTIVITY CARDS: 3, 10, 11, 12, 17, 18, 19, 20, 22, 23, 24, 30</p> <p>READING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28</p> <p>TEACHER'S EDITION: Unit 1: T9, T48, T50-T51, T87, T128-T129, T165, T282, T284-T285, T360 Unit 2: T48, T87, T122, T126, T128-T129, T165, T200, T204, T276-T277, T284-T285, T321, T356, T360, T362-T363, T403 Unit 3: T9, T165, T200, T204, T206-T207, T243, T278, T321, T356, T360, T362-T363, T403 Unit 4: T48, T87, T122, T126, T165, T200, T243, T278, T284-T285, T356, T403 Unit 5: T44, T48, T50-T51, T87, T122, T165, T200, T282, T284-T285, T321, T403 Unit 6: T48, T87, T122, T126, T165, T200, T206-T207, T282, T321, T356, T403</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-6: Media: Images, Videos Collaborative Conversations Videos Teacher Resources: Speaking and Listening Checklists</p>
<b>SL.1.1b</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<p>READING WORKSTATION ACTIVITY CARDS: 2, 5, 10, 13, 16</p> <p>TEACHER'S EDITION: Unit 1: T42-T43, T128-T129, T276-T277, T321, T354-T355, T356, T403 Unit 2: T9, T42-T43, T44, T49, T50-T51, T206-T207, T354-T355, T362-T363, T403 Unit 3: T42-T43, T87, T122, T198-T199, T206-T207, T276-T277, T354-T355, T403 Unit 4: T50-T51, T120-T121, T128, T276-T277, T354-T355, T362-T363, T403 Unit 5: T120-T121, T128-T129, T354-T355, T362-T363, T403 Unit 6: T42-T43, T278, T284-T285, T403</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-6: Media: Images, Videos Teacher Resources: Speaking and Listening Checklists</p>
<b>SL.1.1c</b>	Ask questions to clear up any confusion about the topics and texts under discussion.	<p>TEACHER'S EDITION: Unit 1: T165, T245, T269C, T403 Unit 2: T128-T129, T204, T282, T284-T285, T403 Unit 3: T120-T121, T282, T284-T285, T321, T356, T403 Unit 4: T9, T44, T50-T51, T96, T106-T107, T122, T206-T207, T276-T277, T282, T403 Unit 5: T9, T198-T199, T206-T207, T243, T278, T403 Unit 6: T9, T44, T120-T121, T128-T129, T321, T354-T355, T362-T363, T403</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-6: Graphic Organizers: Graphic Organizers, Think Aloud Clouds Teacher Resources: Speaking and Listening Checklists</p>
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>CLOSE READING COMPANION: 1-3, 11-13, 33, 44-46, 66, 74-76, 97-98, 114-116, 163-164, 187-189</p> <p>READING WORKSTATION ACTIVITY CARDS: 2, 6, 11, 13, 14</p> <p>INTERACTIVE READ-ALoud CARDS: Unit 1, Week 1: 1, 2, 4 Unit 1, Week 2: 1, 3, 4 Unit 1, Week 3: 4 Unit 1, Week 4: 4 Unit 2, Week 3: 4 Unit 2, Week 4: 2 Unit 3, Week 1: 4 Unit 3, Week 2: 4 Unit 3, Week 3: 2, 4 Unit 3, Week 4: 1, 3, 4 Unit 3, Week 5: 4 Unit 4, Week 1: 3 Unit 4, Week 2: 2, 4 Unit 4, Week 3: 1, 3, 4 Unit 4, Week 4: 2 Unit 5, Week 1: 4 Unit 5, Week 2: 4 Unit 5, Week 3: 4 Unit 5, Week 4: 4 Unit 5, Week 5: 4 Unit 6, Week 1: 4 Unit 6, Week 2: 4 Unit 6, Week 3: 4 Unit 6, Week 4: 4</p> <p>TEACHER'S EDITION: Unit 1: S8, S14, S26, S38, S44, S50, S56, S68, S74, S80, S86, T48, T50-T51, T198-T199, T206-T207, T245, T255, T284, T403 Unit 2: T20, T99, T120-T121, T126, T177, T198-T199, T255, T403 Unit 3: T11, T21, T31, T89, T99, T109, T126, T128-T129, T167, T177, T245, T255, T282, T333, T360, T403 Unit 4: T11, T21, T89, T99, T126, T167, T177, T255, T282, T284-T285, T333, T403 Unit 5: T21, T50-T51, T99, T245, T255, T282, T333, T403 Unit 6: T21, T28-T29, T48, T99, T206-T207, T284-T285, T333, T360, T403</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-6: Graphic Organizers: Think Aloud Clouds Teacher Resources: Speaking and Listening Checklists</p>
<b>SL.1.2a</b>	Give, restate, and follow simple two-step directions.	TEACHER'S EDITION: Unit 2: T362-T363, Unit 3: T50-T51, T356 Unit 5: T122, T356 Unit 6: T50-T51

## Speaking and Listening Standards

<p><b>SL.1.3</b></p>	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>TEACHER'S EDITION:</b> Unit 1: T126, T165, T206-T207, T243, T282, T284-T285, T360, T403 Unit 2: T48, T206-T207, T243, T360, T403 Unit 3: T9, T50-T51, T128-T129, T321, T360, T403 Unit 4: T9, T48, T87, T128-T129, T204, T282, T321, T362-T363, T403 Unit 5: T9, T128-T129, T165, T243, T282, T284-T285, T360, T403 Unit 6: T9, T48, T50-T51, T204, T321, T362-T363, T403 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Units 1-6: <b>Research &amp; Inquiry:</b> Note-taking tools <b>Graphic Organizers:</b> Graphic Organizers <b>Teacher Resources:</b> Speaking and Listening Checklists</p>
<p><b>Presentation of Knowledge and Ideas</b></p>		<p><b>McGraw-Hill Reading Wonders</b></p>
<p><b>SL.1.4</b></p>	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 47, 63, 85, 86, 94, 95 Unit 2: 25, 43, 47 Unit 5: 195, 259 Unit 6: 392 <b>LEVELED READERS:</b> Unit 1, Week 2: <i>My Home</i>, pp. 13-16 (A), <i>Where I Live</i>, pp. 13-16 (O), <i>Where We Live</i>, pp. 13-16 (B) Unit 2, Week 3: <i>I Live in a House!</i> pp. 13-16 (A, O, B) Unit 2, Week 4: <i>The Sick Tree</i> (A), <i>Squirrels Help</i> (O) Unit 3, Week 4: <i>School Days</i>, pp. 13-16 (A, O); pp. 12-16 (B) Unit 4, Week 1: <i>Animal Traits</i>, pp. 13-16 (O) Unit 4, Week 5: <i>Working with Dolphins</i>, pp. 13-16 (A, O); pp. 12-16 (B) Unit 5, Week 1: <i>Nuts for Winter</i> (A), <i>Spark's Toys</i> (B) Unit 5, Week 2: <i>Hello, Little Dipper!</i> pp. 13-16 (A), <i>Our Sun Is a Star!</i> pp. 13-16 (O), <i>Sunrise and Sunset</i>, pp. 13-16 (B) Unit 6, Week 4: <i>The Quilt</i> (A), <i>Latkes for Sam</i> (O) Unit 6, Week 5: <i>Four Voyages</i>, pp. 13-16 (A, O); pp. 12-16 (B) <b>READING WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3, 4, 7, 8, 9, 10, 13, 15 <b>SCIENCE &amp; SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:</b> 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20-30 <b>WRITING WORKSTATION ACTIVITY CARDS:</b> 1-10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 <b>INTERACTIVE READ-ALOUD CARDS:</b> Unit 1, Week 1: 2 Unit 1, Week 2: 3 Unit 1, Week 3: 3 Unit 3, Week 1: 2, 3 Unit 3, Week 2: 1 Unit 3, Week 4: 1 Unit 6, Week 4: 3 <b>TEACHER'S EDITION:</b> Unit 1: S26, S50, S74, T9, T50-T51, T87, T98, T126, T128, T204, T282, T284, T321, T360, T362-T363 Unit 2: T9, T50-T51, T87, T206-T207, T245, T321, T360, T362-T363 Unit 3: T9, T48, T87, T89, T113J, T126, T128-T129, T165, T206-T207, T243, T284-T285, T321 Unit 4: T9, T48, T50-T51, T87, T165, T206-T207, T243, T269R, T282, T360, T362-T363 Unit 5: T9, T48, T50-T51, T87, T113R, T126, T165, T204, T243, T273, T284-T285, T321, T360, T362-T363 Unit 6: T48, T87, T126, T177, T243, T282, T360, T362-T363 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: <b>RESOURCES:</b> Unit 1: <b>Graphic Organizers:</b> Graphic Organizers</p>
<p><b>SL.1.4a</b></p>	<p>Memorize and recite poems, rhymes, and songs with expression.</p>	<p><b>TEACHER'S EDITION:</b> Unit 2: T194 Unit 3: T194 Unit 4: T194 Unit 6: T116</p>
<p><b>SL.1.5</b></p>	<p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>LITERATURE ANTHOLOGY:</b> Unit 1: 18, 40, 62, 82 Unit 2: 20, 42, 80 Unit 3: 22, 44, 66, 88 Unit 4: 28, 88, 124 Unit 5: 194 Unit 6: 356, 392 <b>LEVELED READERS:</b> Unit 1, Week 2: <i>Where I Live</i>, pp. 13-16 (O) Unit 2, Week 3: <i>I Live in a House!</i> pp. 13-16 (A, O, B) Unit 3, Week 4: <i>School Days</i>, pp. 13-16 (A, O); pp. 12-16 (B) Unit 4, Week 3: <i>Ducklings</i>, pp. 13-16 (A, O); pp. 12-16 (B) Unit 5, Week 3: <i>Fly Away, Butterfly</i>, pp. 13-16 (A, O); pp. 12-16 (B) Unit 6, Week 1: <i>What a Feast</i> (O) <b>YOUR TURN PRACTICE BOOK:</b> 165, 189, 225, 249, 261, 285 <b>READING WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 19, 20, 23, 26, 27, 28 <b>SCIENCE &amp; SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:</b> 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 <b>WRITING WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 14, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 <b>TEACHER'S EDITION:</b> Unit 1: T43, T45, T48, T51, T48, T121, T123, T126, T128-T129, T191J, T204, T279, T284-T285, T355, T360 Unit 2: T43, T48, T50-T51, T121, T282, T284-T285 Unit 3: T48, T121, T126, T199, T204, T277, T282, T279, T282, T284-T285, T360, T362-T363 Unit 4: T42-T43, T48, T121, T123, T126, T128-T129, T199, T204, T282, T354-T355, T357, T360 Unit 5: T43, T121, T123, T126, T128-T129, T199, T204, T206-T207, T276-T277, T282, T360 Unit 6: T43, T48, T121, T123, T126, T128-T129, T204, T276-T277, T282, T360</p>
<p><b>SL.1.6</b></p>	<p>Produce complete sentences when appropriate to task and situation.</p>	<p><b>LEVELED READERS:</b> Unit 3, Week 1: <i>Busy's Watch</i> (A), <i>Kate Saves the Date!</i> (O), <i>Uncle George Is Coming!</i> (B) Unit 5, Week 2: <i>Sunrise and Sunset</i>, pp. 13-16 (B) Unit 6, Week 1: <i>Two Hungry Elephants</i> (A) Unit 6, Week 2: <i>Fire!</i> pp. 13-16 (A, O); pp. 12-16 (B) <b>YOUR TURN PRACTICE BOOK:</b> 2, 12, 17, 22, 32, 51, 52, 58, 61, 62, 71, 72, 81, 91, 92, 93, 101, 111, 151, 165, 189, 211, 221, 225, 249 <b>SCIENCE &amp; SOCIAL STUDIES WORKSTATION ACTIVITY CARDS:</b> 2, 4, 5, 6, 7, 8, 9, 12, 14, 15, 17, 18, 19, 20, 23, 24, 25, 26, 27 <b>WRITING WORKSTATION ACTIVITY CARDS:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20-30 <b>INTERACTIVE READ-ALOUD CARDS:</b> Unit 1, Week 4: 3 Unit 1, Week 5: 1 Unit 2, Week 1: 1 Unit 2, Week 3: 3 Unit 3, Week 4: 2 Unit 4, Week 1: 2 Unit 4, Week 4: 1 Unit 5, Week 5: 2 Unit 6, Week 3: 1 <b>TEACHER'S EDITION:</b> Unit 1: S5, S14, T19, T37, T43, T48, T175, T185, T193, T206-T207, T341, T355, T362-T363 Unit 2: T9, T19, T29, T128-T129, T175, T193, T354 Unit 3: T37, T43, T48, T87, T165, T204, T253, T271, T362-T363 Unit 4: T9, T107, T191, T253, T263, T282, T284-T285, T321, T360 Unit 5: T19, T29, T42-T43, T48, T126, T185, T199, T204, T206-T207, T277, T362-T363 Unit 6: T9, T19, T29, T42-T43, T128-T129, T165, T198-T199, T206-T207, T243, T253, T360, T263</p>

# College and Career Readiness Anchor Standards for LANGUAGE

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



# California Common Core State Standards English Language Arts

## Grade 1

Language Standards	
Conventions of Standard English	McGraw-Hill <i>Reading Wonders</i>
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>L.1.1a</b>	Print all upper- and lowercase letters.  YOUR TURN PRACTICE BOOK: SS5, SS8, SS12, SS17, SS20, SS24, SS29, SS32, SS36 TEACHER'S EDITION: Unit 1: T13, T91, T169, T247 Unit 2: T13, T91, T120, T169, T247, T325 Unit 3: T13, T91, T169, T247, T276 Unit 4: T13, T42, T91, T169, T247, T325 Unit 5: T13, T91, T169, T247 Unit 6: T13, T91, T169, T247 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Unit 1: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games & Activities: Writing & Grammar
<b>L.1.1b</b>	Use common, proper, and possessive nouns.  READING/WRITING WORKSHOP: Unit 2: 27, 47, 67, 87, 107 YOUR TURN PRACTICE BOOK: 2, 32, 49, 59, 92, 102, 112, 132, 152, 165, 176, 213, 237, 248, 261, 272, 273, 284, 296, 297, 321 PHONICS WORKSTATION ACTIVITY CARDS: 5 TEACHER'S EDITION: Unit 2: T19, T28-T29, T37, T43, T97, T107, T115, T175, T184-T185, T193, T199, T205, T253, T262-T263, T271-T272, T276-T277, T281 Unit 3: T42 Unit 4: T199, T276 Unit 5: T42, T121, T198 Unit 6: T120 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Unit 2: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games & Activities: Writing & Grammar Unit 4: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games & Activities: Writing & Grammar Unit 5: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games & Activities: Writing & Grammar
<b>L.1.1c</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).  READING/WRITING WORKSHOP: Unit 3: 47, 87 Unit 4: 31, 51 YOUR TURN PRACTICE BOOK: 2, 8 PHONICS WORKSTATION ACTIVITY CARDS: 5 TEACHER'S EDITION: Unit 2: T106, T017 Unit 3: T97, T106, T107, T252-T253, T262-T263, T270-T271, T276-T277, T283-T284 Unit 4: T18-T19, T28-T29, T36-T37, T42-T43, T48-T49, T114 Unit 5: T42 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Units 3: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games & Activities: Writing & Grammar Unit 4: Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles, Grammar Practice, Interactive Games & Activities (Writing & Grammar)
<b>L.1.1d</b>	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).  READING/WRITING WORKSHOP: Unit 6: 235, 254, 255, 275, 295 YOUR TURN PRACTICE BOOK: SS3, SS4, SS9, SS15, SS16, SS21, SS22, SS27, SS28, SS33, SS34, 32, 152, 296, 308, 309 WRITING WORKSTATION ACTIVITY CARDS: 21 TEACHER'S EDITION: Unit 6: T18, T19, T28-T29, T36-T37, T42-T43, T48-T49, T96-T97, T106-T107, T114-T115, T121, T127, T175, T185, T193, T198, T199, T205, T252-T253, T262-T263, T270-T271, T276, T277, T283 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Unit 6: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games & Activities: Writing & Grammar

## Language Standards

Conventions of Standard English		McGraw-Hill <i>Reading Wonders</i>
<b>L.1.1e</b>	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).	<p>READING/WRITING WORKSHOP: Unit 3: 27, 47, 67 Unit 4: 71, 91</p> <p>YOUR TURN PRACTICE BOOK: 58, 78, 225</p> <p>PHONICS WORKSTATION ACTIVITY CARDS: 5</p> <p>TEACHER'S EDITION: Unit 3: T96-T97, T106-T107, T114-T115, T120-T121, T127-T128, T175, T185, T193, T198, T199, T205, T252-T253, T263, T271, T276, T277, T283 Unit 4: T19, T29, T42, T43, T49, T175, T185, T193, T198, T199, T205, T252-T253, T262-T263, T271, T276-T277, T282-T283 Unit 5: T198</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Unit 3: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games &amp; Activities: Writing &amp; Grammar Unit 4: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games &amp; Activities: Writing &amp; Grammar</p>
<b>L.1.1f</b>	Use frequently occurring adjectives.	<p>READING/WRITING WORKSHOP: Unit 5: I52-I53, I73</p> <p>YOUR TURN PRACTICE BOOK: SS15, SS16, SS33, SS34, 22, 42, 52, 62, 92, 102, 112, 122, 132, 142, 152, 153, 164, 165, 176, 185, 189, 201, 212, 213, 236, 237, 248, 256, 272, 293, 309</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 17, 22, 25</p> <p>TEACHER'S EDITION: Unit 5: T96-T97, T106-T107, T114-T115, T120-T121, T126-T127, T174-T175, T184-T185, T192-T193, T198-T199, T204-T205 Unit 6: T276</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Unit 5: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games &amp; Activities: Writing &amp; Grammar</p>
<b>L.1.1g</b>	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	<p>READING/WRITING WORKSHOP: Unit 5: I33</p> <p>YOUR TURN PRACTICE BOOK: SS15, SS16, SS21, SS22, I64</p> <p>TEACHER'S EDITION: Unit 5: T18-T19, T28-T29, T36-T37, T42-T43, T48-T49 Unit 6: T120</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Unit 5: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games &amp; Activities: Writing &amp; Grammar</p>
<b>L.1.1h</b>	Use determiners (e.g., articles, demonstratives).	<p>READING/WRITING WORKSHOP: Unit 5: I93</p> <p>YOUR TURN PRACTICE BOOK: SS3, SS4, SS9, SS15, SS16, SS21, SS22, SS27, SS28, SS33, SS34</p> <p>TEACHER'S EDITION: Unit 5: T252-T253, T262-T263, T270-T271, T276-T277, T282-T283 Unit 6: T42</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Unit 5: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games &amp; Activities: Writing &amp; Grammar</p>
<b>L.1.1i</b>	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	<p>READING/WRITING WORKSHOP: Unit 5: 213</p> <p>YOUR TURN PRACTICE BOOK: SS9, SS33, SS34, 72, 92, 122, 142, 152, 164, 176, 308</p> <p>TEACHER'S EDITION: Unit 5: T330-T331, T340-T341, T348-T349, T354-T355, T360-T361 Unit 6: T198</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Unit 5: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games &amp; Activities: Writing &amp; Grammar</p>
<b>L.1.1j</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<p>READING/WRITING WORKSHOP: Unit 1: I07 Unit 5: I32-I33 Unit 6: 294-295</p> <p>YOUR TURN PRACTICE BOOK: 2, 12, 17, 22, 51, 52, 58, 61, 62, 70-71, 72, 80-81, 90-91, 92, 93, 100-101, 110-111, 120, 130, 140, 148, 150-151, 162, 165, 174, 186, 189, 198, 210-211, 221, 222, 225, 234, 246, 249, 258, 261, 270, 282, 285, 294, 306, 314, 318, 330</p> <p>PHONICS WORKSTATION ACTIVITY CARDS: 1, 2, 4, 9, 10, 11, 12, 15, 17, 18, 19, 22, 23, 29, 30</p> <p>SCIENCE &amp; SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2, 4, 5, 6, 7, 8, 9, 12, 14, 15, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 30</p> <p>WRITING WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p>TEACHER'S EDITION: Unit 1: T19, T28-T29, T37, T43, T49, T51, T120, T175, T185, T193, T198-T199, T205, T253, T263, T271, T276-T277, T283, T354, T361 Unit 2: T42, T198 Unit 3: T42 Unit 4: T276, T354 Unit 5: T19, T29, T37, T43, T49, T120, T276, T354 Unit 6: T42, T198, T354</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Unit 1: Student Practice: Grammar Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games &amp; Activities: Writing &amp; Grammar Graphic Organizers: Graphic Organizers Teacher's Resources: Writer's Checklists/Proofreading Marks</p>
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>YOUR TURN PRACTICE BOOK: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 162, 174, 186, 198, 210, 222, 234, 246, 258, 270, 282, 294, 306, 318, 330</p> <p>TEACHER'S EDITION: Unit 1: T37 Unit 3: T330, T340, T348, T354-T355, T360</p>

Language Standards		
L.1.2a	Capitalize dates and names of people.	<p>READING/WRITING WORKSHOP: Unit 2: 86-87</p> <p>TEACHER'S EDITION: Unit 1: T42 Unit 2: T263, T277, T283 Unit 3: T120 Unit 4: T97, T175, T185, T193, T205 Unit 5: T42, T175, T185, T193, T199, T205, T276 Unit 6: T97, T107, T120, T114-T115, T120-T121, T126-T127, T354</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-6: Student Practice: Grammar Practice, Interactive Games &amp; Activities: Writing &amp; Grammar Teacher Resources: Writer's Checklists/Proofreading Marks</p>
L.1.2b	Use end punctuation for sentences.	<p>READING/WRITING WORKSHOP: Unit 1: 47, 87, 107</p> <p>TEACHER'S EDITION: Unit 1: T97, T107, T115, T121, T127, T175, T185, T193, T205, T253, T263, T271, T277, T283, T285, T331, T341, T349, T355, T361, T366 Unit 2: T198, T331, T341, T349, T355, T361 Unit 3: T198, T276, T354 Unit 4: T97, T107, T114, T115, T120-T121, T127-T128 Unit 5: T97, T107, T115, T120-T121, T127, T276 Unit 6: T120, T198, T270</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-5: Student Practice: Grammar Practice, Interactive Games &amp; Activities: Writing &amp; Grammar Teacher Resources: Writer's Checklists/Proofreading Marks</p>
L.1.2c	Use commas in dates and to separate single words in a series.	<p>READING/WRITING WORKSHOP: Unit 3: 27</p> <p>TEACHER'S EDITION: Unit 2: T19, T28, T29, T37, T43, T49 Unit 3: T19, T28, T29, T36-T37, T42-T43, T49, T175, T185, T192, T198-T199, T204-T205, T253, T262-T263, T271, T276, T277, T283 Unit 4: T331, T341, T348-T349, T354-T355, T360-T361 Unit 6: T175, T185, T193, T198, T199, T205, T253, T263, T263, T270-T271, T276-T277, T282-T283</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-6: Student Practice: Grammar Practice, Interactive Games &amp; Activities: Writing &amp; Grammar Teacher Resources: Writer's Checklists/Proofreading Marks</p>
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<p>YOUR TURN PRACTICE BOOK: 196, 232, 256</p> <p>PHONICS WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p>TEACHER'S EDITION: Unit 1: T14, T92, T170, T196, T274 Unit 2: T25, T92, T93, T112, T113, T120, T190, T191 Unit 3: T34, T35, T103, T120, T180, T181, T258, T259, T326, T327 Unit 4: T92, T93, T170, T171, T268, T269, T336, T337, T346, T347, T354 Unit 5: T14, T47, T119, T180, T353 Unit 6: T41, T125, T248, T276, T281, T326, T327, T359</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-6: Student Practice: Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games &amp; Activities: Phonics Cards: Spelling Word Cards, Sound-Spelling Cards Teacher Resources: Sound-Spelling Songs</p>
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<p>PHONICS WORKSTATION ACTIVITY CARDS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p>TEACHER'S EDITION: Unit 1: T14, T92, T170, T248, T326 Unit 2: T14, T92, T170, T248, T276, T326 Unit 3: T15, T92, T170, T248, T326 Unit 4: T15, T42, T170, T248, T326 Unit 5: T14, T92, T170, T248, T326, T354 Unit 6: T14, T92, T170, T248, T326</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-6: Student Practice: Phonics/Spelling Practice, Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games &amp; Activities: Phonemic Awareness Cards: Spelling Word Cards, Sound-Spelling Cards Teacher Resources: Sound-Spelling Songs</p>
<b>Knowledge of Language</b>		<b>McGraw-Hill Reading Wonders</b>
L.1.3	(Begins in grade 2)	
<b>Vocabulary Acquisition and Use</b>		<b>McGraw-Hill Reading Wonders</b>
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	<p>READING/WRITING WORKSHOP: Unit 4: 15, 35, 55, 75, 95 Unit 5: 117, 137, 157, 177, 197 Unit 6: 218, 239, 259, 279, 299</p> <p>YOUR TURN PRACTICE BOOK: 194</p> <p>INTERACTIVE READ-ALONG CARDS: Unit 1, Week 1: 3 Unit 4, Week 2: 3 Unit 5, Week 3: 3 Unit 6, Week 3: 2</p> <p>TEACHER'S EDITION: Unit 1: T195A Unit 2: T39A, T113C, T224, T269G, T273A Unit 3: T39A, T113F, T269F, T273A Unit 4: T113, T113F, T117A, T191J, T269, T269H Unit 5: T35, T39, T117, T224, T273A Unit 6: T39, T113G, T146, T195A, T273A, T302</p> <p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>: RESOURCES: Units 1-6: Student Practice: Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games &amp; Activities: Vocabulary Cards: Visual Vocabulary Cards</p>

## Language Standards

Vocabulary Acquisition and Use		McGraw-Hill <i>Reading Wonders</i>
<b>L.1.4b</b>	Use frequently occurring affixes as a clue to the meaning of a word.	YOUR TURN PRACTICE BOOK: 172, 206, 218, 242, 254 PHONICS WORKSTATION ACTIVITY CARDS: 17 TEACHER'S EDITION: Unit 4: T101, T111, T118, T124, T136 Unit 5: T146, T191, T269, T269K Unit 6: T23, T33, T58, T191J <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Units 3–6: Student Practice: Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games & Activities: Vocabulary Cards: Visual Vocabulary Cards
<b>L.1.4c</b>	Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i> ).	YOUR TURN PRACTICE BOOK: 118, 128, 148, 196, 266, 316 TEACHER'S EDITION: Unit 4: T146, T347, T347D Unit 5: T113C, T269K, T347 Unit 6: T41, T119, T191J, T197 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Units 3–6: Student Practice: Approaching Reproducibles, Beyond Reproducibles, ELL Reproducibles Interactive Games & Activities: Vocabulary Cards: Visual Vocabulary Cards
<b>L.1.5</b>	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meaning.	
<b>L.1.5a</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TEACHER'S EDITION: Unit 4: T191G, T191H Unit 6: T35K, T191M <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Units 1–6: Cards: High-Frequency Word Cards, Visual Vocabulary Cards Teacher Resources: Word Games and Activities, Word Lists Interactive Games & Activities: Vocabulary
<b>L.1.5b</b>	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a <i>tiger</i> is a large cat with stripes).	TEACHER'S EDITION: Unit 4: T191G, T191H Unit 6: T35K, T191M <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Units 1–6: Cards: High-Frequency Word Cards, Visual Vocabulary Cards Teacher Resources: Word Games and Activities, Word Lists Interactive Games & Activities: Vocabulary
<b>L.1.5c</b>	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	TEACHER'S EDITION: Unit 1: T20, T30, T194 Unit 2: T38, T39A, T116 Unit 3: T30, T38, T116 Unit 4: T186, T332 Unit 5: T186, T194, T264, T272 Unit 6: T30, T264 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Units 1–6: Cards: High-Frequency Word Cards, Visual Vocabulary Cards Teacher Resources: Word Games and Activities, Word Lists Interactive Games & Activities: Vocabulary
<b>L.1.5d</b>	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i> ) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	YOUR TURN PRACTICE BOOK: 177, 189, 230 TEACHER'S EDITION: Unit 4: T191D, T191G, T302 Unit 5: T113 Unit 6: T191K <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Units 1–6: Cards: High-Frequency Word Cards, Visual Vocabulary Cards Teacher Resources: Word Games and Activities, Word Lists Interactive Games & Activities: Vocabulary
<b>L.1.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	WRITING WORKSTATION ACTIVITY CARDS: 26 INTERACTIVE READ ALOUD CARDS: Unit 1: Weeks 1–4 Unit 2: Weeks 1–4 Unit 3: Weeks 1–4 Unit 4: Weeks 1–4 Unit 5: Weeks 1–4 Unit 6: Weeks 1–4 TEACHER'S EDITION: Unit 1: T30, T38, T66, T108, T116, T194, T254, T255, T264, T332, T342 Unit 2: T20, T30, T38, T98, T108, T116, T176, T186, T194, T264, T272, T332 Unit 3: T20, T30, T38, T108, T116, T176, T186, T194, T254, T264, T272, T332, T342, T397 Unit 4: T20, T30, T98, T108, T116, T176, T186, T194, T254, T264, T272, T332 Unit 5: T20, T30, T38, T98, T108, T116, T176, T186, T194, T254, T264, T272, T332, T342 Unit 6: T20, T30, T38, T98, T108, T116, T176, T186, T194, T254, T264, T272, T332, T342 <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a> : RESOURCES: Units 1–6: Student Practice: Grammar Practice Interactive Games & Activities: (Writing & Grammar) Cards: Retelling Cards, Visual Vocabulary Cards



# California English Language Development Standards

## Grade 1

Each standard is coded in the following manner:

Strand	Grade Level	Standard
PI	1	1

### Part 1: Interacting in Meaningful Ways

#### A. Collaborative

1. Exchanging information and ideas		McGraw-Hill <i>California Wonders</i>
<b>PI.1.1.Em</b>	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.	<b>Start Smart:</b> S14, S15, S25, S27, S31, S36, S43, S45, S49, S55, S61, S66, S72, S78, S85, S91 <b>Unit 1:</b> T9, T14, T19, T21, T23, T20, T70, T72, T76, T87, T92, T97, T101, T107, T148, T165, T170, T175, T179, T185, T193, T228, T233, T245, T248, T253, T257, T271, T306, T308, T326, T331, T333, T335, T341 T367 <b>Unit 2:</b> T14, T21, T23, T29, T87, T92, T97, T99, T101, T107, T165, T170, T175, T179, T185, T191H, T243, T248, T253, T255, T257, T271, T326, T331, T335 <b>Unit 3:</b> T11, T14, T19, T21, T23, T29, T37, T87, T89, T92, T97, T101, T107, T154, T170, T175, T179, T185, T232, T248, T253, T257, T323, T326, T331, T333, T335, T341 <b>Unit 4:</b> T9, T11, T14, T23, T29, T70, T87, T89, T92, T97, T101, T107, T170, T179, T245, T248, T253, T257, T263, T323, T326, T230, T304, T335 <b>Unit 5:</b> T11, T14, T23, T28, T74, T87, T89, T92, T101, T107, T148, T152, T153, T170, T179, T185, T243, T248, T253, T257, T263, T273, T279, T304, T306, T309, T321, T323, T326, T335 <b>Unit 6:</b> T14, T19, T70, T123, T87, T92, T97, T101, T165, T167, T170, T179, T230, T248, T253, T257, T263, T304, T321, T323, T326, T331, T335
<b>PI.1.1.Ex</b>	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	<b>Start Smart:</b> S25, S49, S55, S66, S72, S86, S91 <b>Unit 1:</b> T9, T19, T87, T97, T165, T175, T226, T245, T304, T331, T366, T382, T389 <b>Unit 2:</b> T55, T74, T97, T165, T167, T175, T243, T253, T271, T331, T332 <b>Unit 3:</b> T74, T107, T153, T154, T177, T230, T255, T386, T389 <b>Unit 4:</b> T89, T148, T226, T230, T310, T382 <b>Unit 5:</b> T70, T226, T273, T382 <b>Unit 6:</b> T97, T107, T148, T226, T230, T263, T273, T310, T331, T341, T349, T382
<b>PI.1.1.Br</b>	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	<b>Start Smart:</b> S86, S91 <b>Unit 1:</b> T9, T19, T37, T87, T97, T165, T175, T193, T245, T271, T331 <b>Unit 2:</b> T97, T165, T167, T175, T243, T253, T263, T323 <b>Unit 3:</b> T107 <b>Unit 5:</b> T273 <b>Unit 6:</b> T97, T273, T331, T341, T349
2. Interacting via written English		McGraw-Hill <i>California Wonders</i>
<b>PI.1.2.Em</b>	Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>Unit 1:</b> T152, T231, T232 <b>Unit 2:</b> T44, T122, T200 <b>Unit 3:</b> T44, T122, T200
<b>PI.1.2.Ex</b>	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>Unit 1:</b> T152, T231, T232 <b>Unit 2:</b> T44, T122, T200 <b>Unit 3:</b> T44, T122, T200

This correlation is for Integrated ELD instruction in *CA Wonders*. Correlations for Designated ELD instruction can be found in *CA Wonders For English Learners Teacher's Edition*.

<b>PI.1.2.Br</b>	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Unit 1: T152, T231, T232 Unit 2: T44, T122, T200 Unit 3: T44, T122, T200
<b>3. Offering opinions</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.1.3.Em</b>	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X.</i> ), as well as open responses in order to gain and/or hold the floor.	Unit 1: T76 Unit 3: T388 Unit 6: T349 Unit 2: T49 Unit 3: T282, T360 Unit 4: T126 Unit 5: T48, T360
<b>PI.1.3.Ex</b>	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i> ), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, etc.	Unit 1: T76 Unit 3: T388 Unit 6: T349 Unit 2: T49 Unit 3: T282, T360 Unit 4: T126 Unit 5: T48, T360
<b>PI.1.3.Br</b>	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i> ), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.	Unit 1: T76 Unit 3: T388 Unit 6: T349 Unit 2: T49 Unit 3: T282, T360 Unit 4: T126 Unit 5: T48, T360
<b>4. Adapting language choices</b>		
<b>PI.1.4.Em</b>	No standard for grade 1.	
<b>PI.1.4.Ex</b>	No standard for grade 1.	
<b>PI.1.4.Br</b>	No standard for grade 1.	
<b>B. Interpretive</b>		
<b>5. Listening actively</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.1.5.Em</b>	Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.	<b>Start Smart:</b> S15, S25, S26, S31, S36, S43, S44, S45, S56, S57, S61, S66, S74, S75, S78, S86, S87, S91 <b>Unit 1:</b> T11, T29, T31, T35H, T70, T75, T89, T99, T101, T107, T109, T113J, T115, T117, T154, T185, T187, T228, T230, T309, T310, T349, T388 <b>Unit 2:</b> T19, T23, T31, T35J, T39, T45, T74, T75, T76, T77, T101, T107, T109, T113J, T115, T117, T123, T135, T152, T153, T154, T179, T185, T187, T191H, T193, T201, T210, T228, T230, T231, T233, T257, T265, T269J, T273, T279, T289, T335, T341, T343, T347, T349, T383, T386 <b>Unit 3:</b> T23, T31, T35J, T39, T45, T57, T101, T109, T115, T117, T123, T152, T153, T179, T187, T191J, T193, T201, T231, T232, T257, T265, T269J, T271, T273, T279, T309, T310, T335, T343, T347, T349, T357, T386, T387 <b>Unit 4:</b> T23, T31, T35L, T37, T74, T75, T101, T107, T109, T113L, T115, T117, T123, T150, T152, T153, T155, T165, T179, T187, T191R, T201, T230, T231, T257, T265, T269R, T271, T273, T279, T308, T309, T311, T335, T341, T343, T347F, T349, T357, T386, T387, T389 <b>Unit 5:</b> T23, T29, T31, T35J, T37, T45, T89, T101, T109, T113R, T115, T123, T154, T179, T187, T191L, T195, T228, T230, T231, T257, T265, T269, T271, T273, T279, T308, T335, T341, T343, T347F, T349, T357, T386, T387, T389 <b>Unit 6:</b> T23, T29, T31, T35N, T37, T45, T74, T75, T101, T109, T113L, T115, T123, T150, T152, T153, T155, T179, T185, T187, T191R, T193, T195, T201, T230, T231, T257, T265, T269R, T273, T279, T308, T309, T311, T335, T343, T347F, T349, T357, T386, T387, T389

<b>PI.1.5.Ex</b>	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	<b>Start Smart:</b> S36, S43, S44, S49, S87, S91 <b>Unit 1:</b> T11, T72, T74, T75, T76, T89, T152, T153, T154, T155, T201, T226, T230, T231, T253, T269, T279, T308, T309, T310, T311 <b>Unit 2:</b> T19, T57, T76, T152, T153, T155, T230, T231, T265, T269J, T308, T309, T386, T387, T389 <b>Unit 3:</b> T9, T11, T19, T29, T31, T35J, T39, T45, T70, T72, T74, T75, T89, T97, T107, T109, T113J, T115, T117, T123, T152, T165, T167, T175, T185, T187, T191J, T193, T201, T230, T231, T243, T245, T253, T263, T265, T269J, T271, T273, T279, T308, T309, T321, T331, T343, T347, T357, T387, T388 <b>Unit 4:</b> T9, T11, T19, T29, T35L, T37, T74, T75, T77, T87, T97, T101, T109, T113L, T115, T123, T152, T153, T155, T187, T191R, T201, T230, T231, T233, T243, T253, T257, T263, T265, T269R, T271, T273, T279, T308, T309, T311, T321, T323, T331, T335, T343, T347F, T349, T357, T386, T387, T389 <b>Unit 5:</b> T9, T11, T19, T31, T35J, T37, T45, T101, T107, T109, T113R, T115, T123, T154, T165, T167, T175, T179, T185, T187, T191L, T195, T226, T228, T230, T245, T253, T263, T265, T269, T271, T279, T304, T308, T321, T323, T331, T335, T341, T343, T347F, T349, T357, T386, T387, T389 <b>Unit 6:</b> T9, T11, T29, T31, T35N, T37, T45, T74, T75, T77, T87, T89, T97, T101, T107, T109, T113L, T123, T165, T175, T179, T187, T101R, T152, T153, T155, T193, T195, T201, T230, T231, T233, T243, T245, T253, T263, T265, T269R, T308, T309, T311, T323, T331, T343, T347F, T357, T386, T387, T389
<b>PI.1.5.Br</b>	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	<b>Unit 1:</b> T11, T89, T253, T279 <b>Unit 2:</b> T309 <b>Unit 3:</b> T11, T39, T97, T107, T123, T201 <b>Unit 4:</b> T155, T230, T231, T389 <b>Unit 5:</b> T308, T386, T389 <b>Unit 6:</b> T76, T155, T230, T231, T389
<b>6. Reading/viewing closely</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.1.6.Em</b>	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	<b>Unit 1:</b> T135, T191J, T195, T201, T213, T253, T257, T265, T269, T279, T306, T323, T335, T341, T343, T347F, T349, T357 <b>Unit 2:</b> T35J, T113J, T167, T226, T228, T269J, T291, T304, T382 <b>Unit 3:</b> T226, T382, T384, T388 <b>Unit 4:</b> T70, T72, T148, T226, T228, T304, T306, T382, T384 <b>Unit 5:</b> T70, T72, T77, T150, T306, T382, T384 <b>Unit 6:</b> T70, T72, T113L, T148, T194, T226, T228, T279, T304, T306, T357, T382, T384
<b>PI.1.6.Ex</b>	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	<b>Unit 1:</b> T323 <b>Unit 2:</b> T35J, T113J, T167, T269J, T306 <b>Unit 3:</b> T148, T304, T306 <b>Unit 4:</b> T72, T150, T228, T306, T384 <b>Unit 5:</b> T77, T150 <b>Unit 6:</b> T72, T150, T195, T228, T279, T306, T384
<b>PI.1.6.Br</b>	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	<b>Unit 1:</b> T323 <b>Unit 2:</b> T19 <b>Unit 6:</b> T123, T201, T279, T357
<b>7. Evaluating language choices</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.1.7.Em</b>	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	<b>Unit 2:</b> T123, T273 <b>Unit 3:</b> T193 <b>Unit 5:</b> T123 <b>Unit 6:</b> T193
<b>PI.1.7.Ex</b>	Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support.	<b>Unit 2:</b> T123, T273 <b>Unit 4:</b> T76, T117, T191R, T243, T273 <b>Unit 5:</b> T123 <b>Unit 6:</b> T76

<b>PI.1.7.Br</b>	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.	Unit 1: T11, T89 Unit 2: T123, T273 Unit 4: T273
<b>8. Analyzing language choices</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.1.8.Em</b>	Distinguish how two different frequently used words (e.g., <i>large</i> versus <i>small</i> ) produce a different effect on the audience.	Unit 4: T388 Unit 6: T193, T388
<b>PI.1.8.Ex</b>	Distinguish how two different words with similar meaning (e.g., <i>large</i> versus <i>enormous</i> ) produce shades of meaning and a different effect on the audience.	Unit 4: T388 Unit 6: T193, T388
<b>PI.1.8.Br</b>	Distinguish how multiple different words with similar meaning (e.g., <i>big</i> , <i>large</i> , <i>huge</i> , <i>enormous</i> , <i>gigantic</i> ) produce shades of meaning and a different effect on the audience.	Unit 1: T95A Unit 2: T39A, T113C, T224 Unit 4: I13, I13F, I17
<b>C. Productive</b>		
<b>9. Presenting</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.1.9.Em</b>	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	<b>Start Smart:</b> S26, S56, S57, S74, S75, S86 <b>Unit 1:</b> T9, T35H, T87, T113J, T165, T167, T191J, T243, T245, T261, T321 <b>Unit 2:</b> T9, T31, T35J, T109, T117, T165, T187, T191H, T243, T265, T269J, T321, T343, T347F, T357 <b>Unit 3:</b> T9, T39, T45, T87, T89, T109, T113J, T123, T165, T167, T187, T191J, T243, T245, T265, T269J, T273, T279, T321, T323, T341, T343 <b>Unit 4:</b> T9, T11, T31, T35L, T87, T109, T232, T113L, T117, T165, T187, T191R, T243, T245, T265, T269R, T273, T321, T323, T341, T343, T347F <b>Unit 5:</b> T9, T11, T35J, T87, T89, T109, T113R, T165, T167, T187, T191L, T245, T265, T269, T321, T323, T343, T347F <b>Unit 6:</b> T9, T89, T113L, T165, T167, T187, T191R, T232, T243, T245, T265, T269R, T273, T321, T323, T343, T347F
<b>PI.1.9.Ex</b>	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, etc.).	<b>Unit 1:</b> T9, T37, T87, T115, T165, T167, T201, T243, T321 <b>Unit 2:</b> T9, T117, T321, T357 <b>Unit 3:</b> T45, T89, T109, T113J, T123, T167, T187, T191J, T243, T265, T269J, T321, T343 <b>Unit 4:</b> T117, T191R, T243, T273, T232 <b>Unit 5:</b> T11, T191L <b>Unit 6:</b> T232
<b>PI.1.9.Br</b>	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	<b>Unit 1:</b> T9, T31, T35H, T37, T87, T113J, T115, T165, T167, T187, T191J, T265, T321, T343, T347F <b>Unit 2:</b> T9, T31, T109, T117, T187, T191H, T265, T269J, T321, T343, T347F, T357 <b>Unit 3:</b> T45, T89, T113J, T123, T167, T243, T321 <b>Unit 4:</b> T74, T273 <b>Unit 6:</b> T74
<b>10. Writing</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.1.10.Em</b>	Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	<b>Unit 1:</b> T37, T115, T193, T271, T279, T349 <b>Unit 2:</b> T45, T154, T201, T232, T273, T279, T310, T388 <b>Unit 3:</b> T273, T279, T349, T357 <b>Unit 5:</b> T76, T115, T195, T388 <b>Unit 6:</b> T175

<b>PI.1.10.Ex</b>	Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	<b>Unit 1:</b> T37, T115, T193, T271, T279, T349 <b>Unit 2:</b> T45, T201, T279 <b>Unit 3:</b> T76, T279, T349, T357 <b>Unit 5:</b> T76, T115, T388
<b>PI.1.10.Br</b>	Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.	<b>Unit 1:</b> T37, T115, T201, T279, T349 <b>Unit 2:</b> T45, T201, T279 <b>Unit 3:</b> T279, T349, T357 <b>Unit 5:</b> T388
<b>11. Supporting opinions</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.1.11.Em</b>	Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i> ) referring to the text or to relevant background knowledge.	<b>Unit 2:</b> T11, T19, T29, T37, T45, T87, T89, T253, T271, T279 <b>Unit 3:</b> T310, T349 <b>Unit 4:</b> T271 <b>Unit 5:</b> T37, T89, T349 <b>Unit 6:</b> T349
<b>PI.1.11.Ex</b>	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	<b>Unit 2:</b> T11, T37, T34, T89, T245, T271, T279 <b>Unit 3:</b> T310, T349 <b>Unit 4:</b> T11, T89 <b>Unit 5:</b> T37, T89, T349
<b>PI.1.11.Br</b>	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	<b>Unit 2:</b> T11, T37, T45, T89, T245 <b>Unit 3:</b> T310 <b>Unit 5:</b> T37, T167, T245, T323, T349
<b>12. Selecting language resources</b>		<b>McGraw-Hill California Wonders</b>
<b>PI.1.12a.Em</b>	Retell texts and recount experiences, using key words.	<b>Unit 1:</b> T45, T76, T123, T148, T150, T195, T357 <b>Unit 2:</b> T39, T193, T349 <b>Unit 3:</b> T9, T37, T201 <b>Unit 4:</b> T45, T97, T115, T123, T201, T243, T279, T357 <b>Unit 5:</b> T9, T29, T45, T74, T75, T87, T165, T195, T233, T243, T279, T310, T341, T357 <b>Unit 6:</b> T9, T11, T31, T45, T87, T109, T115, T123, T165, T167, T185, T195, T245, T279, T321, T357
<b>PI.1.12b.Em</b>	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.	<b>Unit 1:</b> T77, <b>Unit 2:</b> T123, T193, T201, T321, T323, T349
<b>PI.1.12a.Ex</b>	Retell texts and recount experiences, using complete sentences and key words.	<b>Unit 1:</b> T45, T123, T195, T357 <b>Unit 2:</b> T39, T193, T349 <b>Unit 3:</b> T9, T97, T178, T201, T263 <b>Unit 4:</b> T19, T29, T45, T115, T123, T201, T243, T253, T263, T279, T323, T357 <b>Unit 5:</b> T9, T45, T74, T75, T87, T165, T233, T243, T310, T357 <b>Unit 6:</b> T9, T11, T31, T45, T87, T109, T115, T123, T165, T167, T175, T185, T195, T245, T279, T321, T357
<b>PI.1.12b.Ex</b>	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>prance</i> versus <i>walk</i> ) while speaking and writing.	<b>Unit 2:</b> T123, T201, T321, T323, T349 <b>Unit 4:</b> T154 <b>Unit 6:</b> T154
<b>PI.1.12a.Br</b>	Retell texts and recount experiences, using increasingly detailed complete sentences and key words.	<b>Start Smart:</b> S44 <b>Unit 1:</b> T45, T123, T195, T357 <b>Unit 2:</b> T39, T193, T323, T349 <b>Unit 3:</b> T9, T39, T87, T115, T165, T201, T243, T245, T271, T279, T323, T357 <b>Unit 4:</b> T9, T37, T45, T75, T87, T115, T123, T165, T201, T233, T243, T245, T279, T321, T323, T331, T349, T357 <b>Unit 5:</b> T9, T45, T74, T87, T89, T165, T233, T243, T310, T321, T331, T357, T387 <b>Unit 6:</b> T9, T11, T45, T75, T87, T115, T123, T165, T167, T193, T195, T201, T233, T243, T245, T279, T321, T323, T357

<b>PI.1.12b.Br</b>	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was <i>as big as a house</i> .) to create an effect, precision, and shades of meaning while speaking and writing.	Unit 4: T233 Unit 6: T35, T113
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## Part II: Learning About How English Works

### A. Structuring Cohesive Texts

<b>1. Understanding text structure</b>		<b>McGraw-Hill <i>California Wonders</i></b>
<b>PII.1.1.Em</b>	Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Unit 1: T349 Unit 2: T37, T115, T273
<b>PII.1.1.Ex</b>	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	Unit 1: T349 Unit 2: T37, T115, T311
<b>PII.1.1.Br</b>	Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	Unit 2: T37, T115
<b>2. Understanding cohesion</b>		<b>McGraw-Hill <i>California Wonders</i></b>
<b>PII.1.2.Em</b>	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one day, after, then</i> ) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Start Smart: S79 Unit 1: T349 Unit 2: T37, T115 Unit 3: T113J, T347 Unit 5: T232 Unit 6: T273

<b>PII.1.2.Ex</b>	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>a long time ago, suddenly</i> ) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	Unit 3: T113J, T347 Unit 5: T232
<b>PII.1.2.Br</b>	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, first/second/third</i> ) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	Unit 3: T113J, T347 Unit 5: T232
<b>B. Expanding &amp; Enriching Ideas</b>		
<b>3. Using verbs and verb phrases</b>		<b>McGraw-Hill <i>California Wonders</i></b>
<b>PII.1.3a.Em</b>	Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.	Unit 3: T37, T77, T155, T175, T311
<b>PII.1.3b.Em</b>	Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	Unit 3: T175, T185, T233
<b>PII.1.3a.Ex</b>	Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.	Unit 3: T77, T155, T253, T331, T341, T349
<b>PII.1.3b.Ex</b>	Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.	Unit 3: T49, T97, T175, T233, T253
<b>PII.1.3a.Br</b>	Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.	Unit 3: T77, T155, T193, T331, T341, T349
<b>PII.1.3b.Br</b>	Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.	Unit 3: T49, T97, T175, T233, T253

4. Using nouns and noun phrases		McGraw-Hill <i>California Wonders</i>
<b>P.II.1.4.Em</b>	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	Start Smart: S55 Unit 2: T87 Unit 3: T37, T117 Unit 5: T97, T115, T123, T155, T311
<b>P.II.1.4.Ex</b>	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.	Start Smart: S55 Unit 2: T87 Unit 3: T37 Unit 4: T77 Unit 5: T97, T115, T123, T155, T311 Unit 6: T77
<b>P.II.1.4.Br</b>	Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.	Unit 2: T87 Unit 5: T175, T155, T311
5. Modifying to add details		McGraw-Hill <i>California Wonders</i>
<b>P.II.1.5.Em</b>	Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	Unit 3: T201
<b>P.II.1.5.Ex</b>	Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	Unit 3: T201
<b>P.II.1.5.Br</b>	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	Unit 6: T76



C. Connecting & Condensing Ideas		
6. Connecting ideas		McGraw-Hill <i>California Wonders</i>
<b>PII.1.6.Em</b>	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ) in shared language activities guided by the teacher and sometimes independently.	Unit 3: T135 Unit 5: T19, T29, T37, T43, T49
<b>PII.1.6.Ex</b>	Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked.</i> ), in shared language activities guided by the teacher and with increasing independence.	Unit 3: T135 Unit 5: T19, T29, T37, T43, T49
<b>PII.1.6.Br</b>	Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. -&gt; The boy was hungry so he ate a sandwich.</i> ) in shared language activities guided by the teacher and independently.	Unit 3: T135 Unit 5: T19, T29, T37, T43, T49
7. Condensing ideas		McGraw-Hill <i>California Wonders</i>
<b>PII.1.7.Em</b>	Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like purple. -&gt; I like blue, red, and purple.</i> ) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Unit 3: T135 Unit 5: T19, T29, T37, T43, T49
<b>PII.1.7.Ex</b>	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>She's a doctor. She saved the animals. -&gt; She's the doctor who saved the animals.</i> ) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	Unit 3: T135 Unit 5: T19, T29, T37, T43, T49
<b>PII.1.7.Br</b>	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in <i>She's a doctor. She's amazing. She saved the animals. -&gt; She's the amazing doctor who saved the animals.</i> ) to create precise and detailed sentences in shared language activities guided by the teacher and independently.	Unit 3: T135 Unit 5: T19, T29, T37, T43, T49

## Part III: Using Foundational Literacy Skills

Foundational Literacy Skills (See Appendix A-Grade One):		McGraw-Hill <i>California Wonders</i>
<b>PIII</b>	<p>Literacy in an Alphabetic Writing System</p> <ul style="list-style-type: none"> <li>• Print concepts</li> <li>• Phonological awareness</li> <li>• Phonics &amp; word recognition</li> <li>• Fluency</li> </ul>	<p><b>Start Smart:</b> S6, S24, S30, S42, S45, S48, S54, S60, S74, S78, S84, S90 <b>Unit 1:</b> T54, T55, T56, T57, T75, T76, T77, T132, T133, T134, T135, T152, T153, T154, T210, T211, T212, T213, T230, T231, T232, T288, T289, T290, T291, T304, T366, T367, T368, T369, T386, T387, T388 <b>Unit 2:</b> T13, T24, T54, T55, T56, T57, T74, T75, T76, T77, T91, T102, T132, T133, T134, T135, T153, T154, T155, T169, T175, T177, T180, T185, T210, T211, T212, T213, T230, T231, T232, T233, T247, T258, T288, T289, T290, T291, T310, T325, T336, T341, T366, T367, T368, T369, T388, T389 <b>Unit 3:</b> T13, T19, T23, T24, T37, T54, T55, T56, T57, T76, T91, T99, T101, T102, T132, T133, T134, T135, T155, T169, T180, T193, T210, T211, T212, T213, T247, T257, T258, T288, T289, T290, T291, T325, T331, T335, T336, T366, T367, T368, T369 <b>Unit 4:</b> T13, T19, T23, T24, T37, T54, T55, T56, T57, T76, T91, T101, T103, T132, T133, T134, T135, T154, T165, T169, T179, T181, T210, T211, T212, T213, T232, T243, T247, T257, T258, T288, T289, T290, T291, T308, T310, T325, T336, T366, T367, T368, T369, T388, <b>Unit 5:</b> T13, T23, T24, T37, T54, T55, T56, T57, T75, T76, T91, T97, T101, T102, T107, T132, T133, T134, T135, T153, T154, T165, T169, T179, T180, T195, T210, T211, T212, T213, T231, T232, T243, T247, T257, T258, T288, T289, T290, T291, T309, T310, T321, T323, T325, T335, T336, T366, T367, T368, T369, T388 <b>Unit 6:</b> T13, T23, T24, T54, T55, T56, T57, T91, T101, T102, T132, T133, T134, T135, T154, T169, T179, T180, T210, T211, T212, T213, T232, T247, T257, T258, T288, T289, T290, T291, T308, T310, T325, T335, T336, T366, T367, T368, T369, T388</p>

# California

# Next Generation Science Standards

## Grade 1

Each performance expectation is coded in the following manner:

Grade Level	Discipline	Core Idea	Sub-Idea
1	LS	2	A

Grade 1 Science		
1-LS1	From Molecules to Organisms: Structure and Process	
1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	SCIENCE WORKSTATION ACTIVITY CARDS: 3, 5, 8, 12, 16, 18
1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	SCIENCE WORKSTATION ACTIVITY CARDS: 8, 16, 17, 18
1- LS1.A	<b>Structure and Function</b> <ul style="list-style-type: none"> <li>• All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)</li> </ul>	READING/WRITING WORKSHOP: Unit 1: 88-89, 94-103; Unit 2: 48-49 Unit 3: 28-29, 34-43 LITERATURE ANTHOLOGY: Unit 1: 66-67, 86-89, 94-95; Unit 2: 48-51; Unit 3: 46-49 LEVELED READERS: UNIT 1, WEEK 3: <i>Mouse’s Moon Party</i> (A) <i>Pet Show</i> (O, EL) <i>Polly the Circus Star</i> (B) Week 5: <i>We Can Move</i> (A, O, EL, B); Unit 3, Week 2: <i>Corn Fun</i> (A) <i>Yum, Strawberries</i> (O, EL) <i>A Tree’s Life</i> (B) SCIENCE WORKSTATION ACTIVITY CARDS: 5, 12, 16, 17, 18 TEACHER’S EDITION: Unit 1: T191J, T194, T195B, T200, T208, T218, T222, T228, T321, T322, T329, T342, T347B, T351, T356, T362, T364, T374, T378, T384; Unit 2: T164, T166, T172, T176, T182, T186, T191B, T200, T208, T218, T222, T228; Unit 3: T86-T87, T94, T117A-T117B, T122, T130, T140, T144, T150
1-LS1.B	<b>Growth and Development of Organisms</b> <ul style="list-style-type: none"> <li>• Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)</li> </ul>	SCIENCE WORKSTATION ACTIVITY CARDS: 8, 12, 16, 17, 18

1- LS1.D	<b>Information Processing</b> <ul style="list-style-type: none"> <li>Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)</li> </ul>	READING/WRITING WORKSHOP: Unit 4: 38-47, 52-53 LITERATURE ANTHOLOGY: Unit 4: 30-39, 58-59, 60-63, 126-127 LEVELED READERS: Unit 4, Week 2: <i>Penguins All Around</i> (A, O, EI, B) Week 3: <i>Go, Gator!</i> (A, O, EL, B) Week 4: <i>Where Is My Home?</i> (A) <i>The Hat</i> (O, EL) <i>Come One, Come All</i> (B) SCIENCE WORKSTATION ACTIVITY CARDS: 3, 5, 8, 12, 16, 17, 18 TEACHER'S EDITION: Unit 4: T88, T95, T98, T113A-T113B, T113L, T117B, T122, T130, T140, T144, T150, T164, T166, T176, T191A-T191B, T191P, T208, T218, T222, T226, T228, T254, T273A-T273B, T286, T296, T300, T306
1-LS3	<b>Heredity: Inheritance and Variation of Traits</b>	<b>McGraw-Hill California Wonders</b>
1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	SCIENCE WORKSTATION ACTIVITY CARDS: 19
1-LS3.A	<b>Inheritance of Traits</b> <ul style="list-style-type: none"> <li>Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)</li> </ul>	SCIENCE WORKSTATION ACTIVITY CARDS: 19
1-LS3.B	<b>Variation of Traits</b> <ul style="list-style-type: none"> <li>Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)</li> </ul>	SCIENCE WORKSTATION ACTIVITY CARDS: 19
1-ESS1	<b>Earth's Place in the Universe</b>	<b>McGraw-Hill California Wonders</b>
1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.	SCIENCE WORKSTATION ACTIVITY CARDS: 22
1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.	SCIENCE WORKSTATION ACTIVITY CARDS: 28
1-ESS1.A	<b>The Universe and its Stars</b> Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)	READING/WRITING WORKSHOP: Unit 5: 134-135 LITERATURE ANTHOLOGY: Unit 5: 162-165, 198-200 LEVELED READERS: Unit 5, Week 2: <i>Little Blue's Dream</i> (A) TEACHER'S EDITION: Unit 5: T86, T113B, T113R, T117B, T122, T128, T130
1-ESS1.B	<b>Earth and the Solar System</b> Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)	LEVELED READERS: Unit 5, Week 2: <i>Hide and Seek</i> (O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 28 TEACHER'S EDITION: Unit 5: T140, T144, T150
1-PS4	<b>Waves and Their Applications in Technologies for Information Transfer</b>	<b>McGraw-Hill California Wonders</b>
1-PS4-1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	SCIENCE WORKSTATION ACTIVITY CARDS: 24

<b>1-PS4.A</b>	<b>Wave Properties</b> • Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)	SCIENCE WORKSTATION ACTIVITY CARDS: 24
<b>K-2</b>	<b>Engineering Design</b>	<b>McGraw-Hill <i>California Wonders</i></b>
<b>K-2-ETS1-2</b>	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	SCIENCE WORKSTATION ACTIVITY CARDS: 25
<b>K-2-ETS1-3.</b>	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	LITERATURE ANTHOLOGY: Unit 1: 94-95 TEACHER'S EDITION: Unit 1: T351, T356, T362
<b>K-2-ETS1.A</b>	<b>Defining and Delimiting Engineering Problems</b> • A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) • Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) • Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)	READING/WRITING WORKSHOP: Unit 5: 114-115, 194-195 LITERATURE ANTHOLOGY: Unit 5: 140-143, 160-161, 268-269 LEVELED READERS: Unit 5, Week 1: <i>Nuts for Winter</i> (A) <i>Dog Bones</i> (O,EL) <i>Spark's Toys</i> (B) Week 5: <i>What Is a Yurt?</i> (A, O, EL, B) TEACHER'S EDITION: Unit 1: T351, T356, T362; Unit 4: T200; Unit 5: T8, T10, T16, T20, T35A-T35B, T39B, T44, T52, T62, T66, T72, T320, T350, T362, T364, T374, T378, T384
<b>K-2-ETS1.B</b>	<b>Developing Possible Solutions</b> • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)	LITERATURE ANTHOLOGY: Unit 1: 94-95 TEACHER'S EDITION: Unit 1: T351, T356, T362; Unit 4: T278; Unit 5: T278, T284, T356; Unit 6: T200
<b>K-2-ETS1.C</b>	<b>Optimizing the Design Solution</b> Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)	READING/WRITING WORKSHOP: Unit 5: 194-195 LITERATURE ANTHOLOGY: Unit 5: 268-269 LEVELED READERS: Unit 5, Week 5: <i>What Is a Yurt?</i> (A, O, EL, B) TEACHER'S EDITION: Unit 5: T320, T350, T362, T364, T374, T378, T384

# California History-Social Science Standards

## Grade 1

Each standard is coded in the following manner:

History-Social Science	Grade Level	Standard
HSS	1	1.1

### Grade 1 History–Social Science

**Standard 1.1: Students describe the rights and individual responsibilities of citizenship.**

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**HSS 1.1.1** Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.

LITERATURE ANTHOLOGY: Unit 1: 20-21, 22-25  
SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 26  
TEACHER'S EDITION: Unit 1: T38-T39, T39A-T39B

**HSS 1.1.2** Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

READING/WRITING WORKSHOP: Unit 1: 8-9; Unit 2: 68-69; Unit 6: 216-217  
LITERATURE ANTHOLOGY: Unit 1: 20-21, 68-71; Unit 2: 82-85; Unit 6: 272-273, 298-300, 302-305  
LEVELED READERS: Unit 1, Week 1: *A Fun Day* (A) *We Like to Share* (O, EL) *Class Party* (B) Week 4: *Friends Are Fun* (A, O, EL, B); Unit 2, Week 4: *Squirrels Help* (O, EL); Unit 6, Week 2: *Helping Me, Helping You* (A, O, EL, B)  
SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 1, 4, 9  
TEACHER'S EDITION: Unit 1: T8, T10, T30, T38, T50, T52, T62, T66, T72, T244, T264, T269B, T269J, T278, T284, T286, T296, T306; Unit 2: T242-T243, T254, T269J, T273A-T273B, T278, T284, T296; Unit 6: T8, T16, T35B, T39B, T44, T50, T94, T113B, T113L, T122, T128, T130, T140, T144, T150

**Standard 1.2: Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.**

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**HSS 1.2.1** Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

LITERATURE ANTHOLOGY: Unit 2: 88-89, 99-95  
LEVELED READERS: Unit 2, Week 5: *How Maps Help* (A, O, B) *Which Way on the Map?* (EL)  
SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 10  
TEACHER'S EDITION: Unit 2: T322, T328, T332, T342, T347B, T347F, T350, T362, T364, T374, T378, T382, T384

**HSS 1.2.3** Construct a simple map, using cardinal directions and map symbols.

SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2, 10  
TEACHER'S EDITION: Unit 2: T356

**HSS 1.2.4** Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

LITERATURE ANTHOLOGY: Unit 1: 44-47; Unit 2: 44-47; Unit 6: 326-329  
LEVELED READERS: Unit 1, Week 2: *What Can We See?* (A) *A Trip to the City* (O, EL) *Harvest Time* (B)  
SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 7, 28  
TEACHER'S EDITION: Unit 1: T117B, T122, T130, T140, T144, T150; Unit 2: T88, T117A-T117B, T122, T128; Unit 6: T191B

<b>Standard 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</b>		<b>McGraw-Hill California Wonders</b>
<b>HSS 1.3.2</b>	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	READING/WRITING WORKSHOP: Unit 6: 296-297 LITERATURE ANTHOLOGY: Unit 6: 298-299, 300-301, 398-401 LEVELED READERS: Unit 6, Week 5: <i>It's Labor Day</i> (A, O, EL, B) SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 23, 30 TEACHER'S EDITION: Unit 2: T244, T264, T284; Unit 6: T39B, T320, T328, T347B, T347F, T364, T374, T378, T384
<b>HSS 1.3.3</b>	Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	LITERATURE ANTHOLOGY: Unit 6: 398-401 SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 23 TEACHER'S EDITION: Unit 6: T322, T332, T347B, T347F, T362
<b>Standard 1.4: Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same</b>		<b>McGraw-Hill California Wonders</b>
<b>HSS 1.4.1</b>	Examine the structure of schools and communities in the past.	READING/WRITING WORKSHOP: Unit 3: 74-83 LEVELED READERS: Unit 3, Week 4: <i>Schools Then and Now</i> (A, O, EL, B) TEACHER'S EDITION: Unit 3: T250, T254, T286, T296, T300, T304, T306
<b>HSS 1.4.2</b>	Study transportation methods of earlier days.	LITERATURE ANTHOLOGY: Unit 3: 90-93 LITERATURE BIG BOOK: Unit 3, Week 4: <i>The Last Train</i> Leveled Readers: Unit 5, Week 3: <i>The Wright Brothers</i> (A, O, EL, B) SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14 TEACHER'S EDITION: Unit 3: T244, T264, T273A-T273B; Unit 5: T208, T218, T222, T228
<b>HSS 1.4.3</b>	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	READING/WRITING WORKSHOP: Unit 3: 48-49, 54-63, 68-69 LITERATURE ANTHOLOGY: Unit 3: 50-65, 76-77; Unit 5: 202-205 LITERATURE BIG BOOK: Unit 3, Week 3: <i>Interrupting Chicken</i> LEVELED READERS: Unit 3, Week 3: <i>How Coqui Got Her Voice</i> (A) <i>The Magic Paintbrush</i> (O, EL) <i>The Storytelling Stone</i> (B) SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 14 TEACHER'S EDITION: Unit 1: T254; Unit 3: T164, T166, T172, T194-T195, T208, T218, T222, T228, T242-T243, T269B, T269J, T278; Unit 5: T166, T176, T191A-T191H, T191L, T200, T206
<b>Standard 1.5: Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</b>		<b>McGraw-Hill California Wonders</b>
<b>HSS 1.5.1</b>	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2, 29 TEACHER'S EDITION: Unit 6: T269R, T278, T284
<b>HSS 1.5.3</b>	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	READING/WRITING WORKSHOP: Unit 6: 276-277 LITERATURE ANTHOLOGY: Unit 6: 364-365, 394-397 SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 13, 29 TEACHER'S EDITION: Unit 6: T244, T250, T254, T269B, T269R, T273B, T378, T384

**Standard K.6: Students understand basic economic concepts and the role of individual choice in a free-market economy.**

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<p><b>HSS 1.6.1.</b></p>	<p>Understand the concept of exchange and the use of money to purchase goods and services.</p>	<p>SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 15, 20 TEACHER'S EDITION: Unit 3: T347F</p>
<p><b>HSS 1.6.2</b></p>	<p>Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p>	<p>READING/WRITING WORKSHOP: Unit 2: 8-9 LITERATURE ANTHOLOGY: Unit 2: 6-9, 24-25; Unit 3: 94-97 LITERATURE BIG BOOKS: Unit 2, Week 1: <i>Millie Waits for the Mail</i> LEVELED READERS: Unit 2, Week 1: <i>Pick Up Day</i> (A) <i>Ben Brings in the Mail</i> (O, EL) <i>At Work with Mom</i> (B) Unit 3, Week 5: <i>Apples from Farm to Table</i> (A, O, EL, B) SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 6, 15, 20, 27 TEACHER'S EDITION: Unit 2: T8-T9, T10-T11, T16, T20, T35A-T35B, T35J, T39B, T44, T50, T52, T62, T66, T72; Unit 3: T322, T328, T347B, T356, T364, T374, T378, T384</p>