

HOUGHTON MIFFLIN HARCOURT

JOURNEYS

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correlated to the

Common Core State Standards
English Language Arts
Grade 1

**Houghton Mifflin Harcourt
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Grade 1**

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**Common Core State Standards
English Language Arts
Grade 1**

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| Lesson 1 | T1 | T91 | <p><u>Reading Standards for Informational Texts</u></p> <p>1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.a. Distinguish long from short vowel sounds in spoken single-syllable words. 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 4.a. Read on-level text with purpose and understanding.</p> <p><u>Speaking and Listening Standards</u></p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> |

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| Lesson 1 (Cont.) | | | <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.b. Use common, proper, and possessive nouns.</p> <p>2.a. Capitalize dates and names of people.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 2 | T93 | T183 | <p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions about key details in a text.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p><u>Speaking and Listening Standards</u></p> <p>1. 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> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.b. Use common, proper, and possessive nouns.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> |

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| Lesson 3 | T185 | T275 | <p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 4.a. Read on-level text with purpose and understanding. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.a. Print all upper- and lowercase letters. 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2.b. Use end punctuation for sentences. |

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| Lesson 3 (<i>Cont.</i>) | | | 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4.a. Use sentence-level context as a clue to the meaning of a word or phrase. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). |

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| Lesson 4 | T277 | T369 | <p><u>Reading Standards for Informational Texts</u> 1. Ask and answer questions about key details in a text. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 4.a. Read on-level text with purpose and understanding.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u> 1.a. Print all upper- and lowercase letters. 1.f. Use frequently occurring adjectives. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 5 | T371 | T467 | <p><u>Reading Standards for Literature</u></p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.f. Use frequently occurring adjectives.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 6 | T1 | T93 | <p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions about key details in a text.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2.b. Use end punctuation for sentences.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 7 | T96 | T187 | <p><u>Reading Standards for Informational Texts</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 10. With prompting and support, read informational texts appropriately complex for grade 1. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.a. Print all upper- and lowercase letters. 2.b. Use end punctuation for sentences. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). |

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| Lesson 8 | T189 | T281 | <p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions about key details in a text. 3. Describe characters, settings, and major events in a story, using key details. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 4.a. Read on-level text with purpose and understanding.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters. 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2.b. Use end punctuation for sentences. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 9 | T285 | T375 | <p><u>Reading Standards for Informational Texts</u></p> <p>1. Ask and answer questions about key details in a text. 7. Use the illustrations and details in a text to describe its key ideas. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters. 1.b. Use common, proper, and possessive nouns. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 10 | T379 | T473 | <p><u>Reading Standards for Literature</u> 3. Describe characters, settings, and major events in a story, using key details. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 4.a. Read on-level text with purpose and understanding.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>Language Standards</u> 1.a. Print all upper- and lowercase letters. 1.f. Use frequently occurring adjectives. 1.i. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 11 | T1 | T95 | <p><u>Reading Standards for Informational Texts</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 8. Identify the reasons an author gives to support points in a text. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.a. Know the spelling-sound correspondences for common consonant digraphs. 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.c. Ask questions to clear up any confusion about the topics and texts under discussion. |

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| Lesson 11 (<i>Cont.</i>) | | | <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.b. Use common, proper, and possessive nouns.</p> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2.a. Capitalize dates and names of people.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> |

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| Lesson 12 | T97 | T191 | <p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.a. Know the spelling-sound correspondences for common consonant digraphs. 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

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| Lesson 12 (<i>Cont.</i>) | | | <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.b. Use common, proper, and possessive nouns.</p> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> |

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| Lesson 13 | T193 | T287 | <p><u>Reading Standards for Informational Texts</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.a. Know the spelling-sound correspondences for common consonant digraphs. 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

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| Lesson 13 (<i>Cont.</i>) | | | <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>1.e. 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> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>4.c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> |

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| Lesson 14 | T289 | T364 | <p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 9. Compare and contrast the adventures and experiences of characters in stories. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

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| Lesson 14 (<i>Cont.</i>) | | | <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.e. 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> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> |

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| Lesson 15 | T385 | T483 | <p><u>Reading Standards for Informational Texts</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 7. Use the illustrations and details in a text to describe its key ideas. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.a. Know the spelling-sound correspondences for common consonant digraphs. 3.b. Decode regularly spelled one-syllable words. 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

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| Lesson 15 (<i>Cont.</i>) | | | <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>1.i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2.b. . Use end punctuation for sentences.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>4.b. Use frequently occurring affixes as a clue to the meaning of a word.</p> |

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| Lesson 16 | T1 | T97 | <p><u>Reading Standards for Informational Texts</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 10. With prompting and support, read informational texts appropriately complex for grade 1. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 2.a. Distinguish long from short vowel sounds in spoken single-syllable words. 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. 4.a. Read on-level text with purpose and understanding. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.a. Print all upper- and lowercase letters. 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2.b. Use end punctuation for sentences. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). |

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| Lesson 17 | T99 | T195 | <p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions about key details in a text.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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| Lesson 17 (<i>Cont.</i>) | | | 4.a. Use sentence-level context as a clue to the meaning of a word or phrase. 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). |

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| Lesson 18 | T197 | T293 | <p><u>Reading Standards for Informational Texts</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 10. With prompting and support, read informational texts appropriately complex for grade 1. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 2.a. Distinguish long from short vowel sounds in spoken single-syllable words. 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 3.b. Decode regularly spelled one-syllable words. 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.a. Print all upper- and lowercase letters. 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2.a. Capitalize dates and names of people. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |

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| Lesson 18 (<i>Cont.</i>) | | | 4.a. Use sentence-level context as a clue to the meaning of a word or phrase. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). |

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| Lesson 19 | T295 | T387 | <p><u>Reading Standards for Informational Texts</u></p> <p>1. Ask and answer questions about key details in a text.</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.e. 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> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 20 | T389 | T487 | <p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions about key details in a text.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.i. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> |

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| Lesson 20 (<i>Cont.</i>) | | | 5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). |

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| Lesson 21 | T1 | T95 | <p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions about key details in a text.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>3.g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p> |

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| Lesson 21 (<i>Cont.</i>) | | | <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2.b. Use end punctuation for sentences.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>4.b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 22 | T97 | T191 | <p><u>Reading Standards for Informational Texts</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 10. With prompting and support, read informational texts appropriately complex for grade 1. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

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| Lesson 22 (<i>Cont.</i>) | | | <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2.b. Use end punctuation for sentences.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>5.d. 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> |

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| Lesson 23 | T194 | T289 | <p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 7. Use illustrations and details in a story to describe its characters, setting, or events. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.b. Decode regularly spelled one-syllable words. 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |

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| Lesson 23 (<i>Cont.</i>) | | | <p>6. Produce complete sentences when appropriate to task and situation.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>2.a. Capitalize dates and names of people.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> |

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| Lesson 24 | T291 | T385 | <p><u>Reading Standards for Informational Texts</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 8. Identify the reasons an author gives to support points in a text. 10. With prompting and support, read informational texts appropriately complex for grade 1. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.b. Decode regularly spelled one-syllable words. 3.c. Know final -e and common vowel team conventions for representing long vowel sounds. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 6. Produce complete sentences when appropriate to task and situation. |

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| Lesson 24 (<i>Cont.</i>) | | | <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>1.d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>1.e. 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> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 25 | T387 | T485 | <p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 9. Compare and contrast the adventures and experiences of characters in stories. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |

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| Lesson 25 (<i>Cont.</i>) | | | <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>1.i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> |

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| Lesson 26 | T1 | T95 | <p><u>Reading Standards for Literature</u> 3. Describe characters, settings, and major events in a story, using key details. 7. Use illustrations and details in a story to describe its characters, setting, or events. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u> 3.f. Read words with inflectional endings. 4.a. Read on-level text with purpose and understanding.</p> <p><u>Writing Standards</u> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>Language Standards</u> 1.a. Print all upper- and lowercase letters. 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4.a. Use sentence-level context as a clue to the meaning of a word or phrase. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 27 | T97 | T191 | <p><u>Reading Standards for Informational Texts</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 10. With prompting and support, read informational texts appropriately complex for grade 1. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.f. Read words with inflectional endings. 4.a. Read on-level text with purpose and understanding. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.a. Print all upper- and lowercase letters. 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). |

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| Lesson 28 | T194 | TT285 | <p><u>Reading Standards for Literature</u></p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>3.f. Read words with inflectional endings.</p> <p>3.g. Recognize and read grade-appropriate irregularly spelled words</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p><u>Writing Standards</u></p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>1.d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>1.f. Use frequently occurring adjectives.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 29 | T287 | T381 | <p><u>Reading Standards for Literature</u></p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>Language Standards</u></p> <p>1.a. Print all upper- and lowercase letters.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |

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| Lesson 30 | T383 | T481 | <p><u>Reading Standards for Literature</u> 3. Describe characters, settings, and major events in a story, using key details. 7. Use illustrations and details in a story to describe its characters, setting, or events. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u> 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>Language Standards</u> 1.a. Print all upper- and lowercase letters. 1.f. Use frequently occurring adjectives. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5.c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> |