

**Houghton Mifflin Reading © 2001**  
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**Grade One**

correlated to

**New York City Primary Literacy Standards**  
**Reading and Writing**  
**Grade One**

New York City Primary Literacy Standards	<i>Houghton Mifflin Reading © 2001</i>
<b>Reading Standard 1:: Reading Habits</b>	
<b>Independent and Assisted Reading</b> We expect first-grade students to:	
<ul style="list-style-type: none"> <li>◆ read four or more books every day independently or with assistance;</li> </ul>	<p><b>Different Texts for Different Purposes, TE1:</b>  T14–T15, T74–T75, T134–T135; <b>TE2:</b>  T14–T15, T74–T75, T138–T139; <b>TE3:</b>  T14–T15, T70–T71, T126–T127; <b>TE4:</b>  T14–T15, T70–T71, T126–T127; <b>TE5:</b>  T14–T15, T80–T81, T138–T139; <b>TE6:</b>  T14–T15, T78–T79, T134–T135; <b>TE7:</b>  T14–T15, T76–T77, T134–T135; <b>TE8:</b>  T14–T15, T78–T79, T134–T135; <b>TE9:</b>  T14–T15, T78–T79, T134–T135</p> <p><b>Independent Reading, TE1:</b> T4–T5;  <b>TE2:</b> T4–T5; <b>TE3:</b> T4–T5; <b>TE4:</b> T4–T5;  <b>TE5:</b> T4–T5; <b>TE6:</b> T4–T5; <b>TE7:</b> T4–T5;  <b>TE8:</b> T4–T5; <b>TE9:</b> T4–T5; <b>TE10:</b> T4–T5;</p>
<ul style="list-style-type: none"> <li>◆ discuss at least one of these books with another student or a group; (continued)</li> </ul>	<p><b>Responding to Literature through Discussion,</b>  <b>TE1:</b> T24, T51, T64, T83, T111, T124, T144, T173, T186;  <b>TE2:</b> T24, T51, T64, T84, T113, T128, T148, T157, T177, T190; <b>TE3:</b> T24, T53, T80, T109, T136, T165; <b>TE4:</b> T24, T33, T35, T53, T80, T89, T91, T109, T136, T145, T147, T165; <b>TE6:</b> T51, T115, T171; <b>TE8:</b> T51, T115, T173; <b>TE9:</b> T51, T115, T175; <b>TE10:</b> T53, T117, T171</p>

New York City Primary Literacy Standards	<i>Houghton Mifflin Reading</i> © 2001
◆ read some favorite books many times, gaining deeper comprehension;	<b>Revisiting the Text, TE3:</b> T122, T178; <b>TE6:</b> T50, T66, T130, T186; <b>TE7:</b> T45, T47, T48, T64, T109, T111, T113, T130, T167, T169, T171, T172, T188, F3, F4; <b>TE8:</b> T47, T50, T66, T111, T113, T114, T130, T167, T169, T171, T172, T188; <b>TE9:</b> T45, T47, T50, T66, T111, T113, T113, T114, T130, T167, T170, T173, T174, T190, F3, F6; <b>TE10:</b> T36, T68, T100, T124, T158, T178
◆ read their own writing and sometimes the writing of their classmates; and	<b>Reads Own Writing Aloud, TE1:</b> T189; <b>TE2:</b> T67, T193; <b>TE3:</b> T43, T99, T175; <b>TE5:</b> T79, T165, F5; <b>TE6:</b> T63, T77, T127; <b>TE7:</b> T75, T79, T103, T161, T165, F6; <b>TE8:</b> T63; <b>TE9:</b> T77, F6; <b>TE10:</b> T79  Reads Classmate’s Writing Aloud, TE1: T127; TE2: T79; TE3: T43, T175; TE4: T19, T43, T99; TE6: T105, T183; TE7: T127, F6; TE8: T77; TE9: T161
◆ read functional messages they encounter in the classroom (for example, labels, signs, instructions).	Reads Environmental Print, TE2: T22; TE4: T118, T181; TE7: T133
<b>Being Read To</b> We expect first-grade students to:	
◆ hear two to four books or other texts (for example, poems, letters, instructions, newspaper or magazine articles, dramatic scripts, songs, brochures) read aloud every day; and	<b>Listens to a Teacher Read Aloud, TE1:</b> T13, R3; <b>TE2:</b> T13, R3; <b>TE3:</b> T13, R3; <b>TE4:</b> T13, R3; <b>TE5:</b> T13, T22–T23, T88–T89, T146–T147, R3; <b>TE6:</b> T13, T22–T23, T86–T87, T142–T143, R3; <b>TE7:</b> T13, T22–T23, T84–T85, T142–T143, R3; <b>TE8:</b> T13, T22–T23, T86–T87, T142–T143, R3; <b>TE9:</b> T13, T22–T23, T86–T87, T142–T143, R3; <b>TE10:</b> T13, T22–T23, T88–T89, T144–T145, R3
◆ listen to and discuss every day at least one book or chapter that is longer and more difficult than what they can read independently or with assistance.	<b>Leveled Books, TE6:</b> T96–T97, T150–T151; <b>TE7:</b> T94, T95, T152, T153; <b>TE8:</b> T96, T97, T152, T153; <b>TE9:</b> T96, T97, T152, T153; <b>TE10:</b> T30–T33, T94–T97, T152–T155
<b>Discussing Books</b> We expect students finishing first grade to be able to:	
◆ demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning;	<b>Retelling a Story, TE1:</b> T24, T50, T63, T84, T123, T144, T172, T185;  (continued)

◆ demonstrate the skills we look for in the comprehension component of Reading Standard 2: Getting the Meaning; (continued)

**Retelling a Story, (continued) TE2:** T24, T50, T84, T112, T127, T148, T176, T189; **TE3:** T24, T52, T80, T108, T125, T164; **TE4:** T24, T52, T80, T87, T108, T136, T164, T172; **TE5:** T37, T52, T118, T161, T174; **TE6:** T50, T114, T147, T170; **TE7:** T35, T114, T172; **TE8:** T101, T114, T149, T172, T180; **TE9:** T50, T114, T174, F6; **TE10:** T51, T115, T135, T170

**Summarize Strategy, TE1:** T82, T107, T109, T110, T119, T121, T123; **TE2:** T146, T171, T173, T175, T176, T185, T187, T189; **TE4:** T22, T47, T49, T51 **TE5:** T88, T111, T114, T118; **TE6:** T22, T45, T48, T50; **TE7:** T22, T43, T46, T48, T57; **TE8:** T22, T45, T48, T50; **TE10:** T88, T109, T112, T115

**Critical Thinking, TE1:** T49, T50, T51, T61, T62, T64, T65, T109, T110, T111, T121, T122, T123, T124, T170, T172, T173, T183, T184, T185, T186, T187; **TE2:** T49, T50, T51, T61, T62, T64, T65, T109, T110, T111, T112, T123, T125, T126, T127, T129, T173, T175, T176, T187, T188, T189, T190, T191; **TE3:** T49, T50, T51, T53, T61, T105, T106, T107, T108, T109, T117, T161, T162, T163, T164, T165, T173; **TE4:** T49, T50, T51, T61, T105, T106, T107, T108, T109, T117, T161, T163, T164, T173; **TE5:** T49, T52, T53, T61, T114, T118, T119, T127, T171, T172, T175, T183, F5; **TE6:** T48, T50, T51, T86, T112, T114, T115, T123, T166, T170, T171, T179; **TE7:** T46, T48, T57, T110, T111, T114, T123, T168, T170, T172, T173, T181, F5; **TE8:** T48, T50, T51, T59, T112, T114, T115, T123, T168, T170, T172, T173, T181; **TE9:** T46, T50, T51, T59, T112, T114, T115, T123, T168, T172, T174, T175, T183, F5; **TE10:** T48, T52, T53, T61, T112, T115, T125, T169, T170, T171, T179

**Think About the Selection, SB1.1:** 26, 44, 64, 82, 104, 164, 186, 210, 232, 253; **SB1.2:** 35, 81, 105, 129, 153; **SB1.3:** 45, 81, 104, 154, 184, 216; **SB1.4:** 38, 70, 105, 150, 178, 208; **SB1.5:** 42, 72, 110, 166, 202, 220

◆ compare two books by the same author;	Comparing two books from the same author can be developed from: <b>I.3: SB:</b> 43, 54, 102, 132, 183, 215; <b>I.4: SB:</b> 16, 46, 78, 134, 160, 207; <b>I.5: SB:</b> 41, 52, 109, 142, 200, 208
◆ talk about several books on the same theme;	<b>Theme Connections, TE3:</b> T53, T109, T165; <b>TE4:</b> T53, T109, T165; <b>TE5:</b> T22, T88, T146; <b>TE6:</b> T22, T86, T142; <b>TE7:</b> T22, T49, T84, T142, T173; <b>TE8:</b> T22, T51, T86, T115, T142; <b>TE9:</b> T22, T86, T142; <b>TE10:</b> T22, T53, T88, T144–T145
◆ refer explicitly to parts of the text when presenting or defending a claim;	<b>Cites Evidence from Text, TE3:</b> T49, T52, T107; <b>TE4:</b> T13, T51, T108; <b>TE6:</b> T112, T166; <b>TE8:</b> T50, T112, T114; <b>TE9:</b> T112, T114
◆ politely disagree when appropriate;	<b>Politely Disagree, TE2:</b> T137; <b>TE7:</b> T67; <b>TE9:</b> T27
◆ ask others questions that seek elaboration and justification; and	<b>Listening to Ask Clarifying Questions, TE5:</b> T22; <b>TE6:</b> T86; <b>TE7:</b> T142, T156; <b>TE9:</b> T142, T156 <b>Ask Questions, TE4:</b> T168
◆ attempt to explain why their interpretation of a book is valid.	<b>Explain Interpretation of a Book, TE1:</b> T142, T167, T170, T172, T181, T184, T185, T197; <b>TE2:</b> T62; <b>TE3:</b> T22, T47, T50, T52; <b>TE4:</b> T78, T103, T105, T106, T108; <b>TE8:</b> T86, T109, T112, T114; <b>TE9:</b> T86, T109, T112, T114, T123
<b>Vocabulary</b> We expect first-grade students to:	
◆ make sense of new words from how the words are used, refining their sense of the words as they encounter them again;	<b>Phonics/Decoding Strategy, TE1:</b> T29, T41, T49, T61, T89, T101, T108, T110, T121, T131, T149, T161, T169, T170, T183, T184, T193; <b>TE2:</b> T29, T41, T49, T61, T71, T89, T101, T109, T123, T135, T153, T165, T173, T187, T197; <b>TE3:</b> T29, T41, T49, T67, T85, T97, T105, T123, T141, T153, T161, T179; <b>TE4:</b> T29, T41, T67, T85, T97, T105, T123, T141, T153, T163, T179; <b>TE5:</b> T27, T39, T47, T52, T69, T93, T105, T114, T115, T117, T135, T151, T163, T171, T172, T191, F4; <b>TE6:</b> T27, T39, T47, T67, T91, T103, T111, T112, T113, T114, T131, T145  (continued)

<p>◆ make sense of new words from how the words are used, refining their sense of the words as they encounter them again; (continued)</p>	<p><b>Phonics/Decoding Strategy, TE6:</b>(continued) T157, T165, T166, T167, T168, T187; <b>TE7:</b> T25, T37, T45, T46, T47, T48, T65, T89, T101, T109, T113, T131, T147, T159, T167, T168, T169, T170, T171, T189, F4; <b>TE8:</b> T27, T39, T47, T49, T50, T67, T91, T103, T111, T113, T131, T147, T159, T167, T168, T169, T171, T189; <b>TE9:</b> T25, T45, T47, T67, T91, T103, T111, T113, T114, T131, T147, T159, T167, T171, T172, T191, F2, F4</p>
<p>◆ notice and show interest in understanding unfamiliar words in texts that are read to them;</p>	<p><b>Vocabulary in Read-Aloud Books,</b> <b>TE5:</b> T22, T88, T146; <b>TE6:</b> T22, T86, T142; <b>TE7:</b> T22, T84, T142; <b>TE8:</b> T22, T86, T142; <b>TE9:</b> T22, T86, T142; <b>TE10:</b> T22, T88, T144</p>
<p>◆ talk about the meaning of some new words encountered in independent and assisted reading;</p>	<p><b>Vocabulary Expansion And Skills,</b> <b>TE1:</b> T54, T66, T114, T126, T176, T188; <b>TE2:</b> T66, T116, T130, T180, T192; <b>TE3:</b> T56, T62, T112, T118, T168; <b>TE4:</b> T56, T62, T112, T118, T168, T174; <b>TE5:</b> T56, T64, T122, T130, T186; <b>TE6:</b> T54, T62, T118, T126, T174, T182; <b>TE7:</b> T52, T60, T118, T126, T176, T184; <b>TE8:</b> T54, T62, T118, T126, T176, T184; <b>TE9:</b> T62, T118, T126, T178; <b>TE10:</b> T56, T64, T120, T128, T174, T182</p>
<p>◆ know how to talk about what words mean in terms of functions (for example, “A shoe is a thing you wear on your foot”) and features (for example, “Shoes have laces”); and</p>	<p><b>Word Meaning: Functions and Features, TE1:</b> T66, T176, T188; <b>TE2:</b> T54, T66, T116; <b>TE3:</b> T118, T174; <b>TE4:</b> T62, T118; <b>TE5:</b> T64; <b>TE6:</b> T62, T174; <b>TE7:</b> T126, T184; <b>TE8:</b> T62, T118, T126, T184; <b>TE9:</b> T54, T126, T186; <b>TE10:</b> T182</p>
<p>◆ learn new words every day from talk and books read aloud.</p>	<p><b>Vocabulary in Read-Aloud Books,</b> <b>TE5:</b> T22, T88, T146; <b>TE6:</b> T22, T86, T142; <b>TE7:</b> T22, T84, T142; <b>TE8:</b> T22, T86, T142; <b>TE9:</b> T22, T86, T142; <b>TE10:</b> T22, T88, T144</p> <p><b>Oral Language, TE1:</b> T22, T24, T82, T84, T142, T144; <b>TE2:</b> T22, T24, T82, T84, T146, T148; <b>TE3:</b> T22, T24, T78, T80, T134, T136; <b>TE4:</b> T22, T24, T78, T80, T134, T136; <b>TE5:</b> T22, T88, T146; <b>TE6:</b> T22, T86, T142; <b>TE7:</b> T22, T84, T142; <b>TE8:</b> T22, T86, T142; <b>TE9:</b> T22, T86, T142; <b>TE10:</b> T22, T88, T144</p>

## Reading Standard 2: Getting the Meaning

### Accuracy

By the end of the year, we expect first-grade students to be able to:

- ◆ read Level I books that they have not seen before, but that have been previewed for them, with 90 percent or better accuracy of word recognition (self-correction allowed).

**Little Big Books, TE2:** T3; **TE3:** T3;  
**TE4:** T3; **TE5:** T3; **TE6:** T3; **TE7:** T3; **TE8:** T3; **TE9:** T3; **TE10:** T3

**Home Connections, TE1:** T41, T71, T89, T101, T131, T149, T161, T193;  
**TE2:** T13, T29, T41, T71, T89, T101, T135, T153, T165, T197; **TE3:** T29, T41, T67, T85, T97, T123, T153, T179;  
**TE4:** T13, T29, T41, T67, T85, T97, T123, T141, T153, T179; **TE5:** T13, T27, T39, T93, T105, T135, T151, T161, T191; **TE6:** T27, T39, T67, T91, T103, T131, T157, T187;  
**TE7:** T13, T25, T37, T65, T89, T101, T131, T147, T159, T189; **TE9:** T13, T25, T37, T67, T91, T103, T131, T147, T159, T191; **TE10:** T27, T39, T69, T91, T103, T133, T149

### Fluency

By the end of the year, we expect first-grade students to be able to:

- ◆ independently read aloud from Level I books that have been previewed for them, using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text; and

**Oral Reading with Expression and Inflection, TE4:** T60, T125, T172;  
**TE5:** T60; **TE6:** T122; **TE9:** T193; **TE10:** T60, T178

- ◆ use the cues of punctuation — including commas, periods, question marks and quotation marks — to guide them in getting meaning and fluently reading aloud.

**Concepts of Print: Punctuation, TE1:** T104, T183, T190; **TE2:** T20, T68, T96, T123, T124, T132, T160, T172, T188, T194; **TE3:** T44, T58, T64, T92, T104, T120, T132, T136, T160; **TE4:** T36, T44, T49, T58, T76, T105, T162, T170, T173, T176; **TE5:** T20, T34, T42, T48, T51, T113, T124, T158; **TE6:** T20, T47, T49;  
**TE7:** T45, T167, T171; **TE8:** T20, T171; **TE9:** T111, T113, T167;  
**TE10:** T49, T114

### Self-Monitoring and Self-Correcting Strategies

By the end of the year, we expect first-grade students to be able to:

- ◆ notice whether the words sound right, given their spelling;

**Noticing Whether Words Sound Right, TE1:** T26, T86, T146; **TE2:** T26, T86,

(continued)

<p>◆ notice whether the words sound right, given their spelling; (continued)</p>	<p><b>Noticing Whether Words Sound Right, TE2:</b> (continued) T150; <b>TE3:</b> T26, T82, T138; <b>TE4:</b> T26, T82, T138</p>
<p>◆ notice whether the words make sense in context;</p>	<p><b>Notice Whether Words Make Sense,</b>  <b>TE1:</b> T29, T41, T89, T101, T131, T149, T161, T193; <b>TE2:</b> T29, T41, T89, T101, T153, T165; <b>TE3:</b> T29, T41, T67, T85, T97, T123, T141, T153, T179; <b>TE4:</b> T29, T41, T67, T85, T97, T123, T141, T153, T179;  <b>TE5:</b> T27, T39, T69, T93, T105, T151, T163, T191; <b>TE6:</b> T27, T39, T67, T91, T103, T131, T145, T157, T187; <b>TE7:</b> T25, T37, T65, T89, T101, T131, T147, T159, T189; <b>TE8:</b> T27, T39, T67, T91, T103, T131, T147, T159;  <b>TE9:</b> T25, T67, T91, T103, T131, T147, T159, T191; <b>TE10:</b> T27, T39, T69, T91, T103, T133, T149, T161, T187</p>
<p>◆ notice when sentences don't make sense;</p>	<p><b>Notice When Sentences Don't Make Sense,</b>  <b>TE9:</b> T57</p>
<p>◆ solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts (for example, using <i>tree</i> and <i>my</i> to get <i>try</i>); and</p>	<p><b>Context Clues, TE1:</b> T29, T41, T89, T101, T131, T149, T161, T193; <b>TE2:</b> T29, T41, T89, T101, T153, T165; <b>TE3:</b> T29, T41, T67, T85, T97, T123, T141, T153, T179; <b>TE4:</b> T29, T41, T67, T85, T97, T123, T141, T153, T179;  <b>TE5:</b> T27, T39, T69, T93, T105, T135, T151, T163, T191; <b>TE6:</b> T27, T39, T67, T91, T103, T131, T145, T157, T187; <b>TE7:</b> T25, T37, T65, T89, T101, T131, T147, T159, T189;  <b>TE8:</b> T27, T39, T67, T91, T103, T131, T147, T159; <b>TE9:</b> T25, T67, T91, T103, T131, T147, T159, T191; <b>TE10:</b> T27, T39, T69, T91, T103, T133, T149, T161, T187</p> <p><b>Using Word Parts, TE1:</b> T29, T41, T89, T101, T131, T149, T161, T193;  <b>TE2:</b> T29, T41, T89, T101, T153, T165; <b>TE3:</b> T29, T41, T67, T85, T97, T123, T141, T153, T179; <b>TE4:</b> T29, T41, T67, T85, T97, T123, T141, T153, T179;  <b>TE5:</b> T27, T39, T69, T93, T105, T151, T163, T191; <b>TE6:</b> T27, T39, T67, T91, T103, T131, T145, T157, T187;  <b>TE7:</b> T25, T37, T65, T89, T101, T131, T147, T159, T189;</p> <p style="text-align: right;">(continued)</p>

<p>◆ solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts (for example, using <i>tree</i> and <i>my</i> to get <i>try</i>); and (continued)</p>	<p><b>Using Word Parts, (continued) TE8:</b> T27, T39, T67, T91, T103, T131, T147, T159; <b>TE9:</b> T25, T67, T91, T103, T131, T147, T159, T191; <b>TE10:</b> T27, T39, T69, T91, T103, T133, T149, T161, T187</p> <p><b>Word Families, TE1:</b> T30, T90, T150; <b>TE2:</b> T30, T66, T90, T154; <b>TE3:</b> T30, T86, T142; <b>TE4:</b> T30, T86, T142; <b>TE5:</b> T28, T94, T152, F4; <b>TE6:</b> T27, T92, T146; <b>TE7:</b> T26, T90, T148; <b>TE8:</b> T92; <b>TE9:</b> T26, T38, T148; <b>TE10:</b> T28, T92</p>
<p>◆ check their solution to a difficult word against their knowledge of print-sound correspondences and the meaning of the text.</p>	<p><b>Checking Print-Sound Correspondence/ Meaning, TE1:</b> T29, T41, T49, T61, T89, T101, T108, T110, T121, T131, T149, T161, T169, T170, T183, T184, T193; <b>TE2:</b> T29, T41, T49, T61, T71, T89, T101, T109, T123, T135, T153, T165, T173, T187, T197; <b>TE3:</b> T29, T41, T49, T67, T85, T97, T105, T123, T141, T153, T161, T179; <b>TE4:</b> T29, T41, T67, T85, T97, T105, T123, T141, T153, T163, T179; <b>TE5:</b> T27, T39, T47, T52, T69, T93, T105, T114, T115, T117, T135, T151, T163, T171, T172, T191, F4; <b>TE6:</b> T27, T39, T47, T67, T91, T103, T111, T112, T113, T114, T131, T145, T157, T165, T166, T167, T168, T187; <b>TE7:</b> T25, T37, T45, T46, T47, T48, T65, T89, T101, T109, T113, T131, T147, T159, T167, T168, T169, T170, T171, T189, F4; <b>TE8:</b> T27, T39, T47, T49, T50, T67, T91, T103, T111, T113, T131, T147, T159, T167, T168, T169, T171, T189; <b>TE9:</b> T25, T45, T47, T67, T91, T103, T111, T113, T114, T131, T147, T159, T167, T171, T172, T191, F2, F4</p>
<p><b>Comprehension</b> When the independently read texts they have not seen before, we expect students at the end of first grade to be able to:</p>	
<p>◆ retell the story;</p>	<p><b>Retelling a Story, TE1:</b> T24, T50, T63, T84, T123, T144, T172, T185; <b>TE2:</b> T24, T50, T84, T112, T127, T148, T176, T189; <b>TE3:</b> T24, T52, T80, T108, T125, T164; <b>TE4:</b> T24, T52, T80, T87, T108, T136, T164, T172; <b>TE5:</b> T37, T52, T118, T161, T174; <b>TE6:</b> T50, T114, T147, T170; <b>TE7:</b> T35, T114, T172; <b>TE8:</b> T101, T114, (continued)</p>

◆ retell the story; (continued)	<b>Retelling a Story, TE8:</b> (continued) T149, T172, T180; <b>TE9:</b> T50, T114, T174, F6; <b>TE10:</b> T51, T115, T135, T170
◆ tell what the book is about (summarize it);	<b>Summarize Strategy, TE1:</b> T82, T107, T109, T110, T119, T121, T123; <b>TE2:</b> T146, T171, T173, T175, T176, T185, T187, T189; <b>TE4:</b> T22, T47, T49, T51 <b>TE5:</b> T88, T111, T114, T118; <b>TE6:</b> T22, T45, T48, T50; <b>TE7:</b> T22, T43, T46, T48, T57; <b>TE8:</b> T22, T45, T48, T50; <b>TE10:</b> T88, T109, T112, T115
◆ describe in their own words what new information they gained from the text; and	<b>Think About Reading, I.1: SB:</b> 24, 44, 64, 82, 104, 146, 164, 186, 210, 232; <b>TE1:</b> T51, T64, T111, T124, T173; <b>TE2:</b> T51, T64, T113, T128, T177; <b>PB:</b> 13, 16, 30, 32, 48, 50, 65, 67, 81, 83, 96, 98; <b>I.2: SB:</b> 34, 56, 80, 104, 128, 152; <b>TE3:</b> T53, T109, T165; <b>TE4:</b> T53, T109, T165; <b>PB:</b> 111, 126, 139, 156, 171, 184; <b>I.3: SB:</b> 44, 80, 104, 154, 184, 216; <b>TE5:</b> T53, T119, T175; <b>TE6:</b> T51, T115, T171; <b>PB:</b> 9, 25, 39, 61, 79, 91; <b>I.4: SB:</b> 38, 70, 104, 150, 178, 208; <b>TE7:</b> T49, T115, T173; <b>TE8:</b> T51, T115, T173; <b>PB:</b> 109, 125, 139, 155, 173, 184; <b>I.5: SB:</b> 42, 72, 110, 166, 202, 220; <b>TE9:</b> T51, T115, T175; <b>TE10:</b> T53, T117, T171; <b>PB:</b> 200, 214, 227, 246, 261, 273
◆ answer comprehension questions similar to those for kindergartners.	<b>Answer Questions About a Literature Selection, I.1: SB:</b> 24, 44, 64, 82, 104, 146, 164, 186, 210, 232; <b>TE1:</b> T49, T50, T51, T61, T62, T64, T65, T109, T110, T111, T121, T122, T123, T124, T170, T172, T173, T183, T184, T185, T186, T187; <b>TE2:</b> T49, T50, T51, T61, T62, T64, T65, T109, T110, T111, T112, T123, T125, T126, T127, T129, T173, T175, T176, T187, T188, T189, T190, T191; <b>I.2: SB:</b> 34, 56, 80, 104, 128, 152; <b>TE3:</b> T49, T50, T51, T53, T61, T105, T106, T107, T108, T109, T117, T161, T162, T163, T164, T165, T173; <b>TE4:</b> T49, T50, T51, T61, T105, T106, T107, T108, T109, T117, T161, T163, T164, T173; <b>I.3: SB:</b> 44, 80, 104, 154, 184, 216; <b>TE5:</b> T49, T52, T53, T61, T114, T118, T119, T127, T171, T172, T175, (continued)

<p>◆ answer comprehension questions similar to those for kindergartners. (continued)</p>	<p><b>Answer Questions About a Literature Selection, TE5</b> (continued) T183, F5; <b>TE6:</b> T48, T50, T51, T86, T112, T114, T115, T123, T166, T170, T171, T179;  <b>L.4: SB:</b> 38, 70, 104, 150, 178, 208;  <b>TE7:</b> T46, T48, T57, T110, T111, T114, T123, T168, T170, T172, T173, T181, F5;  <b>TE8:</b> T48, T50, T51, T59, T112, T114, T115, T123, T168, T170, T172, T173, T181; <b>L.5: SB:</b> 42, 72, 110, 166, 202, 220; <b>TE9:</b> T46, T50, T51, T59, T112, T114, T115, T123, T168, T172, T174, T175, T183, F5; <b>TE10:</b> T48, T52, T53, T61, T112, T115, T125, T169, T170, T171, T179</p>
<p>For texts that are read to them, we expect children at the end of first grade also to be able to:</p>	
<p>◆ extend the story;</p>	<p><b>Responding to Written Texts, TE1:</b> T24, T51, T64, T83, T111, T124, T144, T173, T186; <b>TE2:</b> T24, T51, T64, T84, T113, T128, T148, T157, T177, T190; <b>TE3:</b> T24, T53, T80, T109, T136, T165; <b>TE4:</b> T24, T33, T35, T53, T80, T89, T91, T109, T136, T145, T147, T165; <b>TE6:</b> T51, T115, T171; <b>TE8:</b> T51, T115, T173; <b>TE9:</b> T51, T115, T175; <b>TE10:</b> T53, T117, T171</p>
<p>◆ make predictions about what might happen next and say why;</p>	<p><b>Listening to Predict Outcomes, TE6:</b> T142; <b>TE8:</b> T142; <b>TE10:</b> T22, T36</p>
<p>◆ talk about the motives of characters; and</p>	<p><b>Listening for Motives of Characters, TE5:</b> T146; <b>TE6:</b> T22; <b>TE7:</b> T84; <b>TE8:</b> T86; <b>TE9:</b> T142; <b>TE10:</b> T88</p>
<p>◆ describe the causes and effects of specific events.</p>	<p><b>Cause and Effect, TE1:</b> T61, T111, T142, T158–T159, T167, T170, T172, T173, T181, T183, T184, T185, T186, T187, T192, R26–R27; <b>TE2:</b> T50, T61, T64, T109, T123, T125, T128, T188, T190, T191; <b>TE3:</b> T173; <b>TE4:</b> T109, T163, T165; <b>TE5:</b> T49, T52, T61, T146, T169, T171, T172, T173, T174, T175, T176–T177, R26–R27; <b>TE6:</b> T50, T59, T112, T114; <b>TE7:</b> T168; <b>TE8:</b> T48, T59, T181; <b>TE10:</b> T22, T48, T144–T145, T167, T169, T170, T172–T173, T186, R22–R23; <b>PB1.1:</b> 43</p>

### Reading Standard 3: Print-Sound Code

#### Phonemic Awareness

We expect students at the end of first grade to be able to:

◆ separate the sounds by saying each sound aloud (for example, /c/-/a/-/t/); and	<b>Blending Onset and Rime, TE1:</b> T26, T27, T86, T87, T146, T147–T148; <b>TE2:</b> T21, T26, T27, T37, T45, T69, T86, T87, T105, T114–T115, T119, T150, T169, T178; <b>TE3:</b> T59, T121; <b>TE5:</b> T59, T101, T109, T145, T159 <b>Blending Phonemes, TE6:</b> T21, T24, T35, T43, T57, T85, T87, T99, T107, T121, T129, T141, T161; <b>TE7:</b> T24, T83, T86, T105, T144, T187; <b>TE10:</b> T21
◆ blend separately spoken phonemes to make a meaningful word.	<b>Blending Phonemes, TE1:</b> BTS9–BTS11, BTS14–BTS15, BTS17–BTS19, BTS22–BTS23, BTS25–BTS27, BTS29–BTS31, BTS33–BTS35, BTS37–BTS39, BTS42–BTS43, BTS46–BTS47, T157, T179; <b>TE2:</b> T21, T26, T27, T37, T45, T69, T86, T87, T105, T114–T115, T119, T150, T169, T178; <b>TE3:</b> T21, T26, T37, T45, T77, T82, T93, T115, T133, T138, T149, T157, T171, T177; <b>TE4:</b> T21, T26, T37, T45, T59, T65, T77, T82, T93, T101, T115, T121, T133, T138, T149, T157, T171, T177; <b>TE5:</b> T21, T24, T35, T43, T90, T148

#### Reading Words

By the end of the year, we expect first-grade students to:

◆ know the regular letter-sound correspondences and use them to recognize or figure out regularly-spelled one- and two-syllable words;	<b>Decoding, TE2:</b> T29, T41, T71, T89, T101, T135, T153, T165, T197; <b>TE3:</b> T29, T41, T67, T85, T97, T123, T141, T153, T179; <b>TE4:</b> T29, T41, T67, T85, T97, T123, T141, T153, T179; <b>TE5:</b> T27, T39, T69, T105, T135, T151, T163, T191; <b>TE6:</b> T27, T39, T67, T91, T103, T131, T145, T157, T187; <b>TE7:</b> T25, T37, T65, T89, T101, T131, T147, T159, T189; <b>TE8:</b> T27, T39, T67, T91, T103, T131, T147, T159, T189; <b>TE9:</b> T25, T37, T67, T91, T103, T131, T147, T159, T191; <b>TE10:</b> T27, T39, T69, T91, T103, T133, T149, T161, T187
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<p>◆ use onsets and rimes to create new words that include blends and digraphs; and</p>	<p><b>Blending Onset and Rime, TE1:</b> T26, T27, T86, T87, T146, T147–T148; <b>TE2:</b> T21, T26, T27, T37, T45, T69, T86, T87, T105, T114–T115, T119, T150, T169, T178; <b>TE3:</b> T59, T121; <b>TE5:</b> T59, T101, T109, T145, T159</p>
<p>◆ recognize about 150 high-frequency words as they encounter the words in reading.</p>	<p><b>High-Frequency Words, I.1:</b> <b>TE1:</b> T30, T40–T41, T42, T72, T90, T100–T101, T102, T132, T150, T160–T161, T194, R16–R21; <b>TE2:</b> T30, T40–T41, T42, T72, T90, T100–T101, T102, T136, T158, T164–T165, T166, T198, R16–R21; <b>PB:</b> 11, 26, 27, 44, 62–63, 78–79, 92–93; <b>I.2:</b> <b>TE3:</b> T30, T40–T41, T42, T68, T86, T96–T97, T98, T124, T142, T152–T153, T154, T180, R20–R25; <b>TE4:</b> T30, T40–T41, T42, T68, T86, T96–T97, T98, T124, T142, T152–T153, T154, T180, R18–R23; <b>TE5:</b> T24, T25, T28, T3839, T40, T70, T91, T94, T104–T105, T106, T113, T148, T152, T162–T163, T164, T192, R16–R21; <b>TE6:</b> T28, T38–T39, T40, T68, T92, T102–T103, T104, T132, T146, T156–T157, T158, T188, R12–R17; <b>TE7:</b> T26, T36–T37, T38, T66, T90, T100–T101, T102, T132, T148, T158–T159, T160, T190, R14–R19; <b>TE8:</b> T28, T38–T39, T40, T68, T92, T102–T103, T104, T132, T148, T158–T159, T160, T190, R12–R17; <b>TE9:</b> T26, T36–T37, T38, T68, T92, T102–T103, T104, T132, T148, T158–T159, T160, T192, R14–R19; <b>TE10:</b> T28, T38–T39, T40, T70, T92, T102–T103, T104, T134, T150, T160–T161, T162, T188, R12–R17; <b>PB1.2:</b> 107–108, 123–124M 135–136, 152–153, 167–169, 181–182; <b>PB1.3:</b> 5–6, 22–23, 36–37, 58–59, 76–77, 88–89; <b>PB1.4:</b> 105–107, 122–123, 135–137, 152–153, 169–171, 181–182; <b>PB1.5:</b> 197–198, 211–212, 224–225, 242–243, 257–258, 270–271</p>
<p><b>Writing Standard 1: Habits and Processes</b></p>	
<p>We expect first-grade students to:</p>	
<p>◆ write daily;</p>	<p><b>Write Daily, TE1:</b> T17, T77, T137; <b>TE2:</b> T17, T77, T141; <b>TE3:</b> T17, T73, T129;</p> <p style="text-align: right;">(continued)</p>

<p>◆ write daily; (continued)</p>	<p><b>Write Daily, (continued)</b> <b>TE4:</b> T17, T73, T129;  <b>TE5:</b> T17, T83, T141; <b>TE6:</b> T17, T81, T137;  <b>TE7:</b> T15, T79, T137;  <b>TE8:</b> T17, T81, T137; <b>TE9:</b> T17, T81, T137;  <b>TE10:</b> T17, T83, T139</p>
<p>◆ generate topics and content for writing;</p>	<p><b>Prewriting, I.3:</b> <b>SB:</b> 50–51, 160–161;  <b>TE5:</b> T74–T75; <b>TE6:</b> T70–T71;  <b>I.4:</b> <b>SB:</b> 42–43, 156–157; <b>TE7:</b> T70–T71;  <b>TE8:</b> T72–T73; <b>I.5:</b> <b>SB:</b> 48–49, 172–173;  <b>TE9:</b> T72–T73; <b>TE10:</b> T74–T75</p>
<p>◆ reread their work often with the expectation that others will be able to read it;</p>	<p><b>Reading-Writing Workshop (process writing), I.3:</b> <b>SB:</b> 50–51, 160–161;  <b>TE5:</b> T72–T79; <b>TE6:</b> T70–T77; <b>PB:</b> 17–18, 70–71; <b>I.4:</b> <b>SB:</b> 42–43, 156–157;  <b>TE7:</b> T68–T75; <b>TE8:</b> T70–T77; <b>PB:</b> 117–118, 164–165; <b>I.5:</b> <b>SB:</b> 48–49, 172–173; <b>TE9:</b> T70–T77; <b>TE10:</b> T72–T79;  <b>PB:</b> 207–208, 253–254</p>
<p>◆ solicit and provide responses to writing;</p>	<p><b>Conferencing, I.3:</b> <b>TE5:</b> T74, T77;  <b>TE6:</b> T72, T75; <b>I.4:</b> <b>TE7:</b> T70, T73; <b>TE8:</b> T72; <b>I.5:</b> <b>TE9:</b> T75;  <b>TE10:</b> T74, T77</p>
<p>◆ revise, edit and proofread as appropriate;</p>	<p><b>Revising, TE5:</b> T76–T78; <b>TE6:</b> T75–T76; <b>TE7:</b> T74; <b>TE8:</b> T76; <b>TE9:</b> T76;  <b>TE10:</b> T77–T78</p> <p><b>Proofreading, TE5:</b> T78; <b>TE6:</b> T76; <b>TE7:</b> T74;  <b>TE8:</b> T76; <b>TE9:</b> T76; <b>TE10:</b> T78</p>
<p>◆ apply a sense of what constitutes good writing (that is, apply some commonly agreed-upon criteria to their own work); and</p>	<p><b>Reading as a Writer, I.3:</b> <b>SB:</b> 50–51, 160–161;  <b>TE5:</b> T73; <b>TE6:</b> T71; <b>I.4:</b> <b>SB:</b> 42–43, 156–157; <b>TE7:</b> T69; <b>TE8:</b> T71;  <b>I.5:</b> <b>SB:</b> 48–49, 172–173; <b>TE9:</b> T71; <b>TE10:</b> T73</p>
<p>◆ polish at least 10 pieces throughout the year.</p>	<p><b>Reading-Writing Workshop (process writing), I.3:</b> <b>SB:</b> 50–51, 160–161;  <b>TE5:</b> T72–T79; <b>TE6:</b> T70–T77; <b>PB:</b> 17–18, 70–71; <b>I.4:</b> <b>SB:</b> 42–43, 156–157;  <b>TE7:</b> T68–T75; <b>TE8:</b> T70–T77; <b>PB:</b> 117–118, 164–165; <b>I.5:</b> <b>SB:</b> 48–49, 172–173; <b>TE9:</b> T70–T77; <b>TE10:</b> T72–T79;  <b>PB:</b> 207–208, 253–254</p>

## Writing Standard 2: Writing Purposes and Resulting Genres

### Sharing Events, Telling Stories: Narrative Writing

By the end of the year, we expect first-grade students to produce narrative accounts — both fictional and autobiographical — in which they:

<p>◆ evidence a plan in their writing, including making decisions about where in a sequence of events they should enter;</p>	<p><b>Planning Narrative Writing, TE5:</b> T75; <b>TE6:</b> T101; <b>TE7:</b> T71, T72; <b>TE9:</b> F6</p>
<p>◆ develop a narrative or retelling containing two or more appropriately sequenced events that readers can reconstruct easily, which the author then often reacts to, comments on, evaluates, sums up or ties together;</p>	<p><b>Narrative Writing, I.1:</b> SB: 83, 105;  <b>I.3:</b> SB: 50–51; <b>TE5:</b> T72–T79;  <b>TE6:</b> T101; <b>PB:</b> 17–18; <b>I.4:</b> SB: 42–43, 105;  <b>TE7:</b> T68–T75; <b>PB:</b> 117–118;  <b>I.5:</b> <b>TE9:</b> F6; <b>TE10:</b> T159</p> <p><b>Writing a Beginning, Middle, and End,</b>  <b>I.2:</b> <b>TE3:</b> T175; <b>PB:</b> 144; <b>I.3:</b> SB: 50–51;  <b>I.4:</b> SB: 42, 43; <b>TE7:</b> T72</p>
<p>◆ frequently incorporate drawings, diagrams or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions;</p>	<p><b>Graphics in Narrative Writing, TE1:</b> T43, T67, T103, T163, T189; <b>TE2:</b> R27;  <b>TE3:</b> T155; <b>TE4:</b> T43; <b>TE5:</b> T41, T79; <b>TE6:</b> T105; <b>TE7:</b> T75; <b>TE8:</b> T161; <b>TE10:</b> T163</p> <p><b>Creative Dramatics, SB1.3:</b> 185; <b>TE2:</b> T199;  <b>TE5:</b> T37, T160; <b>TE7:</b> T91; <b>TE8:</b> T93; <b>TE9:</b> T101, T193</p>
<p>◆ demonstrate a growing awareness of author’s craft by employing some writing strategies, such as using dialogue, transitions or time cue words; giving concrete details; and providing some sense of closure (for example, “The End,” “And I will never forget that day,” “I was glad to have my dog back. I will never forget to love him again”);</p>	<p><b>Dialogue, TE4:</b> T172; <b>TE10:</b> T178</p> <p><b>Beginning, Middle, and End,</b>  <b>I.2:</b> <b>TE3:</b> T175; <b>PB:</b> 144; <b>I.3:</b> SB: 50–51;  <b>I.4:</b> SB: 42, 43; <b>TE7:</b> T72</p> <p><b>Using Details, SB1.3:</b> 50, 161; <b>SB1.4:</b> 156, 157;  <b>TE9:</b> T75</p> <p><b>Writing Dialogue, SB1.4:</b> 43; <b>TE4:</b> T172</p>
<p>◆ imitate narrative element and derive stories from books they have read or had read to them; and</p>	<p><b>Writing About Characters, I.1:</b> SB: 83, 105, 165; <b>I.5:</b> SB: 203</p> <p><b>Writing Dialogue, I.2:</b> <b>TE4:</b> T172;  <b>I.4:</b> SB: 43;</p>
<p>◆ in some cases, begin to recount not just events but also reactions, signaled by phrases like “I wondered,” “I noticed,” “I thought” or “I said to myself.”</p>	<p><b>Fiction: Personal Response to Literature, TE2:</b> T32, T93, T113, T128; <b>TE3:</b> T136; <b>TE5:</b> T31, T32, T33, T53, T97, T98, T99, T119, T155, T156, T157</p>

**Informing Others: Report or Informational Writing**

By the end of the year, we expect first-grade students to produce reports in which they:

<p>◆ gather information pertinent to a topic, sort it into major categories — possibly using headings or chapters — and report it to others;</p>	<p><b>Informative Writing, TE2:</b> T131, T193 <b>Expository Writing, I.3: SB:</b> 155; <b>TE5:</b> T111, T186; <b>I.4: SB:</b> 151; <b>I.5: SB:</b> 111, 172–173;</p>
<p>◆ independently recognize and exclude or delete extraneous information according to appropriate standards governing what “fits”; and</p>	<p><b>Adding/Deleting Details, I.3: TE6:</b> T75; <b>PB:</b> 70; <b>I.4: TE8:</b> T75; <b>PB:</b> 164</p>
<p>◆ demonstrate a growing desire and ability to communicate with readers by using details to develop their points; sometimes including pictures, diagrams, maps and other graphics that enhance the reader’s understanding of the text; and paying attention to signing off.</p>	<p><b>Using Details, I.3: SB:</b> 50, 161; <b>I.4: SB:</b> 156, 157; <b>I.5: TE9:</b> T75  Illustrate Informational Writing, <b>TE1:</b> T127, R25; <b>TE2:</b> T131; <b>TE3:</b> T63, T119; <b>TE7:</b> T39; <b>TE8:</b> T63, T77, T105; <b>TE9:</b> T39, T161; <b>TE10:</b> T41</p>

**Getting Things Done: Functional Writing**

By the end of the year, we expect first-grade students to produce functional writings that:

<p>◆ give instructions;</p>	<p><b>Writing a Recipe, TE10:</b> T101 <b>Writing Directions, TE10:</b> T72–T79</p>
<p>◆ describe, in appropriate sequence and with a few details, the steps one must take to make or do a particular thing; and</p>	<p><b>Sequencing Steps in Directions, I.5: SB:</b> 172–173; <b>TE10:</b> T76 <b>Using Time-Order Words in Directions, I.5: SB:</b> 172–173; <b>TE10:</b> T77</p>
<p>◆ claim, mark or identify objects and places.</p>	<p><b>Writing Labels and Captions, I.1: SB:</b> 27, 65; <b>TE1:</b> BTS7, T19, T79, T105; <b>TE2:</b> T19; <b>TE3:</b> T119; <b>TE5:</b> T85</p>

**Producing Literature**

By the end of the year, we expect first-grade students to be able to:

<p>◆ write stories, memoirs, poems, songs and other literary forms;</p>	<p><b>Narrative Writing, I.1: SB:</b> 83, 105; <b>I.3: SB:</b> 50–51; <b>TE5:</b> T72–T79; <b>TE6:</b> T101; <b>PB:</b> 17–18; <b>I.4: SB:</b> 42–43, 105; <b>TE7:</b> T68–T75; <b>PB:</b> 117–118; <b>I.5: TE9:</b> F6; <b>TE10:</b> T159  <b>Writing a Biography, TE6:</b> T101 <b>Writing a Folk Tale, TE9:</b> F6 <b>Writing a Perspective Story, TE10:</b> T159  (continued)</p>
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<p>◆ write stories, memoirs, poems, songs and other literary forms; (continued)</p>	<p><b>Writing a Story Ending, TE1:</b> T189; <b>TE5:</b> T41; <b>PB1.4:</b> 117–118</p> <p><b>Writing Poetry, TE1:</b> T65, T187; <b>TE4:</b> T61; <b>TE5:</b> F5; <b>TE7:</b> T161</p>
<p>◆ demonstrate not only an awareness of but also an ability to reproduce some of the literary language and styles they hear and read in the classroom (these may include alliteration, metaphor, simile, rhythm, complex syntax, descriptive detail, sound effects, dialogue, gestures, familiar story grammars or plot lines, and poetic line breaks and rhyme schemes); and</p>	<p><b>Alliteration, TE2:</b> T67; <b>TE5:</b> F3, F4; <b>TE6:</b> T178</p> <p><b>Rhythm, TE7:</b> T56</p> <p><b>Descriptive Language, I.2: PB:</b> 130; <b>TE5:</b> T60; <b>TE8:</b> T58, T122; <b>TE10:</b> T121, T129, T135</p> <p><b>Sound Words, TE4:</b> T60; <b>TE6:</b> T58</p> <p><b>Dialogue, TE4:</b> T172; <b>TE10:</b> T178</p>
<p>◆ imitate a text or write in a genre when they respond to it.</p>	<p><b>Imitate Text or Genre in Writing, I.3: SB:</b> 126; <b>TE5:</b> F5; <b>I.4: SB:</b> 128; <b>TE7:</b> F6; <b>I.5: SB:</b> 136; <b>TE9:</b> F6</p>
<p><b>Responding to Literature</b> By the end of the year, we expect first-grade students to be able to:</p>	
<p>◆ re-enact and retell stories, songs, poems, plays and other literary works they encounter;</p>	<p><b>Retelling a Story, TE1:</b> T24, T50, T63, T84, T123, T144, T172, T185; <b>TE2:</b> T24, T50, T84, T112, T127, T148, T176, T189; <b>TE3:</b> T24, T52, T80, T108, T125, T164; <b>TE4:</b> T24, T52, T80, T87, T108, T136, T164, T172; <b>TE5:</b> T37, T52, T118, T161, T174; <b>TE6:</b> T50, T114, T147, T170; <b>TE7:</b> T35, T114, T172; <b>TE8:</b> T101, T114, T149, T172, T180; <b>TE9:</b> T50, T114, T174, F6; <b>TE10:</b> T51, T115, T135, T170</p> <p><b>Creative Dramatics, SB1.3:</b> 185; <b>TE2:</b> T199; <b>TE5:</b> T37, T160; <b>TE7:</b> T91; <b>TE8:</b> T93; <b>TE9:</b> T101, T193</p> <p><b>Acting Out Scenes, Stories, and Words, SB1.3:</b> 185; <b>TE5:</b> T37, T160; <b>TE9:</b> T101</p> <p><b>Dramatizing, TE7:</b> T122; <b>TE8:</b> T93</p>
<p>◆ produce simple evaluative expressions about the text (for example, “I like the story because,” “I like the part where”);</p>	<p><b>Evaluate Strategy, TE1:</b> T142, T167, T170, T172, T181, T184, T185, T197; <b>TE2:</b> T62; <b>TE3:</b> T22, T47, T50, T52; <b>TE4:</b> T78, T103, T105, T106, T108; <b>TE8:</b> T86, T109, T112, T114; <b>TE9:</b> T86, T109, T112, T114, T123</p>

<p>◆ make simple comparisons of the story to events or people in their own lives;</p>	<p><b>Connections Between Literature and Life Experience, TE1:</b> T22, T82, T84, T118; <b>TE2:</b> T24, T64, T82, T94, T95, T99; <b>TE3:</b> T165; <b>TE4:</b> T38, T46, T53, T165; <b>TE5:</b> T19, T119, T175; <b>TE7:</b> T43, T49, T115, T123; <b>TE9:</b> T51, T115, T175; <b>TE10:</b> T53</p>
<p>◆ compare two books by the same author;</p>	<p>Comparing two books from the same author can be developed from: <b>I.3: SB:</b> 43, 54, 102, 132, 183, 215; <b>I.4: SB:</b> 16, 46, 78, 134, 160, 207; <b>I.5: SB:</b> 41, 52, 109, 142, 200, 208</p>
<p>◆ discuss several books on the same theme;</p>	<p><b>Theme Connections, TE3:</b> T53, T109, T165; <b>TE4:</b> T53, T109, T165; <b>TE5:</b> T22, T88, T146; <b>TE6:</b> T22, T86, T142; <b>TE7:</b> T22, T49, T84, T142, T173; <b>TE8:</b> T22, T51, T86, T115, T142; <b>TE9:</b> T22, T86, T142; <b>TE10:</b> T22, T53, T88, T144–T145</p>
<p>◆ make explicit reference to parts of the text when presenting or defending a claim; and</p>	<p><b>Cites Evidence from Text, TE3:</b> T49, T52, T107; <b>TE4:</b> T13, T51, T108; <b>TE6:</b> T112, T166; <b>TE8:</b> T50, T112, T114; <b>TE9:</b> T112, T114</p>
<p>◆ present a plausible interpretation of a book.</p>	<p><b>Think About Reading, I.1: SB:</b> 24, 44, 64, 82, 104, 146, 164, 186, 210, 232; <b>TE1:</b> T51, T64, T111, T124, T173; <b>TE2:</b> T51, T64, T113, T128, T177; <b>PB:</b> 13, 16, 30, 32, 48, 50, 65, 67, 81, 83, 96, 98; <b>I.2: SB:</b> 34, 56, 80, 104, 128, 152; <b>TE3:</b> T53, T109, T165; <b>TE4:</b> T53, T109, T165; <b>PB:</b> 111, 126, 139, 156, 171, 184; <b>I.3: SB:</b> 44, 80, 104, 154, 184, 216; <b>TE5:</b> T53, T119, T175; <b>TE6:</b> T51, T115, T171; <b>PB:</b> 9, 25, 39, 61, 79, 91; <b>I.4: SB:</b> 38, 70, 104, 150, 178, 208; <b>TE7:</b> T49, T115, T173; <b>TE8:</b> T51, T115, T173; <b>PB:</b> 109, 125, 139, 155, 173, 184; <b>I.5: SB:</b> 42, 72, 110, 166, 202, 220; <b>TE9:</b> T51, T115, T175; <b>TE10:</b> T53, T117, T171; <b>PB:</b> 200, 214, 227, 246, 261, 273</p>

<b>Writing Standard 3: Language Use and Conventions</b>	
<b>Style and Syntax</b>	
<b>Using one’s own language</b> – By the end of the year, we expect first-grade students to:	
◆ vary sentence openers instead of relying on the same sentence stem (for example, “I like books,” “I like dogs,” “I like my mom”); and	<b>Vary Sentences in Writing,</b> <b>TE5:</b> T123, T137
◆ use a wide range of the syntactic patterns typical of spoken language.	<b>Writing Sentences, TE5:</b> T137; <b>TE6:</b> T127; <b>TE9:</b> T118, T127 <b>Writing Questions, TE4:</b> T44, T92, T169, T170, T175, T176, T181; <b>TE5:</b> T20, T108, T123, T124, T158, T180 <b>Using Exclamations in Writing, TE5:</b> T71
<b>Taking on language of authors</b> – By the end of the year, we expect first-grade students to:	
◆ embed literary language where appropriate; and	<b>Using Sensory Language, I.3: SB:</b> 160; <b>TE6:</b> T74 <b>Using Literary Language in Writing,</b> <b>I.3: SB:</b> 113, 126; <b>TE5:</b> F3, F4; <b>I.4: SB:</b> 113, 128; <b>TE7:</b> F2, F4, F5; <b>I.5: SB:</b> 119, 136; <b>TE9:</b> F2, F6
◆ sometimes mimic sentence structures from various genres they are reading.	<b>Language Patterns, TE5:</b> F4; <b>TE7:</b> T56; <b>TE8:</b> T180
<b>Vocabulary and Word Choice</b>	
<b>Using one’s own language</b> – By the end of the year, we expect first-grade students to:	
◆ produce writing that uses the full range of words in their speaking vocabulary; and	<b>Use Vocabulary in Writing, I.2: SB:</b> 35; <b>TE3:</b> T43, T63; <b>I.3: TE6:</b> T139, R21, R23; <b>I.4: SB:</b> 151, 179; <b>TE7:</b> T103, R23, R25; <b>TE8:</b> T41, T45, T52, T63, T73, T105, T118, T127, R21, R23; <b>TE9:</b> R25; <b>TE10:</b> R19, R21
◆ select a more precise word when prompted.	<b>Exact Words, TE10:</b> T60 <b>Using Exact Words, TE6:</b> T75 <b>Writing Clearly With Action Words,</b> <b>TE8:</b> T185 <b>Writing Clearly With Describing Words, I.3:</b> <b>SB:</b> 17, 71; <b>TE5:</b> T159; <b>I.4: SB:</b> 179; <b>I.5:</b> <b>TE10:</b> T71, T121, T129, T135;

**Taking on language of authors** – By the end of the year, we expect first-grade students to:

- ◆ use newly learned words they like from their reading, the books they hear read, words on the classroom walls and talk.

**Select and Explain Important Words in Literature, Get Set, 1.1: SB:** 14–15, 28–29, 48–49, 66–67, 86–87, 106–107, 130–131, 148–149, 168–169, 188–189, 214–215, 234–235; **TE1:** T46, T58, T106, T118, T166, T180; **TE2:** T46, T58, T106, T120, T170, T184; **1.2: SB:** 14–15, 38–39, 60–61, 86–87, 108–109, 132–133; **TE3:** T46, T102, T158; **TE4:** T46, T102, T158; **1.3: SB:** 14–15, 52–53, 86–87, 130–131, 162–163, 190–191; **TE5:** T44, T110, T168; **TE6:** T44, T108, T162; **1.4: SB:** 14–15, 44–45, 76–77, 132–133, 158–159, 182–183; **TE7:** T42, T106, T164; **TE8:** T44, T108, T164; **1.5: SB:** 14–15, 50–51, 76–77, 140–141, 174–175, 206–207; **TE9:** T42, T108, T164; **TE10:** T44, T108, T166

**Spelling**

By the end of the year, we expect first-grade students to:

- ◆ produce writing that contains a large proportion of correctly spelled, high-frequency words;

**Spelling High-Frequency Words, TE1:** T40, T100, T160; **TE2:** T40, T100, T164; **TE3:** T40, T96, T152; **TE4:** T40, T96, T152, T154; **TE5:** T38, T104, T162; **TE6:** T38, T102, T156; **TE7:** T36, T100, T158; **TE8:** T38, T102, T158; **TE9:** T36, T102, T158; **TE10:** T38, T102, T160

- ◆ write text that usually can be read by the child and others — regardless of the scarcity of correctly spelled words — because most of the perceived sounds in unfamiliar words are phonetically represented;

**Spelling High-Frequency Words, TE1:** T40, T100, T160; **TE2:** T40, T100, T164; **TE3:** T40, T96, T152; **TE4:** T40, T96, T152, T154; **TE5:** T38, T104, T162; **TE6:** T38, T102, T156; **TE7:** T36, T100, T158; **TE8:** T38, T102, T158; **TE9:** T36, T102, T158; **TE10:** T38, T102, T160

- ◆ draw on a range of resources for deciding how to spell unfamiliar words, including strategies like segmenting, sounding out, and matching to familiar words and word parts; and

**Resource for Spelling: Word Wall, TE1:** T40, T42, T100, T102, T160, T162; **TE2:** T40, T42, T100, T102, T164, T166; **TE3:** T40, T42, T96, T98, T152, T154; **TE4:** T40, T42, T96, T98, T152, T154; **TE5:** T38, T104, T162; **TE6:** T156; **TE9:** T36, T102

- ◆ automatically spell some familiar words and word endings correctly.

**Spelling, TE2:** T30, T42, T54, T66, T72, T90, T102, T116, T130, T136, T154,

(continued)

<p>◆ automatically spell some familiar words and word endings correctly. (continued)</p>	<p><b>Spelling , TE2</b> (continued) T166, T180, T192, T198; <b>TE3:</b> T30, T42, T56, T62, T68, T86, T98, T112, T118, T124, T140, T154, T168, T174, T180; <b>TE4:</b> T30, T42, T56, T62, T68, T86, T98, T112, T118, T124, T142, T154, T168, T174, T180;  <b>TE5:</b> T28, T40, T56, T64, T70, T94, T106, T122, T130, T136, T152, T164, T178, T186, T192; <b>TE6:</b> T40, T54, T62, T92, T104, T118, T126, T132, T146, T158, T174, T182; <b>TE7:</b> T26, T38, T52, T60, T66, T90, T102, T118, T126, T132, T148, T160, T176, T184, T190; <b>TE8:</b> T28, T40, T54, T62, T92, T104, T118, T126, T132, T148, T160, T176, T184, T190; <b>TE9:</b> T26, T38, T54, T62, T68, T92, T104, T118, T126, T132, T148, T161, T178, T186, T192; <b>TE10:</b> T28, T40, T56, T64, T92, T104, T120, T128, T150, T162, T174, T182; <b>PB1.2:</b> 113, 115, 127, 129, 141, 143, 145–146, 157, 159, 172, 174, 185, 187, 189–190; <b>PB1.3:</b> 15, 28, 31, 43, 46, 51–52, 63, 68, 81, 84, 92, 96, 101–102; <b>PB1.4:</b> 112, 115, 127, 130, 141, 144, 149–150, 157, 162, 175, 178, 186, 189, 193–194; <b>PB1.5:</b> 202, 205, 216, 219, 229, 232, 236–237, 248, 251, 264, 267, 275, 278, 283–284</p>
<p><b>Punctuation, Capitalization and Other Conventions</b>  Although first-grade students will not have consistent control over punctuation, capitalization and other conventions, by the end of the year we expect them to:</p>	
<p>◆ demonstrate interest and awareness by approximating the use of some punctuation, including exclamation points, quotation marks, periods, question marks, ellipses, colons, and capitalization of proper names and sentence beginnings; and</p>	<p><b>Using Punctuation in Writing,</b>  <i>I.1:</i> <b>TE1:</b> T177, T195; <i>I.2:</i> <b>TE3:</b> T92, T104, T136; <b>TE4:</b> T36, T44, T113, T125, T132, T134, T148, T169, T181;  <i>I.3:</i> <b>SB:</b> 45; <b>TE5:</b> T48, T57, T71, T123, T137; <i>I.4:</i> <b>TE7:</b> T167, T171;  <i>I.5:</i> <b>SB:</b> 105; <b>TE9:</b> T113</p> <p><b>Using Capitalization in Writing, TE1:</b> T55, T128, T190; <b>TE2:</b> T44, T48, T55, T56, T144, T168, T182; <b>TE4:</b> T20, T36, T76, T92, T113, T125, T132, T148; <b>TE5:</b> T42, T58, T66, T86, T100, T132, T144, T166; <i>I.3:</i> <b>SB:</b> 45; <b>TE6:</b> T84; <b>TE8:</b> T167;  <i>I.5:</i> <b>SB:</b> 105</p>

<p>◆ use punctuation accurately and sometimes use conventions that are borrowed from a favorite author to add emphasis, suggest mood, be clear and direct readers to use particular intonations.</p>	<p><b>Using Punctuation in Writing,</b>  <i><b>L.1: TE1:</b></i> T177, T195; <i><b>L.2: TE3:</b></i> T92, T104, T136; <i><b>TE4:</b></i> T36, T44, T113, T125, T132, T134, T148, T169, T181;  <i><b>L.3: SB:</b></i> 45; <i><b>TE5:</b></i> T48, T57, T71, T123, T137; <i><b>L.4: TE7:</b></i> T167, T171;  <i><b>L.5: SB:</b></i> 105; <i><b>TE9:</b></i> T113</p> <p><b>Writer’s Craft, TE5:</b> T60, F3, F4; <b>TE7:</b> F3, F4; <b>TE9:</b> F3, F5</p>
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