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NON-NEGOTIABLE (Generic) EVALUATION CRITERIA

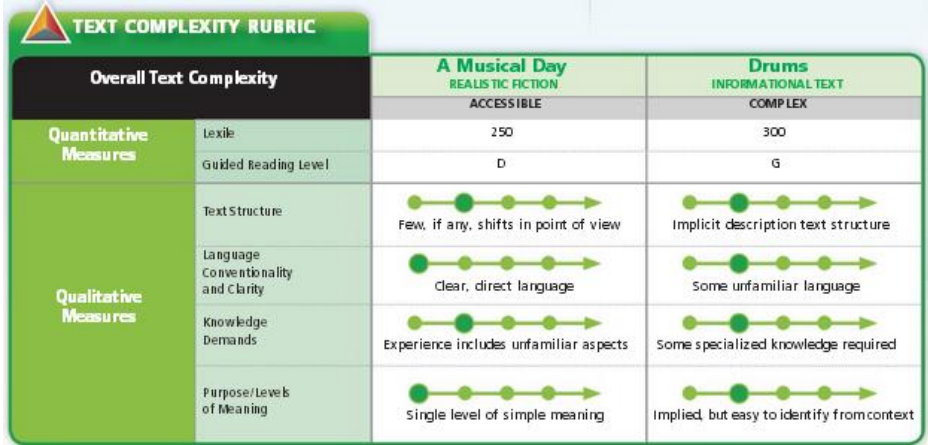
2014-2020

Group II – English Language Arts

Grade 1

Yes	No	CRITERIA	NOTES
Equity, Accessibility and Format			
X		1. INTER-ETHNIC The instructional materials meet the inter-ethnic requirements – concepts, content and illustrations – as set by West Virginia Board of Education Policy (Adopted December 1970).	HMH <i>Journeys Common Core</i> meets the interethnic requirements of concepts, content and illustrations as set by West Virginia Board of Education Policy. Each <i>Journeys Common Core</i> student text has been carefully selected by subject-matter experts for its contribution to a diverse representation of cultures and voices. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences. Instruction in the Teacher’s Edition includes information about the cultural significance of various texts and guides teachers to discuss appropriate cultural issues.
X		2. EQUAL OPPORTUNITY The instructional materials meet the requirements of equal opportunity – concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in	HMH <i>Journeys Common Core</i> provides a full range of literature and illustrations across print and digital assets that depict the full range of concept, contributions, heritage, roles contributions, experiences and achievements of males and females in American and other cultures as set by the West Virginia Board of Education Policy. HMH is committed to representing peoples and cultures in a fair and equitable way

		American and other cultures – as set by West Virginia Board of Education Policy (Adopted May 1975).	across ethnicities, gender, and abilities. . Turning pages through the program will show the range of representation across children and adults at play, at work and within a home environment. Selections feature alter-abled children and adults including: Friends At School (K), Helping Paws (2), Safety at Home (2), Technology Wins the Game (3), The Right Dog for the Job (4), and more. These selections allow readers to see inclusive classroom and real-world situations and individuals positively meeting the challenges of Down Syndrome, wheelchair use, blindness, hearing loss, ADHD, cerebral palsy, and more. Images within the instructional work of the program display a wide range of children at work providing positive role models for student learners.
X		3. FORMAT This resource is available as an option for adoption in an interactive electronic format.	HMH <i>Journeys Common Core</i> is fully available as an option in an interactive format. The program has been developed in HTML-5 to allow students and teachers to use a full range of digital devices for learning and instructional purposes. Rich digital resources include all Online Student Resources (available to both students and teachers) and the Journeys Common Core digital Teacher Gateway allowing customized instruction with online planning, activities and lessons, assessments, CCSS resources, and mobile resources via the Houghton Mifflin Harcourt Download Center .
Text Selection			
Complexity of Texts: The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions will include a demonstrable staircase of text complexity as materials progress across grade bands .			
X		4. Texts for each grade band align with the complexity requirements outlined in the objectives. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.	Texts have been carefully chosen to meet complexity requirements. Subject-matter experts determined grade-level text complexity through careful consideration and application of the qualitative dimensions defined in Appendix A—levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands. As recommended by Appendix A, <i>Journeys Common Core</i> student texts also underwent a broad quantitative analysis that includes Lexile, DRA, Spache, and New Dale-Chall measurements. The special Text Complexity Rubric found in the Teacher Edition for each selection alerts and guides the teacher through specific information on Quantitative Measures and Qualitative Measures for each Anchor Text and Complex Paired selection. At point-of-

			<p>use in the Teacher Edition at the selection level is the Reader and Task Considerations feature which provides teachers with information on ways to Motivate, Access Knowledge and Experiences, Increase Scaffolding, and Foster Independence.</p> <p>A comparison of Text Complexity Rubrics from various points in a grade level demonstrates how texts in <i>Journeys Common Core</i> increase in complexity across grade bands.</p>  <table border="1"> <caption>TEXT COMPLEXITY RUBRIC</caption> <thead> <tr> <th colspan="2">Overall Text Complexity</th> <th>A Musical Day REALISTIC FICTION ACCESSIBLE</th> <th>Drums INFORMATIONAL TEXT COMPLEX</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Quantitative Measures</td> <td>Lexile</td> <td>250</td> <td>300</td> </tr> <tr> <td>Guided Reading Level</td> <td>D</td> <td>G</td> </tr> <tr> <td rowspan="4">Qualitative Measures</td> <td>Text Structure</td> <td>Few, if any, shifts in point of view</td> <td>Implicit description text structure</td> </tr> <tr> <td>Language Conventi-onality and Clarity</td> <td>Clear, direct language</td> <td>Some unfamiliar language</td> </tr> <tr> <td>Knowledge Demands</td> <td>Experience includes unfamiliar aspects</td> <td>Some specialized knowledge required</td> </tr> <tr> <td>Purpose/Level of Meaning</td> <td>Single level of simple meaning</td> <td>Implied, but easy to identify from context</td> </tr> </tbody> </table>	Overall Text Complexity		A Musical Day REALISTIC FICTION ACCESSIBLE	Drums INFORMATIONAL TEXT COMPLEX	Quantitative Measures	Lexile	250	300	Guided Reading Level	D	G	Qualitative Measures	Text Structure	Few, if any, shifts in point of view	Implicit description text structure	Language Conventi-onality and Clarity	Clear, direct language	Some unfamiliar language	Knowledge Demands	Experience includes unfamiliar aspects	Some specialized knowledge required	Purpose/Level of Meaning	Single level of simple meaning	Implied, but easy to identify from context
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X		<p>5. Instructional materials include shorter, challenging texts that elicit close reading and multiple readings for varied purposes.</p>	<p>At the Grade 1 level, <i>Journeys Common Core</i> provides an Anchor Text within each weekly lesson that provides challenging text reading experiences and strong close reading opportunities. Built into the Teacher Edition is guidance for bringing close reading and text analysis instruction to students. Multiple readings (First Read/ Second Read) and repeated readings allow teachers to use text for varied purposes. First Read allows teachers to help students “Think Through the Text” and seek Text Evidence through carefully crafted questioning while the Second Read focuses on specific sections for Text Analysis. Additional repeated readings promote fully independent reading opportunities and using the text as a basis for writing traits and author’s craft. In the Student Edition, beginning at the Volume 1.4 (Unit 4), an Analyze the Text activity is printed directly in the student book; in previous volumes the teacher facilitates the Analyze the Text discussion.</p>																								

			<div><div>Scaffold Close Reading</div><table><tr><th>Think Through the Text</th><th>Analyze the Text</th><th>Independent Reading</th></tr><tr><td>FIRST READ</td><td>SECOND READ</td><td></td></tr><tr><td>Develop comprehension through<ul style="list-style-type: none">Guided QuestioningTarget Strategy: Analyze/EvaluateVocabulary in ContextIF children demonstrate understanding of what the story is mostly about, THEN provide additional challenge using the questions labeled A Closer Look.</td><td>Support analyzing short sections of text:<ul style="list-style-type: none">Sequence of EventsNarratorUse directed note-taking by working with children to complete a graphic organizer during reading. Distribute copies of Graphic Organizer 6.</td><td><ul style="list-style-type: none">Children analyze the text independently, using the Reader's Guide on pp. 81–82 of the Reader's Notebook. (See p. T248 for instructional support.)Children read independently in a self-selected trade book.</td></tr></table></div>	Think Through the Text	Analyze the Text	Independent Reading	FIRST READ	SECOND READ		Develop comprehension through <ul style="list-style-type: none">Guided QuestioningTarget Strategy: Analyze/EvaluateVocabulary in Context IF children demonstrate understanding of what the story is mostly about, THEN provide additional challenge using the questions labeled A Closer Look.	Support analyzing short sections of text: <ul style="list-style-type: none">Sequence of EventsNarrator Use directed note-taking by working with children to complete a graphic organizer during reading. Distribute copies of Graphic Organizer 6.	<ul style="list-style-type: none">Children analyze the text independently, using the Reader's Guide on pp. 81–82 of the Reader's Notebook. (See p. T248 for instructional support.)Children read independently in a self-selected trade book.
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X		6. Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-level texts and beyond.	<p>HMH <i>Journeys Common Core</i> provides many opportunities to encounter and comprehend grade-level texts and beyond. Within the Grade 1 program, these include Read Aloud texts shared by teachers from the Teacher Edition to help set the stage for Grade 1 instruction as well as Vocabulary Readers, Leveled Readers, and Decodable Texts. At Grade 1, Extended Reading opportunities are provided through connected exemplar Trade Books following Units 2, 4 and 6.</p> <p><i>Journeys Common Core</i> provides support and scaffolding to equip all students, including those who are reading below grade level, to engage with and comprehend complex text. On Day 1, students are introduced briefly to key vocabulary (Target Vocabulary), a Target Skill and Strategy for comprehension, and the necessary background to read successfully the Anchor Text in the Student Book for the first time. At the beginning of each Anchor Text in the TE, a Scaffold Close Reading box and a Reader and Task Considerations box help teachers determine and provide the level of additional support that students will need to read and comprehend the text. As students read, teachers help them think through the text with guided questioning. On Day 2, students conduct a second reading of the Anchor Text as teachers provide support in analyzing short sections of the text. The Dig Deeper instruction in the Student Book guides students' analysis, while the Your Turn activities lead students to hold collaborative conversations and to write independently about the ideas and information in the text. On Day 3, students reread the Anchor Text again, this time supported by the Reader's Guide pages in the Reader's Notebook, which prompt students</p>									

			<p>to respond to the Anchor Text with appropriate text evidence.</p> <p>At any point in the year that a student struggles to read the on-level complex text in the Student Book, <i>Journeys Common Core</i> provides a textual on-ramp to on-level reading with the Tier 2 Strategic Intervention Write-In Reader approximately two grade levels below, and the Struggling Readers Leveled Reader, approximately one grade level below. Both Readers feature the same vocabulary and skills as the Anchor Text and are topically related, giving students the tools they need to participate in the academic discussions around the on-level complex text. Additionally, each Write-In Reader lesson features a “Be a Reading Detective!” spread that scaffolds a close, analytical reading of the Anchor Text in the Student Book and includes guidance for citing appropriate text evidence.</p>
<p>Range of Text: Instructional materials must reflect the distribution of text types and genres required by the standards.</p>			
X		<p>7. In grades K-5, ELA programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6- 12, ELA programs shift the balance of texts and instructional time toward reading a blend of literary fiction, literary nonfiction and other informational texts.</p>	<p>HMH <i>Journeys Common Core</i> across K-5 provides a strong balance of informational text reading experience. At Grade 1 reviewers will find a balance of Literature 48%, and Informational Text 52%.</p> <p>Across Leveled Readers, decodable text and more, grade 1 students will have full experience working with well-chosen informational text, as well as high quality literature selections. Vocabulary Readers for Grade 1 focus exclusively on informational text. Instructional time is equally distributed between literary and informational text, ensuring that all ten Reading Standards for Literature and all ten Reading Standards for Informational Text are covered at each grade with the depth and rigor required by the Common Core State Standards. In addition, the collections of texts in <i>Journeys Common Core</i> are organized around content-area Domains, such as Life Science, The Arts, or Civics. The informational text in <i>Journeys Common Core</i> includes a broad range of genres including expository nonfiction with graphs and charts, biographies, narrative nonfiction, and magazine articles. HMH <i>Journeys Common Core</i> helps grade 1 students to become confident and competent readers of informational text, and instructional time is devoted to assuring that West Virginia students have a strong foundation in both literature and informational text reading experiences.</p>

X		<p>8. Instructional materials provide a thoughtful sequence or collection of texts that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading.</p>	<p><i>Journeys Common Core</i> is built on a deeply considered scope and sequence for comprehensive focus on CCSS skills and strategies. Texts revolve around unit themes that build understanding and connections for students through the unit through carefully crafted lessons of reading, writing, speaking and listening. Each Anchor Text is accompanied by a companion text that promotes application of skills across all ELA areas. Anchor Texts have been thoughtfully chosen to meet Text Complexity requirements, to be texts that are worth reading for the grade level, and are texts that are worthy of Close Reading instruction and practice. In <i>Journeys Common Core</i>, reading strategies are introduced and applied within the context of reading; they support students in building knowledge and drawing insight from a specific text. For evidence of how reading strategies work in service of comprehension, see the following features in any TE lesson:</p> <ul style="list-style-type: none"> • The Target Strategy is introduced briefly in the Student Book and TE before the First Read of the Anchor Text. • The teacher uses a Think Aloud to model using the Target Strategy during reading of the Anchor Text. • Students practice the Target Strategy as they read the Anchor Text and Complex Text paired selection. • Students apply the Target Strategy to support their comprehension of Leveled Readers in small groups.
X		<p>9. Additional instructional materials increase the opportunity for regular independent reading of texts that appeal to students.</p>	<p>At Grade 1, HMH <i>Journeys Common Core</i> provides Leveled Readers, Vocabulary Readers, and decodable text that allow students to develop habits of independent reading and to build reading stamina. <i>Journeys Common Core</i> supports students' independent reading of the Anchor Text in the Student Book; the Extended Reading Trade Books at the end of Units 2, 4, and 6; and self-selected texts, as appropriate Grade 1. The Extended Reading Exemplar Texts following Units 2, 4, and 6 increase reading opportunities with CCSS recognized titles for independent reading and application study. Reader's Guide pages in the Reader's Notebook prompt students to respond to the Anchor Text and Extended Reading Trade Books with appropriate text evidence. Weekly self-selected reading activities in the TE guide students to choose appropriate texts that they can read for enjoyment and from which they can learn. In addition, the Literacy and Language Guide at this grade provides expanded support for conducting effective literature discussions, including suggested trade book titles categorized by genre and</p>

			<p>identified by discipline area. The program, through its digital format, provides an alternative way for students to access reading with an anywhere/anytime approach through device-friendly reading opportunities and appealing Apps downloadable to tablets and more.</p> <p>Further, The K-12 Common Core ELA Exemplar Instructional and Performance Assessment Resource extends Text Exemplar coverage by providing instruction and assessment for each Text Exemplar listed in Appendix B allowing West Virginia schools to extend the rigor and access to using CCSS Exemplar Texts as desired. Within the <i>Journeys Common Core</i> program, students have access to CCSS identified Exemplar texts, but this resource addresses every title noted with background and Author information, Text Summary, links to resource/ public domain links, and student selection based questions as well as Student Performance Tasks/Assessment.</p>
<p>Quality of Texts: High-quality texts are worth reading closely and exhibit exceptional craft and thought, and provide useful information.</p>			
X		10. Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter.	<p>HMH <i>Journeys Common Core</i> provides Grade 1 students and teachers with writing by a wide variety of acclaimed authors, exposure to award-winning illustrators and writers for text across content areas and domains. Students will have access to poetry, realistic fiction, historical fiction, science, social studies, and selections about fine arts. Each <i>Journeys Common Core</i> student text has been carefully selected by subject-matter experts for its value when being closely read and reread; its high quality; its contribution to a balance of nonfiction and fiction and a diverse representation of genres and voices; its level of appeal to young readers; its alignment to qualitative and quantitative measurements; and its contributions to the development of students' knowledge base.</p> <p>West Virginia teachers will recognize many well-known authors and illustrators represented in the <i>Journeys Common Core</i> program. At select points throughout the year, full-length Trade Books provide students with the opportunity to build stamina and persistence in their reading. These collections of texts are organized around content-area Domains, such as Life Science, The Arts, or Civics. The texts in each lesson are tied to a specific Lesson Topic, such as The Environment, Visual Arts, or Citizens' Rights. Various texts with the same or related Lesson Topics are featured within and across grades to systematically build students' knowledge base in each of the Domains.</p>
X		11. Informational texts must provide opportunities to develop rich content	<p>Cross-curricular selections, which appear at every grade, build the knowledge base of students while preparing them to meet the demands of increasingly complex content-area reading. The</p>

		knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level.	Dig Deeper instruction in the Student Book guides students' analysis of text, while the Your Turn activities lead students to hold collaborative conversations and to write independently about the ideas and information in the text. On Day 3, students reread the Anchor Text again, this time supported by the Reader's Guide pages in the Reader's Notebook , which prompt students to respond to the Compare Texts activities which guide students to compare and synthesize ideas from the Anchor Text and paired selection as well as integrate these ideas with what they have read and learned previously. Selections revolve around a theme allowing students to grow their reading experiences within a topic. The inclusion of Text Exemplars throughout the program is another indicator that student texts in <i>Journeys Common Core</i> are appropriately rigorous. A close review of the Table of Contents will reveal numerous connections to science, social studies, the arts, and other disciplines thus ensuring that West Virginia students have opportunities to read widely and to develop rich content knowledge within the <i>Journeys Common Core</i> program.
Text-Dependent and Text-Specific Questions: Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text.			
X		12. High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives.	In <i>Journeys Common Core</i> , students are consistently guided to ask and answer questions based on the texts they read. In every lesson, students answer "Think Through the Text" questions posed by the teacher about the Anchor Text selection and the Complex Text paired selection in Grade 1. Carefully sequenced instruction to cultivate students' ability to answer, the "Think Through the Text" questions guide students toward deeper analysis in "A Closer Look." Lessons in which the Target Strategy is "Questioning" focus on developing students' ability to ask questions about complex texts. The Target Strategy is introduced briefly before reading the Anchor Text; the teacher uses a Think Aloud to model asking a question during reading; students practice asking their own questions as they read; and students apply the Target Strategy to support their comprehension of Leveled Readers in small groups. On every Your Turn page in the Student Book, students are guided to ask and answer questions about the Anchor Text through collaborative discussions. The Reader's Notebook prompts students to respond to the Anchor Text with appropriate text evidence. The sequence of questions and tasks in Journeys Common Core provides students with opportunities for close readings, analysis, comparison of complex texts, and close attention to providing text evidence through both discussion and writing opportunities.
X		13. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in	Vocabulary instruction is strength of the HMH <i>Journeys Common Core</i> program. <i>Journeys Common Core</i> provides direct instruction in general academic vocabulary (Tier 2 words) with repeated exposure and application throughout each lesson in multiple

		complex texts.	<p>contexts and across all language domains. In Grade 1, the lesson’s Oral Vocabulary is introduced through the teacher Read Aloud (found in the Teacher Edition to open each lesson) using child-friendly explanations. Additional Selection Vocabulary necessary to comprehend the Anchor Text is introduced prior to reading. Daily Vocabulary Boost activities during Opening Routines prompt students to use the vocabulary in new and varied contexts. Vocabulary in Context Cards have students work more deeply with vocabulary and context through engaging interactive discussion activities. During the Enrich Vocabulary instruction, students expand their vocabulary with Related Words, develop an awareness of word parts and word relationships, identify real-life connections between words and their uses, and incorporate the academic vocabulary into collaborative discussions and written responses. Students encounter the Target Vocabulary and high frequency words in new contexts—the informational Vocabulary Reader and the Leveled Readers. In addition, domain-specific vocabulary (Tier 3 words) that connect to the Lesson Topic are introduced on the Extend the Topic spread often using supportive graphic organizers for vocabulary study and growth, while academic terms used during instruction are clearly defined for students at point of use. As specified in the Reading Foundational Skills, rigor in the development of word knowledge—phonic, orthographic, vocabulary—is strongly reflected in <i>Journeys Common Core</i>. In both the scope and sequence of phonic, orthographic, and morphological features as well as in the depth and breadth of instruction, the word study component in Journeys Common Core is rigorous. In addition to the core program, the Word Study Teacher’s Guide through the Language and Literacy Guide provides additional robust, intensive instruction in phonics, spelling, and vocabulary. Interactive White Board lessons that focus on selection vocabulary provide an additional avenue of word study and academic language practice.</p>
<p>Scaffolding and Supports: The instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either listened to or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically.</p>			
X		14. Pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction and should exclude a	<p><i>Journeys Common Core</i> places the reading of complex texts at the center of instruction. In every lesson, students read and engage with complex text every day, beginning on Day 1. Pre-reading activities are short and focused on text-based skills and information, such as introducing Target Vocabulary and topical background information necessary for deep understanding, without distracting from or revealing any of the text to be read.</p>

		summary of the text.	Students are not delayed in moving directly into text but rather are presented with text quickly and coherently to ensure success in close reading skills and powerful reading strategies. A review of the five day Weekly Plan will reveal that reading the text is part of Day 1 instruction- it is not held to later instruction allowing students to be involved with text from the very start of each lesson.
X		15. Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies.	<p>Comprehension tasks in <i>Journeys Common Core</i> are intentionally designed to activate students' higher-order thinking skills. A Scaffold Close Reading box and a Reader and Task Considerations box help teachers determine and provide the level of additional support that students will need to read and comprehend the text. The Develop Comprehension questions in the Teacher Editions are rigorous and text-dependent, requiring students to demonstrate that they not only can follow details that are explicitly stated in a selection but also are able to make valid claims that align with textual evidence.</p> <p>Examples of higher-order questions include Analyze Supporting Details, Infer Character Motives, and Analyze Story Structure. In the Deepen Comprehension skill lessons that follow the reading of Anchor Text selections, students reflect on texts for the purposes of acquiring new information and ideas, extending or refining their comprehension, consolidating their skills and strategies, and analyzing an author's craft. Scaffolded discussions around higher-order questions that require high-quality, evidence-based answers ensure that students delve deep into and linger over texts.</p> <p>In <i>Journeys Common Core</i>, reading strategies are introduced and applied within the context of reading; they support students in building knowledge and drawing insight from a specific text. For evidence of how reading strategies work in service of comprehension, see the following features in any TE lesson:</p> <ul style="list-style-type: none"> • The Target Strategy is introduced briefly in the Anchor Text. • The teacher uses Think Alouds to model using the Target Strategy during reading of the Anchor Text and the Complex Text paired reading. • Students have, beginning at the 1.4 level built in Analyze the Text stopping points to more deeply interact with the text. • Students practice the Target Strategy as they work with a Second Read to analyze the text and through focused "Dig Deeper" learning activities. <p>Students can then apply the Target Strategy to support their comprehension of Leveled Readers in small groups, and bring the Target Strategy to the use of the Vocabulary</p>

			<p>Reader for each selection. Because Irene Fountas provided her expertise in guided reading to the <i>Journeys Common Core</i> program, a deep focus for work with the Leveled Readers include powerful strategies to Think Within the Text, Think Beyond the Text, and Think About the Text allowing students to focus on building skills and insight for comprehension and connections.</p> <p>Throughout the program, students are supported as they learn to read various genres and apply appropriate strategies that will help them through the “staircase of complexity” of CCSS requirements.</p>
X		16. Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.	<p>The questions and tasks in <i>Journeys Common Core</i> are designed to engage students so that they gain greater insight and deeper understanding. This direct work with text analysis and other text activity engagement draws student attention to text particulars, and this guided study is the major duration of instructional time. During-reading questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep analysis. A guided First Read /“Think Through the Text”, A</p> <p>Closer Look /Dig Deeper return to text involvement, and facilitated “Second Read/”Text Analysis” provide a strong sequential path through text exposure, analysis, and text evidence citation. After-reading activities like Your Turn page in the Student Edition, students are guided to ask and answer questions about the Anchor Text through collaborative discussions/ Classroom Conversation and lead students back into the text to generate responses: in how to analyze a text; in synthesizing ideas from the text through collaborative conversations and responsive writing; and prompting students to compare and contrast the Anchor Text and paired selection as well as integrate textual ideas with their own experiences and knowledge of the world. Carefully crafted questioning by the teacher and well developed activities serve as a precursor for student-developed evaluation and interpretation. Through a gradual release approach, students become more confident readers and discussants of text.</p>
X		17. Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts.	<p>Through the program, Grade 1 students are prompted to engage in the use of academic language through teacher-led guided text analysis within the Anchor Text, paired Complex Text selection, and related text materials, through collaborative discussion, through the use of the Interactive Digital resources, and through tasks such as writing and other evidence of learning. Journeys Common Core provides direct instruction in general academic vocabulary (Tier 2 words) with repeated exposure and application throughout each lesson in multiple contexts and across all language domains. In Grade 1,</p>

			<p>the lesson’s Oral Vocabulary is introduced through the Teacher Read Aloud (TE- Grade 1) using child- friendly explanations. In Grade 1, additional Selection Vocabulary necessary to comprehend the Anchor Text is introduced prior to reading. “Think About It” and “Talk It Over” activities on the Vocabulary in Context Cards help students internalize the new words. Daily Vocabulary Boost activities during Opening Routines prompt students to use the vocabulary in new and varied contexts. During the Apply Vocabulary Knowledge instruction on Day 3, students expand their vocabulary with Related Words, develop an awareness of word parts and word relationships, identify real-life connections between words and their uses, and incorporate the academic vocabulary into collaborative discussions and written responses. Students encounter the Target Vocabulary in new contexts—the informational Vocabulary Reader and the Leveled Readers—and apply the vocabulary in writing through the Vocabulary Reader’s Write About It activity. In addition, domain-specific vocabulary (Tier 3 words) that connect to the Lesson Topic are introduced on the Extend the Topic spread, while academic terms used during instruction are clearly defined for students at point of use. Interactive White Board lessons that instruct and review academic language provide an alternative path for academic language support and practice, and in turn help students better analyze meaning in complex text.</p>
X		<p>18. Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><i>Journeys Common Core</i> assessments measure progress on the full range of the Common Core State Standards.</p> <p><i>Journeys Common Core</i> assessments measure progress on the full range of the Common Core State Standards. Cumulative Performance Assessment Tasks in myWriteSmart (an online collaborative writing component) are digital weekly tasks that connect to the same big idea and increase in complexity across a unit, culminating in a synthesis writing task based on multiple complex texts. The Weekly Tests track progress on Reading Standards for Literature and Informational Texts (comprehension and analysis skills), Foundational Skills (phonics, decoding, and fluency), and Language Standards (vocabulary and grammar). The Benchmark and Unit Tests assess student mastery of the Standards on the Weekly Tests, as well as Writing Standards (writing traits and student-generated writing). They include Reading Complex Text performance tasks that use text embedded questions to assess students' ability to closely read complex text and provide text-based evidence in response to open-ended questions. Both assessments list the Common Core State Standards and Depth of Knowledge (DOK) levels assessed by each test item. Scoring rubrics and guidelines are included in each individual Journeys Common Core assessment. At the end of each whole group lesson, a Progress Monitoring</p>

			<p>spread helps teachers interpret student scores for each skill strand of the Weekly Test. Prescriptions include Tier I Reteaching lessons for students who score below target in one strand and recommendations for additional assessments to pinpoint instructional needs for students who score below target on multiple strands. In addition, rubrics for Retelling Narratives, Summarizing Nonfiction, Giving Presentations, and Writing are included in the Resources section at the end of each TE. Fluency scoring rubrics, Observational Checklists, and Periodic Assessments are found in the Assessment booklet of each grade's Grab-and-Go™ Resources.</p> <p>Daily Assessment opportunities in the TE support teachers' diagnoses of students' understanding and application of lesson objectives with IF/THEN statements that lead to re-teaching, reinforcement, or extension activities. Running Records assess individual student progress in fluent reading. Available for each Leveled Reader in Journeys Common Core, the Running Records allow teachers to record a student's key reading behaviors and understanding, such as self- correcting errors, demonstrating awareness of phrasing, and reading dialogue with expression. Through this monitoring and personal approach to reading growth with supportive scaffolded instruction,, students are better able to improve their own reading skills, to better understand what proficient reading looks like and sounds like, and in turn to improve their independent reading skills and strategies.</p> <p>The same gradual release model of instruction is found in both whole and small group settings. For example, see the I Do It, We Do It, You Do It structure in any of the lessons behind the Small Group tabs in the TE.</p>
X		19. Instructional materials must provide both re-teaching and additional student learning opportunities.	<p>Prescriptions include Tier I Re-teaching lessons for students who score below target in one strand and recommendations for additional assessments to pinpoint instructional needs for students who score below target on multiple strands. In addition, rubrics for Retelling Narratives, Summarizing Nonfiction, Giving Presentations, and Writing are included in the Resources section at the end of each TE and can be used as an indicator of re-teaching needs and opportunities for improvement. Fluency scoring rubrics, Observational Checklists, and Periodic Assessments are found in the Assessment booklet of each grade's Grab-and-Go™ Resources. The Skills Trace that is found in the Teacher Edition at appropriate instructional points provides small group or individual learning opportunities.</p>

SKILLS TRACE

Words with Short o

Introduce	T208–T209
Differentiate	T272
Reteach	T286
Review	T228, T238, T250; Unit 2 T212, T256
Assess	Weekly Tests, Lesson 3

Teachers are provided with direct and immediate access to **Differentiation** opportunities for specific skills, as well as Reteach opportunities that are different in scope and style from the initial core instruction. **Leveled practice** in the **Grab-and-Go** provides direct help and practice for students needing a range of level including below and advanced work.

Below Level Leveled Readers provide the teacher with additional re-teaching and additional student learning opportunities since these are directly connected to the core lesson for vocabulary, skills and strategies. The 8 page lesson plan for each Leveled Reader title gives teachers immediate intervention support. The **Online Leveled Reader Database** on Think Central allows teachers to search hundreds of leveled texts by level, skill, or topic. Each online **Leveled Reader** features audio and highlighting, perfect for additional practice at home or during independent work.

Journeys Common Core provides a textual on-ramp to on-level reading for struggling readers with the **Write-In Reader (Tier II)**, approximately two grade levels below. Each **Write-In Reader** lesson features a “**Be a Reading Detective!**” activity that scaffolds a close, analytical reading of the Anchor Text in the Student Book and includes guidance for citing appropriate text evidence. The Tier II Strategic Interactive **Write-In Reader**, also available online with **2 narration speeds**, gives struggling readers a chance to engage in text and CCSS text analysis interaction. **Lesson Plans** for each Write-In Reader selection is available in the Teacher Edition under the **Intervention Tab**. The Tier III **Reading ToolKit** continues with intensive intervention using a **gradual release of responsibility** model to fill learning gaps and help students on their way to proficiency with Phonemic Awareness, Phonics/Decoding, Vocabulary, Fluency, and Comprehension.

Teachers can also use the many digital assets to support review and re-teach opportunities including **Interactive White Board lessons**, connected skill practice through **Destination**

			<p>Reading experiences, and more.</p> <p>Though labeled for English Language Learners, West Virginia students who are struggling readers or lagging in Oral Language development will benefit from the ELL Leveled Readers, the ELL Vocabulary/Concept Posters, ELL Newcomer Teacher Guide with 12 lessons for basic survival vocabulary/language functions with Chants Audio CD and TPR activities, and Building Background videos. The ELL Handbook provides Professional Development for teachers as well as practical resources such as SOLOM and Language Transfer Charts, writing models, peer conference forms, and routine cards. West Virginia teachers will find these resources to be supremely helpful for the range of learners where language development is a direct concern.</p>
<p>Foundational Skills applicable for grades K-2 only</p> <p>ARE SYSTEMATICALLY TAUGHT, ASSESSED AND REINFORCED:</p> <p>Instructional materials provide explicit and systematic instruction in concepts of print, phonological awareness, phonics, word study, vocabulary development, and reading fluency.</p> <p>Instructional materials provide diagnostic materials at regular instructional points in order to assess student progress in concepts of print, phonological awareness, phonics, word awareness and reading fluency.</p> <p>Instructional materials include student reading materials allowing for systematic, regular and frequent practice of foundational skills as they are introduced. Foundational skills should not be taught in isolation.</p>			
X		<p>20. Instructional materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, letter recognition, phonics, vocabulary development, word awareness, and reading fluency in a logical and transparent progression. Foundational skills are to be integrated, not taught in isolation.</p>	<p><i>Journeys Common Core</i> provides explicit and systematic instruction, diagnostic support, and distributed practice for the full range of foundational skills in the Reading Standards: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. The instructional model in the TE lessons—Teach/Model, Guided Practice, Apply—ensures direct, consistent delivery of instruction to students and immediate guided and independent practice for each sub-strand of the Foundational Skills. Interactive Whiteboard Lessons for each phonics skill support instruction and engage students in interactive application. Destination Reading activities in phonics and phonological awareness provide game-like practice and responsive feedback. Daily Assessment opportunities in the TE support teachers’ diagnoses of students’ understanding and application of foundational skills with either IF/THEN statements that lead to re-teaching, reinforcement, or extension activities or Corrective Feedback that provides step-by-step teacher scripting for precise correction of an error. Formal diagnostic assessments include the Emerging Literacy Survey for Grades K–1. Additional instructional material support can be found in the Reading Tool Kit providing direct mini-lesson instruction in</p>

			<p>fluency, phonemic awareness, phonics, vocabulary and comprehension.</p> <p>Grade 1 <i>Journeys Common Core</i> recommends reviewing /m/m, /s/s, short a, /t/t, and /k/c in the Back to School section and reviewing the most common letter-sound associations for all consonants and short vowels by the end of Unit 1. This thorough review of Kindergarten skills at the beginning of Grade 1 ensures that children can efficiently decode many common, predictable words before learning more complex letter-sound associations and letter patterns. New consonant patterns, such as clusters and digraphs, are introduced next, while a review of short vowels continues, allowing children to quickly expand the number of words they can decode without overwhelming them with words containing all new elements (i.e., words containing new consonant patterns and new vowels). New vowel patterns are introduced in this order, with some variation late in the year: long vowel patterns CV and CVCe, long vowel digraphs, r-controlled vowels, and finally diphthongs and variant vowels. The program generally moves from more predictable elements to less predictable elements, always providing multiple opportunities to apply newly acquired letter-sound associations in isolated and contextualized decodable text before introducing a new element.</p> <p>A clear developmental sequence for each foundational skill includes distributed practice, in which students return to previously learned skills throughout the year to reinforce learning and then extend application to new and varied texts. In <i>Journeys Common Core</i>, the goal of systematic development and practice of Foundational skills are to equip students to comprehend rich, complex text. The program ensures that each sub-strand of the foundational skills focuses on the development of proficient, independent readers by intentionally sequencing each skill to support reading comprehension.</p>
X		<p>21. Student reading materials must integrate and follow the sequence of foundational skills instruction while providing opportunities for every student to become proficient in each of the foundational skills.</p>	<p>The program Scope and Sequence will display the clear path of instruction through the Foundational skills. Through the program Explicit instruction and step-by-step modeling are in evidence. The instructional model in the Teacher Edition (TE) lessons—Teach/Model, Guided Practice, and Apply—ensures direct, consistent delivery of instruction to students and immediate guided and independent practice for each sub-strand of the Foundational Skills. Reviewers will see that Phonemic Awareness, Phonics, Word Study, Fluency, are highly integrated through the lesson and are seamlessly addressed through the daily work. Tiered instruction allows a range of students, including struggling and advanced students to grow in reading and language proficiency. Small group differentiated instruction allows personalized attention for development of all Foundational Reading aspects, and assessments aligned to instructional objectives permit teachers to monitor progress and adjust their instruction for learning</p>

			<p>achievement. The Skills Trace that is found in the Teacher Edition at appropriate instructional points provides small group or individual learning opportunities. Teachers are provided with direct and immediate access to Differentiation opportunities for specific skills, as well as Reteach opportunities that are different in scope and style from the initial core instruction. The program ensures that each sub-strand of the foundational skills focuses on the development of proficient, independent readers by intentionally sequencing each skill to support text analysis/ reading comprehension, oral language development and early writing instruction.</p>
X		<p>22. Reading materials are designed for daily opportunities for students to practice reading fluency with appropriate texts of a wide variety of topics, genres, and grade-level complexity.</p>	<p>Fluency is a particular focus of the <i>Journeys Common Core</i> materials. The Focus Wall for each lesson notes the Fluency skill under instruction for the week. Each TE lesson features a target fluency skill that is modeled by the teacher during the Teacher Read Aloud on Day 1; applied by students as they read Anchor Texts and decodable texts and grade-level complex text in the Student Edition and the Leveled Readers; and the focus of extended whole-group and small-group instruction on Day 3. Additional fluency application is provided through the Comprehension and Fluency Literacy Centers available for each Lesson and in the Cold Reads assessment, a collection of 30 passages of increasing difficulty for the grade level that students read “cold” to practice and demonstrate fluent reading. Running Records of the Leveled Reader teacher lesson further provides clear evidence of fluency proficiency. Fluency activities are made available at several points through each weekly lesson.</p>
X		<p>23. Instructional materials provide consistent practice in encoding (spelling) the sound symbol relationships of English.</p>	<p><i>Journeys Common Core</i> provides daily/ 5-Day instruction in encoding (spelling) through the carefully crafted lesson plan. Sound/Spelling cards provide important sound-letter associations to build strong phonics skills. Sound/Spelling Cards include long vowels as per CCSS requirements. Additional spelling activities can be found in the Word Study Guide of the Literacy and Language Guide. Differentiated spelling lessons using interactive word sorts are found in this Guide. Spelling activities and direct practice is built into the Reader’s Notebook, and additional support is available through the Grab-and-Go Kit/resources. The Instructional Card Kit at grade 1 includes letter cards that make perfect encoding practice support. In addition, digital Interactive Whiteboard lessons and Interactive Simulations by Destination Reading support encoding instruction.</p>
X		<p>24. Instructional materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as</p>	<p>Appropriate lessons are provided at the Grade 1 level as students work with pronunciation, spelling/sound patterns, and decoding grade-level words. The lesson plans provide phonemic awareness activities, Daily Vocabulary Boost activities, word study learning activities and more. Spelling is a daily activity. The Grade 1 level provides 120</p>

		decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.	<p>Decodable Readers to support word study. High Frequency Cards, Vocabulary in Context cards, Interactive White Board Lessons, and numerous activities support deep and comprehensive word study. As an option, Curious About Words is a kit designed to extend oral vocabulary and vocabulary study and provides 15 minutes of daily instruction through Read Alouds and kit-based Big Book support. Journeys Common Core provides deep vocabulary support for Grade 1 students. The Word Study section of the Literacy and Language Guide, developed by renowned Dr. Shane Templeton, provides unparalleled instruction in word study that is highly engaging and research-based.</p> <p>The Literacy and Language Guide provides, through vocabulary expert Dr. Shane Templeton, numerous activities for students to have hands-on practice with word analysis, syllabication, sound/spelling patterns and more. These activities include letter sorts, word sorts including: sound sorts, pattern sorts, syllable sorts, word hunts, and other graphic organizer activities.</p>
X		25. Instructional materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.	<p><i>Journeys Common Core</i> places the focus of reading complex texts at the center of instruction. In every lesson, students read and engage with complex text every day, beginning on Day 1. Significant pre-reading activities prepare students to successfully read and cultivate an interest in the text and they work with new vocabulary, make print-to-meaning connections, and put newly learned Foundational Skills into application. Pre-reading activities are intensely focused on text-based skills and information, such as introducing Target Vocabulary and topical background information necessary for deep understanding, without distracting from or revealing any of the text to be read. The questions and tasks in <i>Journeys Common Core</i> are designed to engage students so that they gain greater insight and deeper understanding. This direct work with text analysis and other text activity engagement draws student attention to text particulars, and this guided study is the major duration of instructional time. During-reading questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep analysis. In a circular manner, the lesson plan helps students become better decoders so that they can more confidently approach text from which they can make meaning, and in turn to discover new words and text considerations that engage them to learn more about words, sounds, and to develop fluency of expression for reading enjoyment.</p>
X		26. Instructional materials provide diagnostic tools for educators to routinely monitor student progress on every aspect of the foundational skills.	<p><i>Journeys Common Core</i> provides deep assessment opportunities to ensure that West Virginia students are progressing on competencies with Foundational skills. Both formative and summative assessments are evident. Daily Assessment opportunities in the TE support teachers' diagnoses of students' understanding and application of foundational skills with either IF/THEN statements that lead to re-teaching, reinforcement, or</p>

			<p>extension activities or Corrective Feedback that provides step-by-step teacher scripting for precise correction of an error. Observation Checklists are aligned to each lesson's objectives and skills. They enable teachers to record informal observations of students' performance during instruction and practice time.</p> <p>Formal assessments that measure progress in the foundations of reading include:</p> <p>Emerging Literacy Survey (Grades K–1), which assesses quickly and efficiently several areas that are highly related to success in beginning reading: phonemic awareness, ranging from recognizing rhymes to blending and segmenting phonemes; concepts of print; beginning reading and writing skills, such as word recognition and sentence dictation; and the ability to read passages accurately and with comprehension. The Survey enables teachers to obtain baseline data, chart progress, identify areas of strengths and needs, identify children needing early intervention, and evaluate program effectiveness. The</p> <p>Survey is designed to be administered to one child at a time.</p> <p>Diagnostic Assessment (Grades 1–2), which is an individually-administered test that allows teachers to observe performance and determine specific skills in which a student shows limited development and would benefit from targeted instruction. The Diagnostic Assessment has two sections. Section One assesses the phonemic awareness skills that directly support decoding (beginning sounds, phoneme blending, phoneme segmentation) as well as a range of phonic elements that progress in difficulty. Section Two provides reading passages that are sequenced from beginning first grade through beginning sixth grade reading levels. The student's reading performance yields scores for decoding accuracy, comprehension, and fluency, including not just Words Correct Per Minute but also expression, meaningful phrasing, and comprehension through retelling and responses to questions—all important aspects of fluency.</p> <p>Weekly Tests (Grades 1–2), which monitor students' progress on the key skills taught in each lesson, including phonics and decoding skills and fluency.</p> <p>Common Core Progress Monitoring Assessments provide biweekly checks on students' progress while using the Tier II Strategic Intervention Reader lessons. In addition to the Quick Check observations in the Tier II Intervention lessons, and data gathered from the Progress Monitoring Assessments indicates whether a student is benefiting from strategic intervention and helps teachers determine how to regroup students.</p>
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			<p>Benchmark and Unit Tests (Grades K–2), which provide a streamlined, coherent assessment system that measures student mastery of key skills taught during a unit as well as retention and cumulative application of skills at mid-year and end-of-year. The group-administered, criterion-referenced tests assess multiple skills, including the foundational skills of phonics and decoding. These are group-administered comprehensive assessments of the Common Core State Standards that include comprehension of complex texts and writing for different text types and purposes. Prepares students for SBAC assessments.</p> <p>Running Records (Grades K–2), which assess individual student progress in fluent reading. Available for each Leveled Reader in <i>Journeys Common Core</i>, the Running Records allow teachers to record a student’s key reading behaviors and understanding, such as self-correcting errors, demonstrating awareness of phrasing, and reading dialogue with expression.</p> <p>Cold Reads (Grades 1–2), which is a collection of 30 passages of increasing difficulty at each grade that students read “cold” to practice and demonstrate fluent reading.</p> <p>Online assessments are also available through the program to support monitoring for success across required Foundational Skills.</p>
<p>Writing to Sources</p> <p>Instructional materials must adequately address the writing objectives for the grade.</p>			
X		<p>27. Instructional materials provide opportunities for writing based on what students have read, heard or viewed according to grade-specific objectives.</p>	<p>Writing is an embedded daily activity within the <i>Journeys Common Core</i> program. Students are asked to do numerous “Quick Writes” through their learning experience and these can be found in the Teacher Edition and connected to Apply Vocabulary Knowledge. Every lesson asks student to Write About Reading as a response to Your Turn. Within the Reader’s Notebook, students are prompted to record their thoughts or to build writing responses based on direct text evidence. Turn and Talk and Classroom Conversation can form the basis for writing opportunities that tie directly to the text. Compare Texts provides strong writing opportunities for specific forms like Write a Narrative or Write a Proposal. Graphic Organizers used throughout the program allow students to interact with thoughts and words. The Literacy and Language Guide provides numerous mini-lessons focused on specific writing traits helping students become better written communicators about their learning and insights. Through the daily lesson students are provided with ongoing guidance to work through the Writing Process and incorporate successful Writing Traits within writing experiences. As students</p>

			<p>move through a Unit, they are carefully supported to write frequently and to write well as they improve process and technique.</p> <p>Students can produce and publish their writing online with myWriteSmart, a collection of digital tools that supports all stages of the writing process and features interactive graphic organizers, teacher and peer review, Common Core writing tips at point of use, Research and Media Performance Tasks than include the ability to create multimedia visual displays in presentations, and Performance Assessment Task prompts.</p> <p>Interactive Whiteboard Lessons focus on opinion, informative, and narrative writing and provide additional instruction and interactive practice.</p>
X		<p>28. Instructional materials provide prominent and varied writing opportunities focusing on the following writing types and progressions:</p> <ul style="list-style-type: none"> • Grades K-2 must include opportunities for informative/explanatory, opinion and narrative writing. • Grades 3-5: informative/explanatory 35%, opinion 30%, narrative 35% • Grades 6-8: informative/explanatory 35%, argument 35%, narrative 30% • Grades 9-12: informative/explanatory 40%, argument 40%, narrative 20% <p>They also may reflect blended forms.</p>	<p>To meet the rigor of the College and Career Readiness Anchor Standards for Writing, <i>Journeys Common Core</i> uses writing modes, writing traits, and writing workshops, which together ensure that students devote significant time and effort to producing numerous pieces of writing over short and extended time frames each year. Writing is a continual and sustained activity for response to reading in daily “quick writes” and responses to literature in both facilitated and self-generated writing. The formal writing instruction in <i>Journeys Common Core</i> is grouped around six common modes that repeat across the grade levels: Write to Persuade, Write to Respond, Write to Describe, Write to Inform, Write to Express, and Write to Narrate. Every unit in Journeys Common Core Common Core focuses on a specific mode, giving students five weeks of writing practice in each mode. As students move up the grades, the instruction and writing tasks associated with each mode increase in depth and rigor.</p> <p>In <i>Journeys Common Core</i>, students receive daily writing instruction and engage in the full range and balanced distribution of writing required by the CCSS: writing opinions, writing to inform, and writing narratives. Writing prompts and instruction tied to the texts students read are featured prominently in each Student Book. Write About It! or Write About Reading activity on each Your Turn spread in the Student Book guides students to respond in writing to the Anchor Text. The Think and Write Literacy Center provides leveled writing activities for independent practice. The Common Core Writing Handbook scaffolds and extends the writing lessons covered in <i>Journeys Common Core</i>, as well as provides a writing resource tool that students can refer to throughout the year. The handbook begins with 30 interactive writing lessons that provide information and practice on opinion, informative, and narrative writing and correspond to and support the 30 writing lessons in <i>Journeys Common Core</i>. The handbooks at Grades 1 include additional information on the writing traits, process writing, writing workshops, technology, research, and checklists and rubrics, as well as additional writing forms and</p>

			<p>models.</p> <p>Multi-day writing workshops, which are featured in every unit of <i>Journeys Common Core</i>, are designed to lead students through the steps of the writing process: planning, drafting, revising, and editing and rewriting. Each workshop ends with ideas for publishing and sharing new pieces of writing, including specific suggestions for using technology.</p> <p>MyWriteSmart, the powerful online collaborative writing component, provides targeted writing types that mirror CCSS requirements</p>
X		29. Instructional materials provide opportunities for short, focused research projects to guide students in developing the expertise needed to conduct research as stated in grade-specific objectives.	<p>Extended, cooperative projects such as the Research and Media Performance Tasks at the beginning of each unit and the Research and Media Literacy Projects in key lessons guide students to think critically, problem solve, innovate, collaborate, and work both independently and productively with others.</p> <p>Common Core writing tips at point of use, Research and Media Performance Tasks that include the ability to create multimedia visual displays in presentations, and Performance Assessment Task prompts all lend themselves to research projects even for the youngest learner. The Think and Write Literacy Center provides leveled writing activities for independent practice.</p>
<p>Speaking and Listening</p> <p>To be aligned to the Next Generation Content Standards and Objectives, instructional materials must reflect communication skills required for real-world applications and for college and career readiness. Instructional materials should promote frequent and regular discussions about what students have read, heard or viewed.</p>			
X		30. Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts.	<p><i>Journeys Common Core</i> provides a full range of instructional materials that meet the criteria for complexity, range of quality of text. The instructional materials used in speaking and listening tasks reflect the highest standards of text worth reading and in turn- speaking about. Additional reading through Leveled Readers and Vocabulary Readers also are purposeful for listening and speaking instruction. Teacher Read Aloud selections in the TE that precede a weekly lesson provide additional highly engaging text that forms a listening, speaking, fluency instructional tool. All narration of the online eBook and the Intervention Write In Reader is done by highly professional voice-talent readers to ensure that students have another example of fluency and proper pronunciation of words, phrases and text.</p>

X		<p>31. Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others.</p>	<p>Students are continuously developing and extending their speaking and listening skills as they discuss the focus text within the classroom setting. The Your Turn and Classroom Conversation provide real-world application to collaborative discussion. The specific Speaking and Listening Lessons found within Extend the Topic often revolve around working with rules and roles within discussion as students are helped to become confident and competent members of collaborative discussion groups. As students use the Extended Reading exemplar texts and trade books, speaking and listening opportunities and skills are a major focus of the work. Curious About Words, an Oral Language support piece, further speaking/listening strand as students engage in vocabulary building through highly engaging pieces of text and Big Books. Students are provided with ongoing opportunities to listen to fluent and expressive narration of the Student Edition text through the audio portion of the ebook.</p> <p>In select lessons in each unit, the Extend the Topic spread features a Speaking and Listening activity with instruction that strengthens students' discussion skills, such as staying on topic, taking turns speaking, incorporating evidence and reasons into a response, and asking relevant follow-up questions. See the Opening Routine for any Grade 1 Lesson for Today's Goals of Vocabulary & Oral Language, Daily Phonemic Awareness, Daily High Frequency Words, and Daily Vocabulary Boost.</p> <p>Teacher Read Alouds with student response for guided questioning, direct instruction in Phonemic Awareness, Fluency Practice with Decodable Readers, Think Through the Text opportunities for discussion, Guided Retellings (with Rubrics), Oral Language Conventions, Turn and Talk activities at the end of each anchor text, Classroom Conversation activities, and Text to Self and Text to World activities frequently include discussion topics that are engaging for thoughtful collaborative discussions.</p>
X		<p>32. Instructional materials provide opportunities to develop active listening skills, such as asking relevant questions and elaborating on remarks of others. In grades 3-12, this includes note taking.</p>	<p>The Your Turn feature at the end of every Anchor Text provides students the opportunity to synthesize their new knowledge by participating in a variety of connected Listening, Speaking, and Writing activities.</p> <p>Classroom Conversations treat students with respect for their thoughts and ask students to participate in high levels of collaborative discussion. Compare Texts requires students to listen and interact with classmates as they make connections to other texts, themselves, and the world around them. Extend the Topic/ Speaking and Listening provides specific lessons on being a proactive and integral part of a Literature discussion circle.</p>

X		<p>33. Instructional materials must provide opportunities to gather evidence to discuss and orally present findings using academic language.</p>	<p><i>Journeys Common Core</i> embeds strategies for students speaking and communicating with one another, as well as listening to one another throughout the program. Academic discussion prompts are built into the instructional design of <i>Journeys Common Core</i>. Each lesson features an Essential Question connected to the Lesson Topic. Throughout the week, students discuss the Essential Question in light of the texts that they read and use the Essential Question as a synthesis discussion opportunity. Classroom Conversation activities appear throughout student and teacher materials, helping teachers regularly engage students in substantive discussions on topics pertinent to the lesson’s texts and using academic language. In select lessons in each unit, the Extend the Topic spread features a Speaking and Listening activity with instruction that strengthens students’ discussion skills, such as staying on topic, taking turns speaking, incorporating evidence and reasons into a response, and asking relevant follow-up questions. Retelling Cards at grade 1, and Language Support cards further enhance oral language learning, tasks, and applications. Students are encouraged to give informative presentations and a Rubric for Giving Presentations is available in the Teacher Edition.</p> <p>Throughout the program as teachers present the “Think Through the Text” guided questions and “Analyze the Text” and guided responses are places in the students’ Reader’s Notebook, students are gathering evidence to share with classmates. There are specific pages in the Reader’s Notebook for text evidence work and text evidence collection. Further, writing activities are designed specifically to have students gather text evidence to support claims and insights. MyWriteSmart is set up to provide instant access to the reading selection to allow students to gather direct text evidence to use in their writing as they respond to questions or text issues which can then be shared orally with the class or through shared writing.</p>
<p>Language</p> <p>Instructional materials must adequately address the language objectives for the grade.</p>			
X		<p>34. Instructional materials address the grammar and language conventions specified by the language objectives at each grade level.</p>	<p>Each lesson in <i>Journeys Common Core</i> also focuses on one of five writing traits: Ideas, Organization, Sentence Fluency, Voice, or Word Choice. The sixth trait, Conventions, is supported by daily Grammar lessons that tie to students’ writing. Because the same traits spiral through the grades, students learn to apply them to a variety of writing tasks with increasing finesse. There is a specific two page spread for Grammar within the Student Edition. There is a daily grammar mini-lesson for each weekly lesson of <i>Journeys Common Core</i>. These grammar activities are accompanied by practice in the Reader’s Notebook and leveled practice through the Grab-and-Go resources.</p>

			<p>Interactive Whiteboard lessons that focus on grammar/language conventions provide an engaging alternative to formal instruction. Engaging videos called GrammarSnap also accompany the Journeys Common Core program and are connected to the direct grammar instruction. Please see the full Scope and Sequence for grammar instruction within the program.</p>
X		<p>35. Instructional materials guide students in discovering accurate usage patterns (grades K-2), and in identifying and correcting their own error patterns in usage and conventions (grades 3-12).</p>	<p>Through daily grammar and language usage lessons, students become more aware of how accurate usage is important for written and oral communication. Each lesson of the Student Edition provides a two page spread devoted specifically to Grammar/Language conventions, and reviewers will note the Connect Grammar to Writing annotation to help students see the importance of accurate usage to effective writing. Common grammar errors are noted for the teacher. Additional practice in the Reader’s Notebook, leveled practice in the Grab-and-Go resource, Interactive Whiteboard lessons, and Rubrics for Writing, which feature Conventions/Sentence Fluency provide more specific support to West Virginia teachers. As students move through the Writing Process, they are supported with instruction for revision and editing which allows them to better uncover possibilities to reinforce accurate usage patterns, and to recognize correctable errors in word form, usage, or punctuation. As teachers provide the daily grammar lessons, ongoing practice, and embed attention to the detail of accuracy and correction in <i>Journeys Common Core</i>, students become better writers and communicators. Assessments are also available to support teacher to monitor learning in this area of literacy.</p>
X		<p>36. To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives.</p>	<p>Grammar/ Language instruction, Spelling instruction, and Writing instruction and application are blended into daily work so that learning is an “all-in-one” approach. Reading, writing, speaking and listening are connected and seamless instructional experiences for students. Extensions for activities, projects, connected learning centers, and connected research all contribute to a vital classroom learning experience for students of all reading levels and abilities, and to strengthen all areas of ELA in a connected approach. Technology connections, offered directly to the student through their Think Central Student Access, or through teacher directed resources from the <i>Journeys Common Core Teacher Gateway</i>, are central to both learning and teaching and further allow West Virginia teachers to integrate language objectives within the full literacy classroom rather than an isolated instructional format. The focused purpose of the <i>Journeys Common Core</i> program is to develop competent, confident communicators across all ELA areas to ensure educational success and full college or career readiness.</p>

GENERAL EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 1

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

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21 st Century which includes opportunities for students to develop:										
Next Generation Skills											
Thinking and Problem-Solving Skills											
English Language Arts Content:											
See Unit 1/ TE viii-ix Topics and Domains Domain Focus: Unit 4/ T128	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary connections;										
See Whole Group Tab-Front of any Lesson in the Teacher Edition Challenge Activity Connect to Informational Text Activity See also the Research and Media	2. engages in complex analysis of content presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and judgments applicable to students’ own lives and future situations;										

Performance Task Activity for each unit.							
Unit 4/ Lesson 18, T228-239	3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of the human condition; and						
Unit 4/ Lesson 17, T122-137	4. makes unusual associations and provides a variety of solutions to problems to reach unexpected answers.						
Information and Communication Skills/English Language Arts <i>For student mastery of content standards and objectives, the instructional materials will include multiple strategies that provide students with opportunities to:</i>							
Unit 5/ Lesson 22- Amazing Animals	5. locate existing information in a variety of formats, interpret meaning and then create original communication;						
Unit 3/ Lesson 14, T326-336	6. make informed choices; and						
Unit 4/ Lesson 18- Where Does Food Come From?	7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.						
Personal and Workplace Productivity Skills <i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>							
Research and Media Performance Task T xxiv-xxv in all units Unit 5/ T337 Life Cycle Report	8. conduct research, validate sources and report ethically on findings;						
Research and Media Performance Task T xxiv-xxv in all units	9. identify, evaluate and apply appropriate technology tools for a variety of purposes;						
Research and Media Performance Task T xxiv-xxv in all units	10. engage in self-directed inquiry;						

Unit 4/ T42, T449 All “Your Turn” Student Edition features	11. work collaboratively; and							
Extend the Topic feature Unit 4/176 Please see myWriteSmart for longer term writing	12. practice time-management and project management skills in problem-based learning situations.							

Developmentally Appropriate Instructional Resources and Strategies

For student mastery of content standards and objectives, the instructional materials

See Journeys 2014 Scope and Sequence document	13. are structured to ensure all students meet grade- specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.							
Unit 5/ Lesson 25, T428-438 Unit 6/ Lesson 30, T 424-434	14. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age- appropriate activities that simulate real- life situations, and make cross- curricular, global connections.							
Unit 5/ Lesson 24- A Tree is a Plant	15. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding.							
Unit 3/ Lesson 15- Animal Groups See digital ELL Background videos, HMH in the News site	16. provide students with opportunities to use print, graphs, visual displays, media and technology sources to acquire and apply new information.							
Unit 5/ Lesson 24 Target Skill- Sequence of Events	17. offer opportunities for students to build an understanding of sequencing of time, events and text with or without an anchor text.							
Unit 6/ T 24-34 and T64065	18. provide opportunities for students to investigate issues that are interconnected to explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions.							
Unit 4/ T63, T369, T471	19. provide opportunities for students to investigate texts that are interconnected and linked to an anchor text.							

Unit 4/ T24-32 All First Read/ “Think Through the Text” support	20. include guiding questions and text-dependent questions to aid student comprehension.						
UNIT 4: Literacy Center/ Word Study- T412 Vocabulary Boost- T417 Read Aloud- T418-419 Vocabulary in Context- T424-425 Apply vocabulary- T460	21. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills.						
T xviii-xix, T6-7 See also Small Group Tab, Intervention Tab, ELL Tab, all Think Central digital resources	22. support personalized learning through intervention and enrichment activities.						
See Think Central Student Access www-k6.thinkcentral.com/ePC/start.do Access: journeys14 HMH in the News http://hmhinthenews.com	23. provide a dynamic, interactive website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.).						
See T vi-vii See Professional Development on Think Central	24. include a professional resource that builds content and pedagogical knowledge for the teacher.						
See any First Read Thinking Through the Text, Unit 4/ T128-137	25. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact.						
See ANY Second Read- Analyze the Text feature, Unit 4/ T428-437 T27, T29, T432, T434 - A Closer	26. include questions and tasks that assess the depth and complexity of the analytical thinking required by the objectives. (Note: not every objective must be assessed with every text.)						

Look T40-41, T446-447 - Dig Deeper							
Life Skills <i>For student mastery of content standards and objectives, the instructional materials will provide students with opportunities to:</i>							
See Table of Contents of the Student Edition See Text Complexity Rubric, Unit 1/ T2 (available for ALL selections), Unit 4/ T104	27. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading materials that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative standards at the specific grade band;						
See Think Central for eBook with full narration, Building Background ELL videos, Extended Reading trade books, Language Support cards, GrammarSnap, IWB lessons	28. achieve visual and media literacy through access to a wide variety of high-quality materials including, but not limited to, graphic novels, primary and secondary source documents, digital media, podcasts, vodcasts, audio recordings, visual art, videos, etc.; and						
Unit 3/ Lesson 11- Marine Habitats and T62- Water See also ELL Background Videos, IWB lessons, etc	29. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.						
Unit 4/ T71, T479. See any Extend the Lesson Speaking-Listening activity	30. practice situational language (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media) in real-world activities.						
Assessment							
See any unit TE T xvi-xvii	31. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, text-dependent questions (TDQs), performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).						
See Resources Tab (Back of the Teacher Edition for Rubrics See myWriteSmart for Student writing models	32. Instructional materials provide supports for assessment (i.e., rubrics, student work samples, model texts).						

Organization, Presentation and Format								
<p>See any Common Core Planning and Pacing pages T xxii-xxiii</p> <p>See any Weekly Planner:</p> <p>Unit 1/ T10-11, T106-107, T 202-203</p> <p>See any Focus Wall of any lesson</p> <p>See Day At A Glance</p> <p>Unit 4/ T114</p>	<p>33. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.</p>							
<p>See T xiv-xv for digital resources overview</p> <p>See Think Central for extensive online resources for reading, writing, speaking and listening</p>	<p>34. The media included in the instructional materials must enhance and support instruction and learning.</p>							
<p>See Teacher One-Stop Planner CD-ROM</p> <p>See Think Central for online resources</p>	<p>35. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher's server, both of which are accessible by an internet-enabled device that can open standard file formats.</p>							

SPECIFIC EVALUATION CRITERIA

2014-2020

Group II – English Language Arts

Grade 1

English Language Arts for the first grade student involves immersion in a literacy-rich environment to develop an awareness of print materials and media as sources of information and enjoyment. The student will grow in language and communication development through increased emphasis on collaboration, sharing information and giving opinions through integration of reading, writing, listening and speaking that will develop lifelong learning skills and global awareness. The first grade student will learn from reading equally both literature and informational texts that are of appropriate complexity for Grade 1. The student will actively participate in an engaging and appropriate environment to develop independent English Language Arts and 21st century skills. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Standard 1: Reading

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Standard 2: Writing

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

Standard 3: Speaking and Listening

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Standard 4: Language

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	
READING										
Key Ideas and Details										
Key Citations 1-2: T71 1-3: T121, T125, T128 1-4: T437 Additional Practice and Application 1-1: xxiv, T60, T122, T123, T124, T125, T126, T146, T218, T219, T221, T242, T251, T311, T411, T412, T414, T434, T462 1-2: xxiv-xxv, T26, T28-T29, T30-T31, T222, T224, T226-T227, T238, T248, T418, T420-T421, T422-T423, T424-T425, T444 1-3: T124, T125, T127, T129, T130, T131, T142, T152, T217, T328, T330, T331, T332, T333, T334, T335, T356 1-4: xxiv, xxv, T117, T130, T133, T135, T137, T158, T430, T433, T434, T435, T436, T438, T458, R2 1-5: xxv, T26, T29, T30, T32, T42, T52, T63, T225, T226, T228, T229, T230, T231, T233, T244, T430, T431, T433, T435, T436, T448, T458, T489 1-6: xxv, T23, T26, T28, T30, T32, T44, T54, T226, T228, T230, T231,	1. ask and answer questions about key details in a literary text. (CCSS RL.1.1)									

<p>T242, T252, T325, T326, T327, T328, T329, T331, T332, T334, T344, T354, T482, T508</p> <p>Literacy and Language Guide 187, 188, 189, 190, 191, 192, 193, 194, 196, 197, 200, 201, 203, 204, 205, 207, 208, 209, 212, 213, 215, 218, 219, 221, 224, 225, 226, 227, 229, 230, 231, 234, 235, 236, 237, 239, 240, 242, 243, 245</p>							
<p>Key Citations 1-1: T223, T348 1-2: T23, T27, T31, T33, T40-T41 1-4: T437, T446-T447 1-6: T164, T335</p> <p>Additional Practice and Application 1-1: xxiv, T15, T127, T144, T146, T155, T207, T211, T232, T242, T336, T349, T403, T415, T421, T463 1-2: T26, T32, T42-T43, T52, T62-T63, T117, T229, T235, T238, T248, T309, T333, T344, T407, T425, T444, T453 1-3: T15, T127, T129, T130, T131, T141, T142, T152, T161, T317, T337, T365, T423, T456 1-4: xxiv, T19, T81, T137, T138, T158, T167, T356, T367, T419, T428, T435, T439, T458, T468 1-5: T19, T32, T39, T52, T63, T162, T217, T232, T234, T244, T254, T319, T426, T431, T437, T438, T458, T488 1-6: T34, T35, T41, T54, T152, T219, T233, T252, T327, T334, T354, T464, T465, R2 Literacy and Language Guide 193, 196, 209, 239, 245</p>	<p>2. retell stories, including key details and demonstrate understanding of their central message or lesson in literary texts. (CCSS RL.1.2)</p>						
<p>Key Citations 1-1: T406, T411, T422-T423</p>	<p>3. describe characters, settings and major events in a story, using key details in</p>						

<p>1-5: T22, T29, T40-T41 1-6: T222, T227, T240-T241</p> <p>Additional Practice and Application 1-1: xxiv, xxv, T118, T122, T123, T124, T125, T126, T127, T135, T136, T146, T214, T218, T220, T221, T222, T223, T229, T231, T232, T240, T242, T403, T410, T412, T413, T414, T415, T421, T424, T434, T443, T463 1-2: T22, T26-T27, T28-T29, T30-T31, T41, T42-T43, T50, T52, T55, T71, T219, T222-T223, T224, T226, T229, T233, T237, T238, T246, T248, T414, T418-T419, T420, T422, T433, T434, T444, T464 1-3: T39, T120, T124, T126, T127, T128, T129, T130, T131, T141, T152, T163, T171, T328, T330, T331, T332, T333, T334, T335, T336, T337, T345, T423 1-4: T124, T128, T129, T131, T133, T134, T136, T147, T158, T235, T426, T428, T430, T431, T432, T433, T435, T437, T439, T446, T447, T448, T458, T468, T469, T483, R2 1-5: T26, T28, T29, T30, T31, T32, T42, T52, T61, T162, T163, T220, T224, T225, T226, T227, T230, T231, T232, T233, T234, T243, T244, T254, T263, T265, T367, T426, T430, T433, T434, T435, T437, T447, T448, T458, T488 1-6: xxv, T26, T28, T29, T33, T34, T35, T43, T44, T54, T65, T163, T164, T226, T228, T229, T230, T231, T232, T233, T242, T252, T263, T320, T325, T327, T328, T329, T330, T331, T332, T334, T335, T343, T344, T354, T419,</p>	literary texts. (CCSS RL.1.3)							
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<p>T464, T482, T483, T508, T510, T512, T513</p> <p>Literacy and Language Guide 187, 188, 189, 190, 191, 194, 196, 197, 200, 201, 203, 204, 205, 208, 212, 213, 215, 221, 224, 225, 226, 227, 229, 230, 231, 234, 235, 236, 237, 239, 240, 242, 243</p>							
<p>Key Citations 1-1: T311, T315, T316 1-2: T317, T321, T326 1-4: T23, T27, T29, T31 1-5: T323, T327, T329</p> <p>Additional Practice and Application 1-1: T27, T40, T50, T156, T317, T318, T338, T444 1-2: T124, T126, T128, T130, T150, T258-T259, T313, T320, T322, T324, T336, T346 1-3: xxiv, xxv, T27, T28, T29, T30, T31, T52, T224, T226-T227, T228, T229, T230-T231, T232, T242, T252, T265, T430, T431, T432, T433, T435, T436, T438, T458, T469, T477, T486, T487, T488 1-4: xxv, T22, T28, T30, T32, T33, T34, T46, T230, T232, T234, T235, T236, T237, T238, T260, T332, T333, T334, T338, T348, T358, T487, R2 1-5: xxiv, T124, T127, T128, T129, T130, T131, T132, T142, T152, T326, T331, T332, T333, T334, T336, T338, T339, T348, T358, T369, T470, T471, T490 1-6: xxiv, xxv, T29, T126, T127, T128, T130, T133, T134, T144, T154, T317, T427, T428, T429, T430, T432, T433, T444, T454, T473, T484</p>	<p>4. ask and answer questions about key details in an informational text. (CCSS RI.1.1)</p>						

Literacy and Language Guide 186, 189, 191, 195, 198, 199, 201, 202, 206, 207, 209, 210, 211, 213, 214, 216, 217, 219, 220, 222, 223, 227, 228, 232, 233, 235, 237, 238, 241, 244, 245							
Key Citations 1-1: T22, T29, T31, T38-T39 1-2: T120, T125, T131, T138-T139, T327 1-4: T22, T27, T29, T36-T37, T44- T45 1-6: T422, T434, T435, T442-T443 Additional Practice and Application 1-1: T26, T30, T40, T50, T319, T338 1-2: T61, T124, T126, T128, T130, T140, T148, T150, T326, T335, T346, T498-T499, T501, T502 1-3: xxiv, xxv, T27, T28, T29, T30, T31, T33, T41, T42, T52, T61, T232, T252, T263, T264, T265, T266, T366, T367, T368, T377, T431, T438, T439, T458 1-4: T24, T28, T30, T32, T34, T46, T66, T67, T226, T240, T247, T358, T368, T487, T488 1-5: xxiv, xxv, T63, T117, T132, T133, T152, T328, T332, T333, T336, T338, T339, T358, T470, T479, T490 1-6: T19, T128, T135, T154, T423, T426, T427, T428, T429, T430, T431, T433, T444, T454, T484 Literacy and Language Guide 186, 189, 199, 202, 216, 217, 238, 244, 245	5. identify the main topic and retell key details of an informational text. (CCSS RI.1.2)						
Key Citations 1-3: T220, T229, T240-T241, T426, T433, T446-T447	6. describe the connection between two individuals, events, ideas or pieces of information in an informational text. (CCSS RI.1.3)						

<p>1-4: T328, T333, T346-T347 1-5: T322, T329, T346-T347</p> <p>Additional Practice and Application 1-1: T28 1-2: T120, T140, T160, T258-T259, T500-T501, T502 1-3: T62, T63, T141, T162, T163, T224, T226-T227, T228, T231, T232, T242, T252, T263, T264, T367, T368, T377, T431, T434, T435, T436, T448, T486, T487 1-4: T31, T32, T168, T230, T235, T271, T334, T335, T337, T338, T348, T358, T369, T383, T512, T513, T515, T516, T517 1-5: T62, T63, T117, T129, T326, T328, T331, T332, T333, T334, T335, T336, T337, T339, T348, T358, T368, T469, T471, T479, T490 1-6: T65, T126, T127, T128, T129, T144, T154, T262, T428, T429, T433, T454, T484</p> <p>Literacy and Language Guide 189, 195, 202, 210, 222, 223, 232, 233, 237</p>							
Craft and Structure							
<p>Key Citations 1-1: T60 1-2: T62-T63, T356-T357, T454-T455, T463 1-4: T477 1-6: T26-T27</p> <p>Additional Practice and Application 1-1: T61, T137, T219, T231, T348 1-2: T434 1-4: xxiv, T270, T430, T433, T468, T469 1-5: T27, T30, T41, T225, T227,</p>	<p>7. in literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS RL.1.4)</p>						

<p>T243, T265 1-6: T32, T33, T43, T124, T167, T325, T330, T343, T364, T365, T465, T510 Interactive Whiteboard: Lesson 27: Vocabulary Strategies: Classify and Categorize Emotion Words Literacy and Language Guide 187, 193, 203, 205, 225, 231, 243</p>							
<p>Key Citations 1-1: T253, T413, T422-T423 1-2: T318 1-3: T428 1-4: T270 1-5: T428 1-6: T224 Additional Practice and Application 1-1: T423, T445 1-2: T55, T122, T124, T239, T267, T416, T434 1-3: xxv, T122, T369, R2, R3 1-4: T24, T126 1-5: T124, T163, T342, T377, T423 1-6: T231, T241, T363, T464, T512 Literacy and Language Guide 189, 197</p>	<p>8. explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types. (CCSS RL.1.5)</p>						
<p>Key Citations 1-2: T227, T236-T237 1-4: T133, T146-T147 1-5: T431, T446-T447 Additional Practice and Application 1-2: T230, T237, T253, T421, T433, T457 1-4: T183 1-5: T432 Literacy and Language Guide</p>	<p>9. identify who is telling the story at various points in a literary text. (CCSS RL.1.6)</p>						

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Key Citations 1-3: T228, T240-T241, T427, T430, T436 1-4: T31, T329, T337, T346-T347 1-5: T127, T327, T329 1-6: T133, T142-T143 Additional Practice and Application 1-1: T310, T318, T327 1-3: xxiv, T225, T266, T434, T488 1-4: T238, T332, T333, T334, T383 1-5: xxiv, T130, T140, T141, T331, T334, T347 1-6: xxiv, T130, T473	10. ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text. (CCSS RI.1.4)						
Key Citations 1-1: T310, T315, T326-T327, T357 1-2: T127, T138-T139, T321 1-3: T262-T266, T446 1-4: T75 1-5: T171, T468, T470 Additional Practice and Application 1-1: T53, T245, T252, T314, T316, T338, T341, T357, T437, T444 1-2: T126, T128-T129, T160, T162-T163, T251, T258, T316, T318, T320, T322-T323, T324, T335, T349, T351, T447 Interactive Whiteboard: Lesson 7: Vocabulary Strategies: Using a Glossary 1-3: T27, T55, T62, T162, T163, T255, T359, T366, T367, T432, T434, T435, T436, T447, T461, R2 1-4: T26, T28, T59, T66, T168, T368, R3 1-5: T62, T152, T165, T257, T326, T333, T349, T361, T368, T461, T473, R2 Interactive Whiteboard: Lesson 22: Vocabulary Strategies:	11. know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in an informational text. (CCSS RI.1.5)						

<p>Using a Dictionary Entry Lesson 25: Vocabulary Strategies: Synonyms with Introduction to Thesaurus 1-6: T57, T64, T157, T255, T262, T357, T457</p> <p>Literacy and Language Guide 199, 209, 211, 213, 219, 227, 233, 235, 241</p>							
<p>Key Citations 1-1: T156 1-2: T316, T320-T321, T334-T335 1-3: T263, T265 1-4: T28, T33 1-5: T469</p> <p>Additional Practice and Application 1-1: T314, T326, R2 1-2: T322, T324, T326, T498-T499, T500 1-3: T31 1-4: T169, T234, T368, T512 1-5: T358 1-6: T126, T128, T130, T131</p> <p>Literacy and Language Guide 198, 199, 213, 219, 233</p>	<p>12. distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text. (CCSS RI.1.6)</p>						
Integration of Knowledge and Ideas							
<p>Key Citations 1-1: T406, T411, T422-T423 1-2: T414, T419, T432-T433 1-5: T22, T29, T40-T41</p> <p>Additional Practice and Application 1-1: xxiv, xxv, T118, T120, T122, T123, T124, T125, T126, T127, T135, T136, T137, T144, T146, T155, T216, T219, T221, T222, T223, T232, T242, T410, T413, T414, T434, T443</p>	<p>13. use illustrations and details in a story to describe its characters, setting, or events in literary texts. (CCSS RI.1.7)</p>						

<p> 1-2: xxiv-xxv, T28-T29, T30, T42, T71, T223, T224-T225, T226, T237, T238, T246, T248, T418, T420-T421, T422-T423, T424, T433, T434, T444 1-3: T124, T127, T128, T129, T130, T131, T141, T142, T150, T152, T328, T330, T333, T334, T335, T336, T345, T346, T356 1-4: xxiv, T129, T132, T137, T158, T356, T426, T430, T431, T432, T433, T434, T436, T439, T446, T448, T458, T483 1-5: T26, T28, T42, T52, T220, T224, T225, T226, T229, T231, T232, T234, T243, T244, T254, T426, T432, T434, T437, T447, T448, T449, T456, T458 1-6: T30, T35, T44, T54, T222, T227, T228, T230, T231, T232, T233, T241, T242, T243, T252, T263, T320, T325, T327, T328, T329, T330, T331, T332, T334, T335, T343, T344, T354, T431, T464, T482, T483, T484, T508, T509, T513, T514 Literacy and Language Guide 192 </p>								
<p> Key Citations 1-2: T62, T455 1-4: T124, T129, T146-T147 1-6: T22, T33, T42-T43, T271 Additional Practice and Application 1-1: T125, T349 1-2: T63 1-4: T128, T131, T136, T169, T183, T436, T437 1-5: T163, T265, T435, T489 1-6: T27, T29, T30, T34, T44, T263, T334, T484, T511, T513 </p>	<p>14. compare and contrast the adventures and experiences of characters in stories in literary texts. (CCSS RL.1.9)</p>							

Literacy and Language Guide 215, 218, 219, 236, 237							
Key Citations 1-1: T156 1-2: T316, T320-T321, T334-T335 1-3: T263, T265, T446-T447 1-4: T235, T248-T249 1-5: T125, T469 Additional Practice and Application 1-1: T26, T27, T28, T29, T30, T39, T133, T328, T338, T406 1-2: T52, T124-T125, T127, T128, T139, T140, T258, T316, T321, T322-T323, T324, T336, T498-T499, T500 1-3: xxiv, xxv, T26, T27, T28, T29, T41, T42, T43, T63, T230, T252, T264, T266, T366, T368, T430, T432, T433, T434, T435, T436, T438, T439, T445, T448, T458, T467 1-4: T168, T230, T232, T233, T234, T236, T237, T238, T250, T260, T285, T336, T337, T338, T487, T488, T512, T513, T514, T515, T517 1-5: xxiv, T120, T126, T128, T130, T131, T132, T133, T141, T142, T152, T334, T335, T337, T339, T348, T349, T369, T490 1-6: xxiv, T127, T131, T132, T133, T135, T135, T144, T154, T262, T426, T427, T429, T433, T434, T444, T454, T484 Literacy and Language Guide 191, 195, 198, 199, 201, 219, 228, 241	15. use the illustrations and details in a text to describe its key ideas in informational texts. (CCSS RI.1.7)						
Key Citations 1-3: T22, T27, T29, T40-T41 1-4: T27, T28, T29, T44-T45,	16. identify the reasons an author gives to support points in an informational text. (CCSS RI.1.8)						

<p>T226, T237, T248-T249 1-6: T122, T127, T142-T143</p> <p>Additional Practice and Application 1-1: T50, T338 1-2: T150, T336, T346 1-3: T28, T31, T42, T52, T227, T230, T367, T488 1-4: T34, T35, T81, T230, T232, T234, T236, T239, T250, T285, T369, T487, T513 1-5: T124, T126, T131 1-6: T126, T128, T129, T131, T132, T133, T422, T426, T428, T430, T433, T434, T443, T444</p>							
<p>Key Citations 1-2: T160, T161, T169 1-3: T267, T275 1-5: T368, T369</p> <p>Additional Practice and Application 1-1: T61, T157, T349 1-2: T357 1-3: T63, T264, T469 1-4: T67, T169, T488 1-6: T65, T165, T484</p>	<p>17. identify basic similarities in, and differences between two informational texts on the same topic (e.g., in illustrations, descriptions or procedures). (CCSS RI.1.9)</p>						
Range of Reading and Level of Text Complexity							
<p>Key Citations 1-1: T216-T222 1-2: T356-T357, T454-T455 1-4: T468-T469 1-5: T24-T32, T222-T233 1-6: T224-T232, T322-T334</p> <p>Additional Practice and Application 1-1: T60, T121, T146, T242, T348, T408, T409, T434, T462 1-2: T25, T221, T236-T237, T248, T417, T444 1-3: T152, T327, T356, T468 1-4: xxiv, xxv, T127, T158, T429,</p>	<p>18. with prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts. (CCSS RL.1.10)</p>						

<p>T446</p> <p>1-5: xxv, T52, T162, T264, T429, T458</p> <p>1-6: xxv, T24, T25, T54, T164, T252, T354, T364, T464, T482</p>							
<p>Key Citations</p> <p>1-2: T318-T326</p> <p>1-3: T24-T32, T428-T438</p> <p>1-4: T228-T239</p> <p>1-5: T62-T63, T324-T338</p> <p>Additional Practice and Application</p> <p>1-1: T25, T50, T156, T252, T312, T313, T338, T444</p> <p>1-2: T52, T62, T122-T23, T150, T160, T258, T346</p> <p>1-3: xxiv, xxv, T52, T62, T162, T223, T252, T262, T366, T458</p> <p>1-4: T25, T168, T260, T331, T358, T486</p> <p>1-5: xxiv, xxv, T123, T152, T355, T368, T468, T490</p> <p>1-6: xxiv, xxv, T64, T125, T154, T262, T424, T425, T454, T482</p>	<p>19. with prompting and support, read informational texts appropriately complex for grade 1. (CCSS RI.1.10)</p>						
Print Concepts							
<p>Key Citations</p> <p>1-1: BTS8, T12, T225, T235, T257</p> <p>Additional Practice and Application</p> <p>1-1: xxiv, xxv, T321, T325, T331</p> <p>1-2: xxiv, T12, T44, T56, T72, T134, T230-T231, T240, T252-T253, T263, T268, T330, T360</p> <p>1-3: xxiv</p> <p>1-4: xxiv, xxv, T48, T60</p> <p>1-5: xxiv, xxv, T58</p> <p>1-6: xxv, T46, T58</p>	<p>20. demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation). (CCSS RI.1.1) 						
Phonological Awareness							
<ul style="list-style-type: none"> distinguish long from short vowel sounds in spoken single-syllable 	<p>21. demonstrate understanding of spoken words, syllables, and sounds</p>						

<p>words.</p> <p>Key Citations 1-4: T16, T52, T118, T344 1-6: T350</p> <p>Additional Practice and Application 1-3: T315, T341, T351, T363, T375 1-6: T13</p> <p>Literacy and Language Guide 82-83, 84-85, 94</p> <ul style="list-style-type: none"> orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <p>Key Citations 1-1: T16, T57, T141, T142, T153, T237 1-3: T13, T47</p> <p>Additional Practice and Application 1-1: BTS9, T36, T46, T112, T142, T163, T208, T228, T238, T249, T259, T304, T324, T345, T355, T400, T420 1-2: T38, T69, T115, T146, T166, T234, T310, T343, T352, T409, T430, T441 1-3: T16, T17, T38, T48, T60, T69, T111, T114, T137, T138, T211, T214, T215, T237, T238, T248-T249, T319, T353, T421, T455 1-4: T17, T50, T53, T144, T155, T164, T221, T257, T323, T355, T455 1-5: T17, T49, T149, T215, T317, T355, T421, T455 1-6: T17, T51, T217, T249, T360</p> <p>Literacy and Language Guides: 58, 60, 62, 64, 66, 70, 72, 74, 76, 78, 80,</p>	<p>(phonemes).</p> <ul style="list-style-type: none"> distinguish long from short vowel sounds in spoken single-syllable words. orally produce single-syllable words by blending sounds (phonemes), including consonant blends. isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS RF.1.2) 							
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<p>82, 84, 86, 88, 90, 92, 94</p> <ul style="list-style-type: none"> isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <p>Key Citations 1-1: T13, T35, T109, T163, T397, T419, T451 1-2: T233, T243, T265</p> <p>Additional Practice and Application 1-1: BTS11, T16, T46, T112, T131, T153, T205, T227, T250, T259, T300, T306, T323, T330, T333, T402, T419, T430 1-2: T16, T18, T37, T47, T48, T60, T167, T212, T244, T256, T310, T336, T342, T353, T354, T363, T408, T430, T439, T440, T451, T452, T461 1-3: T60, T160, T260, T315, T318, T342, T352, T364, T417, T420, T443, T444, T453, T465, T466, T475 1-4: T42, T115, T143, T153, T154, T165, T217, T220, T245, T255, T256, T319, T322, T343 1-5: T37, T47, T137, T160, T169, T211, T239, T261, T262, T271, T313, T353, T366, T417, T443, T466 1-6: T39, T62, T216, T237, T259, T350, T361</p> <p>Literacy and Language Guide 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 90-91, 92-93</p> <ul style="list-style-type: none"> segment spoken single-syllable words into their complete sequence 								
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<p>of individual sounds (phonemes).</p> <p>Key Citations 1-2: T111, T135, T145, T331 1-3: T37, T59, T69</p> <p>Additional Practice and Application 1-1: BTS15, T54, T150, T246, T342, T346, T429, T438, T441, T451 1-2: T13, T56, T59, T114, T146, T154, T157, T209, T252, T255, T307, T310, T342, T350, T354, T405, T429, T440, T448, T461 1-3: T16, T48, T56, T60, T111, T114, T137, T156, T211, T214, T237, T248, T256, T360, T462 1-4: T60, T162, T166, T264, T268, T362 1-5: T13, T56, T156, T258, T362, T462 1-6: T58, T256</p>							
Phonics and Word Recognition							
<ul style="list-style-type: none"> know the spelling-sound correspondence for common consonant digraphs. <p>Key Citations 1-3: T17, T38, T115, T138, T215, T238, T455</p> <p>Additional Practice and Application 1-2: T17, T19, T29, T30-T31, T38, T49, T50, T60-T61 Interactive Whiteboard: Lesson 6: Phonics: Words with Short a, Double Final Consonants, and ck 1-3: T17, T19, T38, T39, T115, T117, T138, T139, T149, T160, T161, T215, T217, T238-T239, T455, T456 Interactive Whiteboard:</p>	<p>22. know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> know the spelling-sound correspondence for common consonant digraphs. decode regularly spelled one-syllable words. know final –e and common vowel team conventions for representing long vowel sounds. use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. decode two-syllable words following basic patterns by breaking the words into syllables. read words with inflectional endings. recognize and read grade-appropriate irregularly spelled words. (CCSS RF.1.3) 						

<p>Lesson 11: Phonics: Words with Digraph th Base Words and -s, -es, -ed, -ing Endings</p> <p>Lesson 12: Phonics: Words with Digraphs ch, tch and Possessives with 's</p> <p>Lesson 13: Phonics: Words with Digraphs sh, wh, ph and Contractions with 's, n't</p> <p>1-5: T355</p> <p>Interactive Whiteboard:</p> <p>Lesson 23: Phonics: Words with Digraph /<double breve +oo>/ oo and Words with Syllable Pattern CVC</p> <p>Literacy and Language Guide 76-77, 78-79, 80-81</p> <ul style="list-style-type: none"> • decode regularly spelled one-syllable words. <p>Key Citations 1-1: T17, T47, T113, T143, T209, T239, T305, T335, T401, T431</p> <p>Additional Practice and Application 1-1: BTS5, BTS9, BTS11, BTS15, BTS17, T19, T26-T30, T36, T48, T59, T115, T122-T126, T132, T133, T144, T147, T154, T155, T211, T218-T222, T228, T229, T240, T250, T300, T307, T314-T318, T324, T325, T334, T336, T346, T347, T403, T410-T414, T420, T421, T432, T442, T443</p> <p>Interactive Whiteboard:</p> <p>Lesson 1: Phonics: Words with Short a, n, d, p, f</p> <p>Lesson 2: Phonics: Words with Short</p>							
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<p>i, r, h, /z/s, b, g</p> <p>Lesson 3: Phonics: Words with Short o, l, x and Words with Inflection -s</p> <p>Lesson 4: Phonics: Words with Short e, y, w, k, v, j</p> <p>Lesson 5: Phonics: Words with Short u, qu, z</p> <p>1-2: T17, T19, T26-T32, T38-T39, T49, T50, T60-T61, T115, T117, T124-T130, T136-T137, T147, T148, T158-T159, T213, T215, T222-T228, T234-T235, T244, T246, T256-T257, T310, T313, T320-T326, T332-333, T343, T344, T355, T409, T411, T418-T424, T430-T431, T441, T442, T452-T453</p> <p>Interactive Whiteboard:</p> <p>Lesson 6: Phonics: Words with Short a, Double Final Consonants, and ck</p> <p>Lesson 7: Phonics: Words with Short i and Blends with r</p> <p>Lesson 8: Phonics: Words with Short o and Blends with l</p> <p>Lesson 9: Phonics: Words with Short e and Blends with s</p> <p>Lesson 10: Phonics: Words with Short u and Final Blends</p> <p>1-3: T19, T26-T32, T39, T49, T50, T60, T61, T117, T124- T131, T149, T150, T161, T217, T224-T232, T239, T249, T250, T260-T261, T319, T321, T328-T336, T342, T343, T353, T354, T364, T365, T421, T423, T430-T438, T444, T445, T466, T467</p> <p>Interactive Whiteboard:</p> <p>Lesson 11: Phonics: Words with Digraph th Base Words and -s, -es, -ed, -ing Endings</p> <p>Lesson 13: Phonics: Words with Digraphs sh, wh, ph and Contractions with 's, n't</p> <p>Lesson 14: Phonics: Words with</p>								
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<p>Long a (CVCe) and Words with Soft c, g, dge</p> <p>Lesson 15: Phonics: Words with Long i (CVCe) and Words with Digraphs kn, wr, gn, mb</p> <p>1-4: T17, T19, T34, T42, T43, T53, T54, T64, T65, T119, T121, T135, T145, T155, T156, T221, T223, T234, T246, T257, T258, T269, T323, T325, T336, T345, T355, T367, T455, T456, T466, T467, T482</p> <p>Interactive Whiteboard:</p> <p>Lesson 16: Phonics: Words with Long o (CV, CVCe) and Words with Long u (CVCe)</p> <p>Lesson 17: Phonics: Words with Long e (CV, CVCe) and Words Ending with ng, nk</p> <p>Lesson 18: Phonics: Words with ai, ay and Contractions 'll, 'd</p> <p>Lesson 19: Phonics: Words with oa, ow and Contractions 've, 're</p> <p>1-5: T17, T19, T26-T33, T38, T39, T49, T50, T61, T115, T117, T128-T132, T138, T139, T149, T150, T153, T160, T161, T215, T217, T240, T241, T251, T252, T263, T317, T319, T326-T338, T344, T345, T355, T356, T366, T367, T421, T422, T423, T430-T437, T444, T445, T456, T466, T467, T480</p> <p>Interactive Whiteboard:</p> <p>Lesson 21: Phonics: Words with r-Controlled Vowels ar, or, ore</p> <p>Lesson 22: Phonics: Words with r-Controlled Vowel er, ir, ur</p> <p>Lesson 23: Phonics: Words with Digraph /<double breve +oo>/ oo and Words with Syllable Pattern CVC</p> <p>Lesson 24: Phonics: Vowel Digraphs and Spelling Patterns for /<double macron+oo>/: oo, ou, ew, ue, u, u_e</p>								
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<p>Lesson 25: Phonics: Words with Vowel Combinations ou, ow, oi, oy au, aw</p> <p>1-6: T17, T19, T41, T51, T52, T53, T62, T63, T119, T141, T163, T217, T219, T226-T232, T239, T250, T261, T317, T341, T351, T352, T362, T363, T463</p> <p>Interactive Whiteboard:</p> <p>Lesson 26: Phonics: Base Words with -ed, -ing Endings and Words with Long e Spelled y, ie</p> <p>Lesson 27: Phonics: Base Words with Inflections -er -est and Words with Syllable _le</p> <p>Lesson 28: Phonics: Words with Long i (igh, y, ie) and Base Words/Inflections -ed, -ing, -er, -est, -es</p> <p>Lesson 29: Phonics: Words with Suffixes -ful, -ly, -y and Words with Long Vowels Spelled a, e, i, o, u</p> <p>Lesson 30: Phonics: Words with Syllable Pattern CV and Words with Prefixes un-, re-</p> <p>Literacy and Language Guide</p> <p>56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 102-103, 104-105</p> <ul style="list-style-type: none"> • know final –e and common vowel team conventions for representing long vowel sounds. <p>Key Citations</p> <p>1-3: T319, T342, T364, T421, T444</p> <p>1-4: T17, T42, T53, T119, T144</p> <p>1-6: T51, T217, T238</p>							
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<p>Additional Practice and Application 1-3: T318, T321, T334, T343, T352, T353, T354, T365, T423, T437, T442, T445, T456, T466, T467</p> <p>Interactive Whiteboard: Lesson 14: Phonics: Words with Long a (CVCe) and Words with Soft c, g, dge Lesson 15: Phonics: Words with Long i (CVCe) and Words with Digraphs kn, wr, gn, mb</p> <p>1-4: T19, T43, T54, T64, T65, T72, T121, T145, T156, T164, T182, T221, T223, T246, T268, T269, T284, T323, T325, T344, T345, T355, T364, T366, T367, T382, T416, T421, T423, T466, T467</p> <p>Interactive Whiteboard: Lesson 16: Phonics: Words with Long o (CV, CVCe) and Words with Long u (CVCe) Lesson 17: Phonics: Words with Long e (CV, CVCe) and Words Ending with ng, nk Lesson 18: Phonics: Words with ai, ay and Contractions 'll, 'd Lesson 19: Phonics: Words with oa, ow and Contractions 've, 're Lesson 20: Phonics: Compound Words and Words with Short e Spelled ea</p> <p>1-6: T52, T62, T63, T219, T239, T260, T261</p> <p>Interactive Whiteboard: Lesson 28: Phonics: Words with Long i (igh, y, ie) and Base Words/Inflections -ed, -ing, -er, -est, -es</p> <p>Literacy and Language Guide 82-83, 84-85, 86-87, 88-89</p>								
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<ul style="list-style-type: none"> • use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <p>Key Citations 1-5: T250-T251, T262 1-6: T150-T151, T162, T416-T417</p> <p>Additional Practice and Application 1-4: T420 1-5: T114, T312, T417 Interactive Whiteboard: Lesson 23: Phonics: Words with Digraph /<double breve +oo>/ oo and Words with Syllable Pattern CVC 1-6: T315, T462 Interactive Whiteboard: Lesson 30: Phonics: Words with Syllable Pattern CV and Words with Prefixes un-, re-</p> <ul style="list-style-type: none"> • decode two-syllable words following basic patterns by breaking the words into syllables. <p>Key Citations 1-5: T250-T251, T262 1-6: T150-T151, T162, T416-T417</p> <p>Additional Practice and Application 1-4: T421, T423, T445, T470, T474, T482 Interactive Whiteboard: Lesson 20: Vocabulary Strategies: Compound Words 1-5: T60, T252, T263 Interactive Whiteboard: Lesson 23: Phonics: Words with Digraph /<double breve +oo>/ oo and Words with Syllable Pattern CVC 1-6: T152, T163, T315, T324, T340, T419, T432, T440, T441, T451,</p>								
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<p>T452, T460, T462, T463</p> <p>Interactive Whiteboard: Lesson 30: Phonics: Words with Syllable Pattern CV and Words with Prefixes un-, re-</p> <p>Literacy and Language Guide 114-115</p> <ul style="list-style-type: none"> • read words with inflectional endings. <p>Key Citations 1-1: T239 1-6: T117, T140, T249, T260</p> <p>Additional Practice and Application 1-1: T240, T251</p> <p>Interactive Whiteboard: Lesson 3: Phonics: Words with Short o, l, x and Words with Inflection -s 1-2: T338 1-3: T37, T49, T50, T60, T61, T149, T269</p> <p>Interactive Whiteboard: Lesson 11: Phonics: Words with Digraph th Base Words and -s, -es, -ed, -ing Endings Lesson 13: Vocabulary Strategies: Word Endings -ed, -ing, or -s 1-4: T161 1-5: T118, T320, T365 1-6: T17, T19, T20, T26-T34, T40, T41, T51, T52, T53, T60, T62, T63, T119, T126-T134, T141, T163, T220, T250, T261, T420</p> <p>Interactive Whiteboard: Lesson 26: Phonics: Base Words with -ed, -ing Endings and Words with Long e Spelled y, ie Lesson 27: Phonics: Base Words with Inflections -er -est and Words with</p>								
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<p>Syllable _le</p> <p>Literacy and Language Guide 106-107, 108-109</p> <ul style="list-style-type: none"> recognize and read grade-appropriate irregularly spelled words. <p>Key Citations 1-1: T20-T21 1-2: T20-T21 1-3: T118-T119 1-4: T122-T123 1-5: T218-T219 1-6: T220-T221</p> <p>Additional Practice and Application 1-1: BTS5, BTS9, BTS11, BTS15, BTS17, T13, T17, T19, T26-T30, T35, T37, T45, T47, T48, T57, T67, T109, T113, T115, T116, T122, T126, T131, T132, T133, T141, T143, T144, T153, T155, T205, T209, T211, T212, T218-T222, T227, T229, T237, T239, T240, T249, T251, T259, T300, T307, T308, T314-T318, T323, T324, T325, T333, T335, T336, T345, T347, T355, T397, T401, T403, T404, T410-T414, T419, T421, T429, T431, T432, T441, T443, T451</p> <p>Interactive Whiteboard: Lesson 1: Phonics: Words with Short a, n, d, p, f Lesson 2: Phonics: Words with Short i, r, h, /z/s, b, g Lesson 3: Phonics: Words with Short o, l, x and Words with Inflection -s Lesson 4: Phonics: Words with Short e, y, w, k, v, j Lesson 5: Phonics: Words with Short</p>								
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<p>u, qu, z</p> <p>1-2: T13, T17, T19, T26-T32, T37, T39, T47, T49, T56, T59, T61, T69, T111, T117, T118, T135, T137, T145, T147, T148, T157, T159, T167, T209, T213, T215, T216, T233, T235, T236-T237, T243, T245, T246, T255, T257, T265, T307, T310, T313, T314, T331, T333, T341, T343, T344, T353, T355, T363, T405, T409, T411, T412-T413, T418-T424, T429, T431, T439, T441, T442, T451, T453, T461</p> <p>Interactive Whiteboard: Lesson 6: Phonics: Words with Short a, Double Final Consonants, and ck Lesson 7: Phonics: Words with Short i and Blends with r Lesson 8: Phonics: Words with Short o and Blends with l Lesson 9: Phonics: Words with Short e and Blends with s Lesson 10: Phonics: Words with Short u and Final Blends</p> <p>1-3: T13, T17, T19, T20, T26-T32, T39, T47, T49, T50, T60, T61, T69, T111, T115, T117, T124-T131, T137, T139, T147, T150, T158, T161, T169, T211, T214, T215, T217, T218-T219, T224-T232, T237, T239, T247, T249, T250, T259, T261, T273, T315, T319, T321, T322, T328-T336, T341, T343, T351, T353, T354, T363, T365, T375, T417, T421, T423, T424, T430-T438, T443, T445, T453, T455, T456, T465, T467, T475</p> <p>Interactive Whiteboard: Lesson 11: Phonics: Words with Digraph th Base Words and -s, -es, -ed, -ing Endings Lesson 12: Phonics: Words with</p>								
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<p>Digraphs ch, tch and Possessives with 's</p> <p>Lesson 13: Phonics: Words with Digraphs sh, wh, ph and Contractions with 's, n't</p> <p>Lesson 14: Phonics: Words with Long a (CVCe) and Words with Soft c, g, dge</p> <p>Lesson 15: Phonics: Words with Long i (CVCe) and Words with Digraphs kn, wr, gn, mb</p> <p>1-4: xxv, T13, T19, T20, T41, T43, T51, T53, T54, T63, T65, T80, T119, T121, T143, T145, T153, T155, T156, T175, T182, T217, T221, T223, T224, T245, T246, T255, T257, T258, T267, T269, T277, T284, T319, T323, T325, T326, T343, T345, T353, T355, T367, T375, T382, T417, T421, T423, T424, T443, T453, T456, T465, T467, T475, T482</p> <p>Interactive Whiteboard:</p> <p>Lesson 16: Phonics: Words with Long o (CV, CVCe) and Words with Long u (CVCe)</p> <p>Lesson 17: Phonics: Words with Long e (CV, CVCe) and Words Ending with ng, nk</p> <p>Lesson 18: Phonics: Words with ai, ay and Contractions 'll, 'd</p> <p>Lesson 19: Phonics: Words with oa, ow and Contractions 've, 're</p> <p>Lesson 20: Phonics: Compound Words and Words with Short e Spelled ea</p> <p>1-5: xxv, T13, T17, T19, T20, T26-T33, T37, T39, T47, T49, T50, T59, T61, T111, T115, T117, T118, T137, T139, T147, T149, T159, T161, T169, T211, T215, T217, T224-T233, T239, T241, T249, T251, T252,</p>							
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<p>T261, T263, T271, T313, T317, T319, T320, T326-T338, T343, T345, T353, T355, T356, T366, T367, T375, T417, T422, T423, T424, T430-T437, T443, T445, T453, T455, T456, T465, T467, T477</p> <p>Interactive Whiteboard: Lesson 21: Phonics: Words with r-Controlled Vowels ar, or, ore Lesson 22: Phonics: Words with r-Controlled Vowel er, ir, ur Lesson 23: Phonics: Words with Digraph /<double breve +oo>/ oo and Words with Syllable Pattern CVC Lesson 24: Phonics: Vowel Digraphs and Spelling Patterns for /<double macron+oo>/: oo, ou, ew, ue, u, u_e Lesson 25: Phonics: Words with Vowel Combinations ou, ow, oi, oy au, aw</p> <p>1-6: xxv, T13, T17, T19, T20, T26-T34, T39, T41, T49, T51, T52, T61, T63, T71, T113, T117, T119, T120, T126-T134, T139, T141, T149, T151, T152, T161, T163, T171, T213, T217, T219, T226-T232, T239, T247, T249, T250, T259, T261, T269, T311, T315, T317, T318, T324-T334, T339, T341, T349, T351, T352, T361, T363, T371, T413, T417, T419, T420, T426-T434, T439, T441, T449, T452, T461, T463, T471</p> <p>Interactive Whiteboard: Lesson 26: Phonics: Base Words with -ed, -ing Endings and Words with Long e Spelled y, ie Lesson 27: Phonics: Base Words with Inflections -er -est and Words with Syllable _le Lesson 28: Phonics: Words with Long i (igh, y, ie) and Base Words/Inflections -ed, -ing, -er, -est, -</p>								
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<p>es</p> <p>Lesson 29: Phonics: Words with Suffixes -ful, -ly, -y and Words with Long Vowels Spelled a, e, i, o, u</p> <p>Lesson 30: Phonics: Words with Syllable Pattern CV and Words with Prefixes un-, re-</p> <p>Literacy and Language Guide 86-87, 88-89, 96-97, 98-99, 100-101, 102-103, 110-111</p>							
Fluency							
<ul style="list-style-type: none"> read on-level text with purpose and understanding. <p>Key Citations 1-1: T25, T241 1-2: T25, T247 1-3: T123, T250 1-4: T54, T229 1-5: T25, T456 1-6: T153, T323</p> <p>Additional Practice and Application 1-1: xxv, T19, T49, T59, T121, T145, T217, T313, T337, T339, T409, T432 1-2: T51, T52, T117, T123, T137, T159, T221, T313, T318-T319, T333, T355, T411, T417, T431, T442, T453 1-3: T19, T25, T39, T50, T61, T151, T217, T223, T239, T250, T261, T321, T327, T343, T354, T365, T423, T429, T445, T456, T467 1-4: xxv, T19, T25, T43, T65, T121, T127, T145, T156, T158, T223, T258, T260, T261, T269, T325, T331, T345, T367, T423, T429, T456, T467 1-5: xxv, T19, T39, T50, T61, T117, T123, T139, T150, T161, T217,</p>	<p>23. read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> read on-level text with purpose and understanding. read on-level text orally with accuracy, appropriate rate, and expression on successive readings. use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS RF.1.4) 						

<p>T223, T241, T252, T263, T319, T325, T345, T356, T367, T423, T429, T445, T467</p> <p>1-6: T19, T41, T52, T63, T119, T125, T141, T152, T163, T219, T225, T239, T250, T261, T317, T341, T352, T363, T419, T425, T441, T452, T463</p> <ul style="list-style-type: none"> • read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p>Key Citations 1-1: T49, T145 1-2: T51, T149, T345 1-3: T151, T251, T355 1-4: T259, T457 1-6: T353, T453</p> <p>Additional Practice and Application 1-1: T19, T37, T48, T59, T115, T133, T144, T147, T155, T211, T229, T240, T241, T243, T251, T307, T325, T336, T337, T347, T403, T421, T433, T443 1-2: T19, T39, T50, T52, T61, T117, T137, T148, T151, T159, T247, T249, T344, T355, T411, T431, T442-T443, T445 1-3: xxiv, xxv, T19, T50, T51, T53, T61, T152, T153, T161, T217, T239, T250, T253, T261, T321, T343, T357, T365, T423, T445, T457, T459, T467, T468 1-4: xxiv, xxv, T43, T55, T57, T65, T121, T156, T157, T159, T167, T223, T247, T258, T261, T269, T325, T345, T357, T359, T367,</p>								
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<p>T423, T445, T459, T467, T468 1-5: xxiv, xxv, T19, T39, T50, T51, T53, T61, T117, T139, T150, T151, T153, T161, T217, T252, T253, T255, T319, T345, T356, T357, T359, T367, T423, T445, T456, T457, T459, T467 1-6: xxiv, xxv, T19, T41, T52, T55, T119, T141, T153, T155, T163, T164, T219, T239, T251, T253, T261, T317, T341, T355, T363, T419, T441, T452, T455, T463 <ul style="list-style-type: none">• use context to confirm or self-correct word recognition and understanding, rereading as necessary. Key Citations 1-1: T51, T433, T435 1-3: T253, T459 1-6: T53 Additional Practice and Application 1-1: xxiv, xxv, T13 1-2: xxiv, T111, T347, T405 1-4: T417, T459 1-5: T13, T228, T459 1-6: T52, T55, T155, T413</p>								
WRITING								
Text Types and Purposes								
<p>Key Citations 1-6: T37, T47, T59, T69, T137, T147, T169, T176-T177, T245, T359, T369, T459, T469, T476-T477 Additional Practice and Application 1-1: T233 1-2: T143, T239, T249, T434 1-3: T243, T347</p>	<p>24. 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. (CCSS W.1.1)</p>							

<p>1-4: T149, T159, T251, T377, T518, R2</p> <p>1-5: T43, T143, T255, T449</p> <p>1-6: T76, T159, T235, T257, T267, T274, T337, T345, T347, T376, T437, T447</p> <p>Literacy and Language Guide 322-323, 324-325, 326-327, 330-331</p>							
<p>Key Citations</p> <p>1-2: T35, T45, T57, T67, T339, T351, T361, T368-T369</p> <p>1-3: T235, T257, T278-T279, T339, T380-T381, T441, T480-T481</p> <p>Additional Practice and Application</p> <p>1-1: xxvi-xxvii</p> <p>1-2: xxvi-xxvii, T67, T133, T155, T165, T172, T231, T253, T263, T270, T329, T351, T427, T437, T449, T459, T466</p> <p>1-3: xxvi-xxvii, T35, T42, T45, T57, T67, T71, T74, T135, T145, T157, T167, T174, T245, T271, T349, T361, T369, T373, T451, T463, T473</p> <p>1-4: xxvi, xxvi-xxvii, T75, T349</p> <p>1-5: xxvi-xxvii, T377, R4</p> <p>1-6: xxvi-xxvii, T145, T165, T173, R3</p> <p>Literacy and Language Guide 272-273, 274-275, 282-283, 286-287, 290-291, 292-293, 294-295, 296-297, 300-301, 316-317</p>	<p>25. write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. (CCSS W.1.2)</p>						
<p>Key Citations</p> <p>1-1: T321, T331, T343, T353, T360-T361</p> <p>1-5: T167, T174-T175, T259, T276-T277, T380-T381, T463, T482-T483</p> <p>Additional Practice and Application</p> <p>1-1: T72, T168, T247, T257, T264, T425, T439, T445, T449, T456</p>	<p>26. write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order and provide some sense of closure. (CCSS W.1.3)</p>						

<p>1-3: T143, T163 1-4: T39, T49, T61, T71, T78, T141, T151, T163, T169, T173, T180, T243, T253, T265, T275, T282, T341, T351, T363, T373, T380, T441, T466, T467, T473, T480 1-5: T35, T45, T57, T67, T74, T135, T145, T157, T237, T245, T247, T269, T296, T341, T351, T363, T369, T373, T441, T451, T475 1-6: T514</p> <p>Literacy and Language Guide 276-277, 278-279, 302-303, 304-305, 306-307, 310-311, 312-313, 314-315, 320-321, 337</p>								
Production and Distribution of Writing								
<p>Key Citations 1-1: T331, T343, T353, T360-T361 1-2: T35, T57 1-3: T473 1-4: T141, T151, T173 1-5: T475 1-6: T37, T69, T137</p> <p>Additional Practice and Application 1-1: T41, T43, T55, T72, T129, T139, T151, T161, T168, T247, T257, T264, T321, T417, T427, T439, T449, T456 1-2: T67, T74, T143, T155, T165, T231, T253, T263, T270, T329, T339, T351, T361, T368-T369, T459, T466, R2 1-3: T35, T42, T57, T67, T74, T135, T157, T167, T174, T235, T245, T255, T257, T271, T278, T339, T373, T380, T441, T463, T480 1-4: T39, T49, T61, T71, T78, T163, T180, T243, T265, T275, T282, T341, T351, T363, T373, T380,</p>	<p>27. 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. (CCSS W.1.5)</p>							

<p>T441, T449, T464, T473, T480 1-5: T45, T57, T67, T135, T143, T145, T157, T167, T174, T237, T259, T269, T276, T341, T351, T363, T373, T380, T441, T463, T482, R5 1-6: T45, T47, T59, T76, T147, T159, T169, T176, T235, T243, T245, T257, T267, T274, T337, T347, T359, T369, T376, T437, T445, T447, T459, T469, T476</p> <p>Literacy and Language Guide 280-281, 288-289, 304-305, 308-309, 318-319, 326-327, 328-329, 330-331, 343</p>							
<p>Key Citations 1-3: T441, T451, T463, T480-T481 1-4: T463, T480 1-5: T373, T463, T482 1-6: T437, T476-T477</p> <p>Additional Practice and Application 1-2: T172, T427, T449, T459, T466 1-3: T35, T74, T373, T380 1-4: T373, T380, T441, T464, T473, R5 1-5: T377, T380, T451, R5 1-6: T173, T447, T459, T469</p> <p>myWriteSmart, an Internet-based tool for <i>Journeys Common Core</i>, allows students to produce and edit writing, cite evidence from texts, collaborate with peers and teachers, and publish finished pieces digitally.</p>	<p>28. with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS W.1.6)</p>						
Research to Build and Present Knowledge							
<p>Key Citations 1-1: T453 1-2: T267 1-3: T71</p>	<p>29. 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). (CCSS W.1.7)</p>						

1-5: T377 1-6: T173 Additional Practice and Application 1-1: T357, R2 1-2: R2 1-3: xxvi-xxvii, R2 1-4: xxvi, xxvi-xxvii, T377, T469, R3, R4 1-5: xxvi-xxvii, T265, T369, R3 1-6: xxvi-xxvii, T365, R3 Literacy and Language Guide 298-299							
Key Citations 1-1: T453 1-2: T267 1-3: T71, T245, T257, T441 1-5: T377 1-6: T173 Additional Practice and Application 1-1: xxvi-xxvii, T157, T253, T349, T357, T445, R2 1-2: xxvi-xxvii, T63, T337, R3 1-3: xxvi-xxvii, T71, T349, T361, T373, T380, T449, T451, T463, T469, T473, T480 1-4: xxvi, xxvi-xxvii, T271, T377, T469, R4 1-5: xxvi-xxvii, T63, T163, T349, T471 1-6: xxvi-xxvii, T73, T145 Literacy and Language Guide 298-299	30. with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS W.1.8)						
SPEAKING AND LISTENING							
Comprehension and Collaboration							

<ul style="list-style-type: none"> • 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>Key Citations 1-1: T165, T328 1-2: T15, T165, T169, T211, T365, T463 1-3: T377 1-4: T177 1-6: T373</p> <p>Additional Practice and Application 1-1: xxiv, xxv, T13, T40, T50, T57, T69, T108, T111, T141, T153, T157, T165, T204, T207, T232, T237, T249, T300, T301, T303, T333, T345, T399, T424, T429, T441 1-2: xxiv, T42, T46, T111, T140, T145, T150, T157, T161, T208, T238, T243, T255, T259, T306, T341, T346, T353, T405, T407, T428, T439, T451, T458, T502 1-3: T12, T47, T59, T110, T113, T142, T147, T152, T159, T210, T213, T242, T247, T252, T314, T351, T363, T369, T417, T419, T453, T458, T465, T469 1-4: T13, T51, T63, T114, T115, T117, T148, T153, T165, T217, T219, T255, T267, T319, T321, T353, T365, T369, T417, T419, T465 1-5: T15, T42, T47, T59, T63, T113, T147, T152, T159, T211, T213, T238, T244, T249, T261, T313, T315, T353, T365, T416, T419, T448, T453 1-6: xxvi-xxvii, T12, T13, T15, T38, T49, T61, T65, T112, T113, T144, T161, T212, T213, T215, T247, </p>	<p>31. participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • 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). • build on others’ talk in conversations by responding to the comments of others through multiple exchanges. • ask questions to clear up any confusion about the topics and texts under discussion. (CCSS SL.1.1) 							
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<p>T259, T271, T310, T311, T313, T338, T344, T349, T413, T415, T444, T449, T461</p> <ul style="list-style-type: none"> • build on others' talk in conversations by responding to the comments of others through multiple exchanges. <p>Key Citations 1-1: T69 1-2: T169, T365 1-3: T275, T377 1-4: T177 1-6: T271</p> <p>Additional Practice and Application 1-1: T40, T50, T140, T232, T399, T424 1-2: xxiv, T42, T110, T113, T140, T150, T211, T232, T306, T328, T346, T463 1-3: T15, T42, T46, T113, T142, T152, T242, T252, T346, T351, T363, T369, T419, T448, T453, T458, T465, T469 1-4: T15, T63, T115, T148, T165, T255, T266, T267, T321, T342, T348, T353, T365, T416, T453 1-5: T59, T146, T152, T159, T244, T248, T261, T348, T353, T365, T417, T465, T471 1-6: T44, T61, T115, T144, T161, T259, T415, T444, T461</p> <ul style="list-style-type: none"> • ask questions to clear up any confusion about the topics and texts under discussion. <p>Key Citations 1-1: T69, T165, T261</p>								
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<p>1-2: T169, T365 1-3: T171, T377 1-6: T271</p> <p>Additional Practice and Application 1-1: T15, T50, T111, T207, T303, T399 1-2: T15, T71, T113, T150, T211, T309, T328, T346, T407 1-3: T15, T52, T71, T213, T275, T317, T448, T469, T477 1-4: T15, T117, T177, T216, T219, T321, T363, T377, T419 1-5: T15, T59, T71, T113, T171, T213, T273, T315, T419, T479 1-6: T15, T73, T115, T173, T215, T313, T415, T473</p>							
<p>Key Citations 1-1: T15, T165, T261 1-2: T15, T169, T211, T365 1-3: T377, T477 1-4: T279 1-6: T73, T271</p> <p>Additional Practice and Application 1-1: T40, T111, T207, T303, T399, R2 1-2: T71, T113, T238, T309, T336-T337, T407 1-3: T15, T113, T171, T213, T317, T419 1-4: xxv, T15, T117, T219, T250, T321, T377, T419 1-5: xxv, T15, T71, T113, T213, T315, T419, T479 1-6: T15, T115, T215, T313, T415, T473</p> <p>Literacy and Language Guide 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206,</p>	<p>32. ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS SL.1.2)</p>						

207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245							
Key Citations 1-1: T165 1-3: T171, T377 1-4: T75 Additional Practice and Application 1-1: T61, T130, T261, T300 1-2: T15, T110, T211 1-3: T15, T213, T275, T317, T448, T477 1-4: T15, T117, T177, T219, T253, T321 1-5: T15, T71, T113, T142, T171, T213, T273, T315, T419, T479 1-6: T15, T73, T115, T215, T310, T313, T415	33. ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS SL.1.3)						
Presentation of Knowledge and Ideas							
Key Citations 1-1: T165, T328 1-3: T171 1-4: T177, T477 1-5: T71, T273 1-6: T271, T373 Additional Practice and Application 1-1: T43, T152, T232, T344, T349, T445, R2, R3 1-2: T161, T259, T352, T357 1-3: xxv, T42, T63, T267, T346 1-4: T40, T46, T67, T148, T253, T271, T448, T488, T518, R4, R5 1-5: T42, T142, T145, T237, T241, T244, T246, T247, T265, T348, T448, T471, R5 1-6: xxv, T44, T65, T115, T147,	34. describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4)						

T242, T263, T344, T465, R2							
Key Citations 1-1: T165, T261, T328, T424 1-4: T279 1-6: T373 Additional Practice and Application 1-1: T157, R2 1-2: T215, R2-R3 1-3: T63, T142, T145, T150 1-4: T271 1-5: T248, R4 1-6: T19, T465, T514	35. add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings .(CCSS SL.1.5)						
Key Citations 1-1: T55, T69, T328, T424 1-3: T257 1-5: T341 Additional Practice and Application 1-1: T17, T33, T40, T47, T59, T113, T138, T143, T160, T209, T225, T234, T239, T241, T258, T305, T330, T332, T335, T342, T352, T401, T426, T428, T431, T438, R3 1-2: T17, T34, T66-T67, T72, T115, T133, T140, T144, T154, T166, T169, T213, T232, T263, T310, T328, T340, T352, T360, T363, T365, T366, T368, T404, T409, T438 1-3: T17, T35, T45, T46, T52, T68, T110, T115, T145, T158, T168, T213, T215, T234-T235, T244, T272, T319, T338, T346, T362, T421, T440, T462, T472 1-4: T17, T38, T40, T46, T69, T119, T140, T150, T162, T174, T221, T242, T323, T340, T366, T374, T421, T440, T462, T475 1-5: T17, T34, T47, T57, T58, T71, T111, T115, T144, T147, T158, T166, T211, T215, T236, T238, T248, T249, T258, T260, T262,	36. produce complete sentences when appropriate to task and situation. (CCSS SL.1.6)						

<p>T313, T317, T340, T348, T350, T351, T352, T364, T372, T375, T417, T421, T440, T450, T453, T464, T474, T476, T477</p> <p>1-6: T13, T17, T36, T49, T113, T117, T136, T137, T149, T158, T159, T162, T170, T171, T213, T217, T234, T247, T265, T268, T269, T311, T315, T336, T346, T358, T359, T360, T370, T371, T374, T413, T417, T436, T448, T449, T451, T460, T471, R2</p>							
LANGUAGE							
Conventions of Standard English							
<ul style="list-style-type: none"> print all upper- and lowercase letters. <p>Key Citations 1-1: BTS4, BTS8, BTS10, BTS14, BTS16, T42 1-2: T44 1-3: T44</p> <p>Additional Practice and Application 1-1: T138, T264, T330, T352, T426 1-2: T66, T141, T142, T164, T262, T358, T436 1-3: T166, T244, T270, T348, T372, T450 1-4: T48, T252, T450 1-5: T44, T166, T246, T350, T450, T474 1-6: T46, T146, T346</p> <ul style="list-style-type: none"> use common, proper, and possessive nouns. <p>Key Citations 1-1: T32, T42, T54, T64, T70-T71,</p>	<p>37. demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> print all upper- and lowercase letters. use common, proper, and possessive nouns. use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). 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>). use frequently occurring adjectives. use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). use determiners (e.g., <i>articles, demonstratives</i>). use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS L.1.1) 						

<p>T128, T150, T166-T167, T256 1-2: T164 1-3: T34, T44, T56, T66, T72-T73 1-4: T70</p> <p>Additional Practice and Application 1-1: T33, T72, T129, T151, T160, T168, T235, T321, T360, R3 1-2: T154, T338, T350, T366, T368 1-3: T72, T372 1-4: T242, T252, T264, T280</p> <ul style="list-style-type: none"> • use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i>; <i>We hop</i>). <p>Key Citations 1-2: T338, T366-T367 1-3: T244, T256, T276-T277, T440, T450, T462, T478-T479 1-4: T274</p> <p>Additional Practice and Application 1-2: T350, T368, R3 1-3: T166, T234, T270, T278, T372, T419 1-6: T235, T257</p> <p>Literacy and Language Guide 314-315</p> <ul style="list-style-type: none"> • use personal, possessive, and indefinite pronouns (e.g., <i>I</i>, <i>me</i>, <i>my</i>; <i>they</i>, <i>them</i>, <i>their</i>, <i>anyone</i>, <i>everything</i>). <p>Key Citations 1-5: T134, T144, T156, T172-T173, T236, T246, T258, T274-T275, T340, T350, T362, T378-T379 1-6: T168, T266, T368</p>								
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<p>Additional Practice and Application 1-2: T19, T136, T256, T366 1-3: T116 1-5: T34, T35, T44, T56, T72, T166, T172, T216, T251, T276, T363, T480 1-6: T37, T68, T337, T468</p> <p>Literacy and Language Guide 302-303</p> <ul style="list-style-type: none"> • 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>Key Citations 1-1: T224, T234, T246, T262-T263, T352 1-3: T338, T348, T360, T378-T379, T440, T462, T478-T479 1-4: T340, T350, T362, T372, T378-T379 1-5: T372</p> <p>Additional Practice and Application 1-1: T225, T247, T264, T343, T417 1-2: T133, T155 1-3: T35, T116, T361, T441, T450 1-4: T222, T341, T383 1-5: T174, T216, T251</p> <ul style="list-style-type: none"> • use frequently occurring adjectives. <p>Key Citations 1-1: T320, T330, T342, T358-T359, T416, T448, T454-T455 1-2: T66 1-6: T234, T244, T256, T272-T273</p>								
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<p>Additional Practice and Application 1-1: T360, T417, T426, T427, T438, T439, T456 1-2: T35, T43, T45, T57, T58, T74, T143, T155, T156, T172, T239, T241, T253, T270, T339, T361, T368, T427, T436, T458, T502 1-3: xxv, T135, T321, T451 1-4: T61, T442, T450, T451 1-5: T161, T463 1-6: T165, T267, T436, T438, T446, T458, T459, T465, T469, T474</p> <p>Literacy and Language Guide 279, 282-283, 284-285, 288-289, 290-291, 327, 329</p> <ul style="list-style-type: none"> • use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). <p>Key Citations 1-4: T140, T150, T162, T178-T179 1-5: T166 1-6: T158, T174-T175</p> <p>Additional Practice and Application 1-2: T154, T170-T171 1-3: T158 1-4: T13, T150 1-5: T146 1-6: T58, T176, T243</p> <ul style="list-style-type: none"> • use determiners (e.g., <i>articles</i>, <i>demonstratives</i>). <p>Key Citations 1-2: T426, T448, T464-T465 1-3: T144, T156, T172-T173, T472</p> <p>Additional Practice and Application 1-2: T436, T466</p>								
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<p>1-3: T172-T173 1-6: T58, T74</p> <ul style="list-style-type: none"> use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). <p>Key Citations 1-4: T440, T462, T478-T479 1-5: T474</p> <p>Additional Practice and Application 1-3: T339 1-4: T180, T265, T450, T472, T483 1-5: T66, T482</p> <ul style="list-style-type: none"> produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>Key Citations 1-2: T240, T252, T268-T269 1-3: T134, T144, T156, T270 1-4: T38, T48, T60, T76-T77, T140, T150, T162, T172, T178-T179 1-5: T66, T166 1-6: T46, T58, T74-T75, T136, T146</p> <p>Additional Practice and Application 1-1: T139, T161, T168, T225, T235, T256, T257, T264, T321, T331, T353, T360, T417, T427, T449, T456, R3 1-2: T34-T35, T44-T45, T66, T67, T72, T74, T137, T154, T170, T172, 230, T241, T262-263, T270, T337, T350, T360, T458 1-3: T67, T74, T139, T166, T172, T234, T244, T256-T257, T276, T321, T348, T360, T372, T378, T440,</p>								
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<p>T450, T451, T462, T478</p> <p>1-4: T39, T47, T81, T141, T151, T183, T252, T253, T274, T275, T280, T282, T341, T350, T362, T372, T378, T441, T450, T451, T462, T473, T478</p> <p>1-5: T44, T56, T72, T172, T237, T246, T247, T258, T351, T362, T372, T378, T440, T441, T450, T451, T462, T463, T474, T475</p> <p>1-6: T36, T45, T47, T68, T76, T158, T165, T168, T169, T174, T234, T244, T266, T272, T274, T336, T358, T365, T368, T374, T436, T445, T446, T458, T474</p> <p>Literacy and Language Guide 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 174-175, 274-275, 276-277, 278-279, 282-283, 306-307, 322-323, 337</p>							
<ul style="list-style-type: none"> capitalize dates and names of people. <p>Key Citations 1-3: T34, T44, T56, T72-T73 1-4: T70, T242, T252, T264, T280-T281 1-5: T268</p> <p>Additional Practice and Application 1-1: T64, T306 1-2: xxvi-xxvii 1-3: T66 1-4: T243, T275, T282, T285</p>	<p>38. demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> capitalize dates and names of people. use end punctuation for sentences. use commas in dates and to separate single words in a series. use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS L.1.2) 						

<ul style="list-style-type: none"> • use end punctuation for sentences. <p>Key Citations 1-1: T235, T257 1-2: T252, T268-T269 1-4: T48, T60, T76-T77</p> <p>Additional Practice and Application 1-1: T18, T250 1-2: T270, T332, T360 1-3: T66, T172, T270, T449, T480 1-4: T47, T78, T81, T178, T180 1-5: T66 1-6: T46, T47, T58, T74, T76, T136, T158, T174, T176, T218, T316, T418, T469</p> <p>Literacy and Language Guide 274-275, 276-277, 278-279</p> <ul style="list-style-type: none"> • use commas in dates and to separate single words in a series. <p>Key Citations 1-2: T132, T142, T154, T170-T171 1-4: T264, T280-T281 1-5: T268</p> <p>Additional Practice and Application 1-2: T164 1-4: T243, T253, T275, T282, T285 1-6: T244, T256</p> <ul style="list-style-type: none"> • use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. <p>Key Citations 1-1: T18, T54, T131, T150, T227 1-2: T59, T312</p>								
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<p>Additional Practice and Application</p> <p>1-1: T32, T42, T64, T70, T114, T132, T138, T154, T160, T163, T166, T210, T228, T234, T246, T256, T262, T306, T323, T324, T330, T342, T345, T346, T358, T402, T419, T420, T429, T438, T442, T448, T454</p> <p>Interactive Whiteboard:</p> <p>Lesson 1: Phonics: Words with Short a, n, d, p, f</p> <p>Lesson 2: Phonics: Words with Short i, r, h, /z/s, b, g</p> <p>Lesson 3: Phonics: Words with Short o, l, x and Words with Inflection -s</p> <p>Lesson 4: Phonics: Words with Short e, y, w, k, v, j</p> <p>Lesson 5: Phonics: Words with Short u, qu, z</p> <p>1-2: T18, T38, T47, T49, T56, T60, T66, T72, T74, T116, T132, T135, T142, T147, T154, T158, T164, T170, T214, T234, T240, T252, T262, T265, T268, T312, T328, T328, T332, T338, T350, T360, T410, T436, T441, T448, T458, T464</p> <p>Interactive Whiteboard:</p> <p>Lesson 6: Phonics: Words with Short a, Double Final Consonants, and ck</p> <p>Lesson 7: Phonics: Words with Short i and Blends with r</p> <p>Lesson 8: Phonics: Words with Short o and Blends with l</p> <p>Lesson 9: Phonics: Words with Short e and Blends with s</p> <p>Lesson 10: Phonics: Words with Short u and Final Blends</p> <p>1-3: T18, T34, T44, T56, T72, T137, T138, T144, T156, T160, T169, T172, T216, T244, T249, T256, T276, T320, T348, T360, T364, T372, T378, T422, T444, T450,</p>							
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<p>T455, T462, T472, T478, T480</p> <p>Interactive Whiteboard:</p> <p>Lesson 11: Phonics: Words with Digraph th Base Words and -s, -es, -ed, -ing Endings</p> <p>Lesson 12: Phonics: Words with Digraphs ch, tch and Possessives with 's</p> <p>Lesson 13: Phonics: Words with Digraphs sh, wh, ph and Contractions with 's, n't</p> <p>Lesson 14: Phonics: Words with Long a (CVCe) and Words with Soft c, g, dge</p> <p>Lesson 15: Phonics: Words with Long i (CVCe) and Words with Digraphs kn, wr, gn, mb</p> <p>1-4: T18, T42, T48, T53, T60, T70, T76, T120, T150, T162, T172, T178, T221, T222, T246, T252, T257, T264, T274, T280, T324, T350, T355, T362, T372, T378, T423, T444, T455, T472, T478</p> <p>Interactive Whiteboard:</p> <p>Lesson 16: Phonics: Words with Long o (CV, CVCe) and Words with Long u (CVCe)</p> <p>Lesson 17: Phonics: Words with Long e (CV, CVCe) and Words Ending with ng, nk</p> <p>Lesson 18: Phonics: Words with ai, ay and Contractions 'll, 'd</p> <p>Lesson 19: Phonics: Words with oa, ow and Contractions 've, 're</p> <p>Lesson 20: Phonics: Compound Words and Words with Short e Spelled ea</p> <p>1-5: T18, T44, T49, T56, T66, T72, T116, T138, T144, T149, T156, T166, T172, T246, T258, T262, T268, T274, T318,</p>								
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<p>T350, T362, T372, T378, T422, T444, T450, T455, T462, T474, T480</p> <p>Interactive Whiteboard: Lesson 21: Phonics: Words with r-Controlled Vowels ar, or, ore Lesson 22: Phonics: Words with r-Controlled Vowel er, ir, ur Lesson 23: Phonics: Words with Digraph /<double breve +oo>/ oo and Words with Syllable Pattern CVC Lesson 24: Phonics: Vowel Digraphs and Spelling Patterns for /<double macron+oo>/: oo, ou, ew, ue, u, u_e Lesson 25: Phonics: Words with Vowel Combinations ou, ow, oi, oy au, aw</p> <p>1-6: T18, T40, T46, T58, T62, T68, T74, T118, T140, T146, T158, T168, T174, T176, T218, T238, T244, T256, T266, T272, T274, T316, T340, T346, T358, T368, T374, T418, T440, T446, T451, T458, T468, T474</p> <p>Interactive Whiteboard: Lesson 26: Phonics: Base Words with -ed, -ing Endings and Words with Long e Spelled y, ie Lesson 27: Phonics: Base Words with Inflections -er -est and Words with Syllable _le Lesson 28: Phonics: Words with Long i (igh, y, ie) and Base Words/Inflections -ed, -ing, -er, -est, -es Lesson 30: Phonics: Words with Syllable Pattern CV and Words with Prefixes un-, re-</p> <p>Literacy and Language Guide 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-</p>								
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<p>89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115</p> <ul style="list-style-type: none"> • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <p>Key Citations 1-1: T18, T32, T306, T320 1-2: T312, T328</p> <p>Additional Practice and Application 1-1: T36, T54, T58, T128, T132, T224, T228, T324, T416, T420 Interactive Whiteboard: Lesson 1: Phonics: Words with Short a, n, d, p, f 1-2: T18, T34, T38, T49, T116, T133, T147, T214, T230, T234, T245, T343, T410, T426, T430 Interactive Whiteboard: Lesson 9: Phonics: Words with Short e and Blends with s Lesson 10: Phonics: Words with Short u and Final Blends 1-3: T18, T34, T38, T44, T49, T56, T138, T149, T216, T234, T238, T320, T338, T342, T353, T422, T440, T455 Interactive Whiteboard: Lesson 13: Phonics: Words with Digraphs sh, wh, ph and Contractions with 's, n't Lesson 14: Phonics: Words with Long a (CVCe) and Words with Soft c, g, dge 1-4: T38, T42, T53, T119, T140, T144, T242, T246, T257, T323, T324, T340, T344, T355, T421, T440, T455</p>								
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<p>Interactive Whiteboard: Lesson 16: Phonics: Words with Long o (CV, CVCe) and Words with Long u (CVCe) Lesson 17: Phonics: Words with Long e (CV, CVCe) and Words Ending with ng, nk Lesson 18: Phonics: Words with ai, ay and Contractions 'll, 'd Lesson 19: Phonics: Words with oa, ow and Contractions 've, 're Lesson 20: Phonics: Compound Words and Words with Short e Spelled ea 1-5: T18, T34, T38, T49, T115, T116, T134, T138, T149, T236, T240, T318, T340, T344, T355, T422, T440, T444, T455 Interactive Whiteboard: Lesson 21: Phonics: Words with r-Controlled Vowels ar, or, ore Lesson 22: Phonics: Words with r-Controlled Vowel er, ir, ur Lesson 23: Phonics: Words with Digraph /<double breve +oo>/ oo and Words with Syllable Pattern CVC Lesson 24: Phonics: Vowel Digraphs and Spelling Patterns for /<double macron+oo>/: oo, ou, ew, ue, u, u_e Lesson 25: Phonics: Words with Vowel Combinations ou, ow, oi, oy au, aw 1-6: T18, T36, T51, T118, T136, T140, T151, T218, T234, T238, T249, T316, T336, T340, T351, T417, T418, T436, T440 Interactive Whiteboard: Lesson 26: Phonics: Base Words with -ed, -ing Endings and Words with Long e Spelled y, ie Lesson 27: Phonics: Base Words with Inflections -er -est and Words with</p>								
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<p>Syllable _le Lesson 28: Phonics: Words with Long i (igh, y, ie) and Base Words/Inflections -ed, -ing, -er, -est, -es Lesson 29: Phonics: Words with Suffixes -ful, -ly, -y and Words with Long Vowels Spelled a, e, i, o, u Lesson 30: Phonics: Words with Syllable Pattern CV and Words with Prefixes un-, re-</p>								
Vocabulary Acquisition and Use								
<ul style="list-style-type: none"> • use sentence-level context as a clue to the meaning of a word or phrase. <p>Key Citations 1-1: T158-T159, T254-T255, T446-T447 1-3: T164-T165 1-6: T66-T67, T142-T143</p> <p>Additional Practice and Application 1-1: xxiv, xxv, T162, T300 Interactive Whiteboard: Lesson 2: Vocabulary Strategies: Context Clues Lesson 3: Vocabulary Strategies: Multiple-Meaning Words Lesson 5: Vocabulary Strategies: Synonyms 1-2: xxv, T359, T457 Interactive Whiteboard: Lesson 9: Vocabulary Strategies: Antonyms Lesson 10: Vocabulary Strategies: Synonyms 1-3: T228, T241, T488 Interactive Whiteboard: Lesson 12: Vocabulary Strategies:</p>	<p>39. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • use sentence-level context as a clue to the meaning of a word or phrase. • use frequently occurring affixes as a clue to the meaning of a word. • identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). (CCSS L.1.4) 							

<p>Homophones 1-4: T74, T135, T238, T273, T284, T332, T337, T347, T383, T459 Interactive Whiteboard: Lesson 18: Vocabulary Strategies: Multiple-Meaning Words 1-5: T126, T127, T130, T140, T141, T225, T227, T243, T329, T334, T371, T374 Interactive Whiteboard: Lesson 24: Vocabulary Strategies: Multiple-Meaning Words 1-6: T70, T133, T143, T148, T265, T268 Interactive Whiteboard: Lesson 26: Vocabulary Strategies: Figurative Language (Idioms) Lesson 28: Vocabulary Strategies: Homographs</p> <ul style="list-style-type: none"> • use frequently occurring affixes as a clue to the meaning of a word. <p>Key Citations 1-3: T470-T471 1-4: T68-T69 1-5: T64-T65 1-6: T366-T367</p> <p>Additional Practice and Application 1-3 Interactive Whiteboard: Lesson 15: Vocabulary Strategies: Suffixes -er, -est 1-4: T80 Interactive Whiteboard: Lesson 16: Vocabulary Strategies: Suffixes -y, -ful 1-5: T460 Interactive Whiteboard: Lesson 21: Vocabulary Strategies: Prefix re-</p>							
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<p>1-6: T315, T317, T341, T352, T363, T436, T446, T451, T452, T458, T462, T463, T467, T474</p> <p>Interactive Whiteboard: Lesson 29: Vocabulary Strategies: Prefix un- Lesson 29: Phonics: Words with Suffixes -ful, -ly, -y and Words with Long Vowels Spelled a, e, i, o, u Lesson 30: Vocabulary Strategies: Suffix -ly</p> <ul style="list-style-type: none"> 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>). <p>Key Citations 1-3: T268-T269, T338-T339, T360-T361, T378</p> <p>Additional Practice and Application 1-3 Interactive Whiteboard: Lesson 13: Vocabulary Strategies: Word Endings -ed, -ing, or -s 1-4: T160, T276 1-5: T256, T257 1-6: T249</p> <p>Literacy and Language Guide 106-107, 108-109</p>								
<ul style="list-style-type: none"> sort words into categories (e.g., <i>colors</i>, <i>clothing</i>) to gain a sense of the concepts the categories represent. <p>Key Citations 1-1: T62-T63 1-3: T64-T65 1-6: T166-T167</p> <p>Additional Practice and Application 1-1: T56, T66, T108, T226, T260,</p>	<p>40. with guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> sort words into categories (e.g., <i>colors</i>, <i>clothing</i>) to gain a sense of the concepts the categories represent. define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims</i>; <i>a tiger is a large cat with stripes</i>). identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). 							

<p>T322, T396, T440</p> <p>Interactive Whiteboard: Lesson 1: Vocabulary Strategies: Classify and Categorize Words 1-3: T58, T136, T246, T338, T452, T460</p> <p>Interactive Whiteboard: Lesson 11: Vocabulary Strategies: Classify and Categorize Color Words 1-4: T12, T62, T142, T152, T244, T254, T352, T442 1-5: T46, T136, T168, T210, T342, T442 1-6: T38, T48, T170, T236, T246, T348, T412</p> <p>Interactive Whiteboard: Lesson 27: Vocabulary Strategies: Classify and Categorize Emotion Words</p> <p>Literacy and Language Guide 93, 95, 107, 125, 138, 147, 148, 154, 159, 164, 171</p> <ul style="list-style-type: none"> define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>). <p>Key Citations 1-2: T260-T261 1-4: T170-T171 1-5: T266-T267</p> <p>Additional Practice and Application 1-2: T12, T264</p> <p>Interactive Whiteboard: Lesson 8: Vocabulary Strategies: Define Words 1-3: T154 1-4: T182</p> <p>Interactive Whiteboard:</p>	<ul style="list-style-type: none"> distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (CCSS L.1.5) 							
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<p>Lesson 17: Vocabulary Strategies: Define Words 1-5: T154, T270 Interactive Whiteboard: Lesson 23: Vocabulary Strategies: Define Words 1-6: T338</p> <ul style="list-style-type: none"> identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). <p>Key Citations 1-1: T45, T52, T141, T148, T237, T244, T333, T340, T429, T436</p> <p>Additional Practice and Application 1-1: T35, T57, T68, T149, T153, T164, T205, T245, T249, T260, T356, T397, T437, T441, T452 1-2: xxv, T47, T54, T70, T135, T145, T152, T157, T168, T243, T250, T255, T266, T307, T331, T341, T348, T364, T439, T446, T451, T462 1-3: T13, T37, T47, T54, T59, T68, T69, T70, T147, T159, T170, T211, T247, T254, T255, T259, T274, T351, T358, T376, T443, T460, T461, T465, T476 1-4: T13, T41, T47, T51, T63, T74, T143, T153, T160, T245, T255, T262, T267, T278, T343, T353, T361, T365, T376, T443, T460, T476 1-5: T37, T54, T55, T59, T70, T154, T170, T239, T256, T261, T272, T343, T360, T361, T365, T376, T453, T460, T478 1-6: T56, T57, T61, T72, T149, T156, T172, T237, T254, T255, T259, T270, T356, T357, T372, T439, T449, T456, T457, T461, T472</p>							
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<p>Literacy and Language Guide 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144-145, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174</p> <ul style="list-style-type: none"> distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. <p>Key Citations 1-2: T64-T65, T456-T457 1-3: T370-T371 1-4: T370-T371 1-5: T472-T473</p> <p>Additional Practice and Application 1-1: T136 1-2: xxiv, T68, T331 Interactive Whiteboard: Lesson 6: Vocabulary Strategies: Shades of Meaning Lesson 10: Vocabulary Strategies: Synonyms 1-3 Interactive Whiteboard: Lesson 14: Vocabulary Strategies: Shades of Meaning 1-4: T382 Interactive Whiteboard: Lesson 19: Vocabulary Strategies: Synonyms 1-5 Interactive Whiteboard: Lesson 25: Vocabulary Strategies: Synonyms with Introduction to Thesaurus</p>								
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Literacy and Language Guide 137, 314-315								
Key Citations 1-1: T35, T227 1-3: T377 1-4: T177, T477 1-5: T13, T111, T137, T465 1-6: T271 Additional Practice and Application 1-1: T13, T53, T67, T68, T109, T131, T141, T148, T153, T163, T164, T165, T205, T237, T245, T249, T259, T260, T300, T323, T333, T341, T345, T355, T356, T397, T419, T429, T441, T451, T452 1-2: T13, T37, T47, T55, T63, T69, T70, T153, T167, T168, T209, T233, T243, T250, T255, T265, T266, T307, T341, T348-T349, T353, T357, T363, T364, T405, T429, T438-T349, T446-T447, T451, T461, T462-T463 1-3: T13, T47, T54, T69, T70, T137, T155, T159, T169, T170, T211, T237, T247, T254, T259, T271, T273, T274, T315, T341, T347, T351, T359, T362, T363, T375, T376, T417, T443, T453, T460, T465, T475 1-4: T41, T46, T51, T63, T73, T74, T115, T143, T149, T153, T160, T165, T175, T176, T217, T245, T255, T262, T263, T267, T277, T278, T319, T353, T365, T375, T376, T377, T460, T464 1-5: T13, T37, T47, T54, T69, T70, T111, T137, T147, T155, T158, T159, T162, T169, T170, T211, T244, T257, T261, T264, T265, T271, T272, T273, T313, T343, T353, T360, T365, T375, T376,	41. 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>). (CCSS L.1.6)							

<p>T417, T443, T451, T453, T461, T463, T465, T477, T478</p> <p>1-6: xxv, T13, T39, T49, T56, T61, T67, T71, T72, T113, T137, T139, T147, T149, T156, T159, T161, T171, T172, T176, T213, T247, T254, T269, T270, T311, T339, T349, T356, T361, T364, T365, T371, T372, T439, T449, T456, T459, T469, T471, T472</p> <p>Interactive Whiteboard: Lesson 26: Vocabulary Strategies: Figurative Language (Idioms)</p> <p>Literacy and Language Guide 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 174-175</p>								
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