

**South Carolina English Language Arts / Houghton Mifflin English
Grade One**

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.	
READING PROCESS AND COMPREHENSION	
1-R1 The student will integrate various cues and strategies to comprehend what he or she reads.	
1-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts.	Discussing Literature, SB: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283; TE: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283
1-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	Suggestions for Independent and Recreational Reading, TE: 87, 143, 191, 247
1-R1.3 Demonstrate the ability to make connections between texts read aloud or independently and his or her prior knowledge, other texts, and the world.	Prior Knowledge, TE: 87, 143, 191, 247
1-R1.4 Demonstrate the ability to identify the title and author of a text.	Author and Illustrator, SB: 166–167, 206; TE: 166
1-R1.5 Demonstrate the ability to retell stories.	Retell Stories/Reports in Sequence, SB: 48, 155–158, 257; TE: 48, 100, 149, 155, 156, 252, 257
1-R1.6 Demonstrate the ability to recall details in texts read aloud.	Noting Details, TE: 87, 94, 143, 149, 191, 193, 247
1-R1.7 Begin recalling details in texts read independently.	Noting Details, TE: 87, 94, 143, 149, 191, 193, 247
1-R1.8 Demonstrate the ability to ask and answer questions about texts read aloud.	Ask and Answer Questions, SB: 117, 287; TE: 117, 287
1-R1.9 Begin asking and answering questions about texts read independently.	Initiate/Respond to Questions, SB: 104, 161, 202, 213, 262, 283; TE: 31, 32, 33, 34, 37, 38, 104, 161, 202, 213, 262, 283
1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.	Predicting Outcomes, TE: 87, 191
1-R1.11 Demonstrate the ability to draw conclusions and make inferences.	Drawing Conclusions, TE: 149, 193, 278 Making Inferences, TE: 94, 149, 193
1-R1.12 Demonstrate the ability to categorize and classify ideas.	Categorize and Classify, SB: 17; TE: 60, 61, 63, 65, 67
1-R1.13 Begin summarizing main ideas in texts read aloud or independently.	Summarize, SB: 270–271; TE: 270, 271 Main Idea of a Story, SB: 94, 147, 167; TE: 94, 147, 167
1-R1.14 Demonstrate the ability to determine cause and effect in texts read aloud or independently.	Cause and Effect, TE: 252
1-R1.15 Begin distinguishing between fact and opinion in texts read aloud or independently.	Recognizing Fact and Opinion, SB: 287

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1-R1.16 Begin following one-step written directions to complete a task.	Reading and Following Directions, SB: 57, 58–59, 247–251, 268–269; TE: 247
1-R1.17 Begin using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	Reading a Diagram, SB: 298 Captions, SB: 297, 298 Viewing Story Pictures, SB: 170–171
1-R1.18 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.	Responding to Literature, SB: 94, 149, 193, 252; TE: 94, 149, 193, 252
1-R1.19 Begin comparing and contrasting the information, ideas, and elements within a single text.	Comparing and Contrasting, SB: 272–273; TE: 272, 273
ANALYSIS OF TEXTS	
1-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.	
1-R2.1 Demonstrate the ability to identify characters and setting in a literary work.	Identifying Character, SB: 143, 144, 149, 150, 152, 168; TE: 143, 144, 150, 152, 168 Recognizing Setting, SB: 155–156; TE: 155, 156
1-R2.2 Begin identifying problem and solution in a work of fiction or drama.	Problem, SB: 150, 155, 157; TE: 150, 155, 157
1-R2.3 Begin identifying the narrator’s point of view in a work of fiction.	Narrator’s Point of View, TE: 87, 94
1-R2.4 Begin identifying devices of figurative language such as similes and metaphors.	Figurative Language, SB: 208, 209
1-R2.5 Demonstrate the ability to identify differences between fiction and nonfiction.	Reading Fiction Selections, SB: 87–93, 143–148; TE: 87, 143 Reading Nonfiction Selections, SB: 191–192, 247–252, 278, 284; TE: 191, 247
1-R2.6 Begin identifying the characteristics of genres such as fiction, poetry, drama, and informational texts.	Characteristics of Genre: Personal Narrative, SB: 94, 95; TE: 94, 95; Story, SB: 149, 150; TE: 149, 150; Description, SB: 193, 194; TE: 193, 194; Poem, SB: 211; TE: 211; Instructions, SB: 252, 253; TE: 252, 253; Opinion Paper, SB: 279; TE: 279; Report, SB: 285, 290; TE: 285, 290
PHONICS AND WORD STUDY	
1-R3 The student will use a knowledge of graphophonics and word analysis to read and determine the meaning of unfamiliar words.	
1-R3.1 Demonstrate the ability to use personal and picture dictionaries to determine the meanings of unfamiliar words; begin using a thesaurus to find alternate word choices.	Using a Dictionary, SB: 295; TE: 295

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1-R3.2 Demonstrate the ability to recognize environmental print and high-frequency words.	Environmental Print, SB: 18; TE: 18 High-Frequency Words, SB: 37, 77, 133–134, 181–182, 235–236, 302; TE: 37, 77, 133, 134, 181, 182, 235, 236
1-R3.3 Demonstrate the ability to understand how print is organized and read, using concepts about print.	See Level Kindergarten for concepts about print.
1-R3.4 Demonstrate the ability to recognize that words are made up of letters and that words make sentences.	See Level Kindergarten for distinguishing letters, words, and sentences.
1-R3.5 Demonstrate the ability to identify rhyming words.	Identify/Produce Rhyming Words, SB: 211, 213; TE: 211, 213
1-R3.6 Demonstrate the ability to identify and sort common words by category and sound.	Categorizing, SB: 17; TE: 60, 61, 63, 65, 67
1-R3.7 Demonstrate the ability to recognize and name all uppercase and lowercase letters of the alphabet.	Recognizing the Alphabet, SB: 293–295, 302, 306, 317–318; TE: 293, 294, 295
1-R3.8 Demonstrate the ability to identify the beginning and ending letter/sounds in single-syllable words.	Initial Consonants, SB: 293, 306, 307–315; TE: 306, 307 Final Consonants, SB: 211; TE: 211, 213
1-R3.9 Begin to identify medial sounds in single-syllable words.	See Houghton Mifflin Reading for identifying medial sounds in single-syllable words.
1-R3.10 Demonstrate the ability to blend sounds to make words.	See Houghton Mifflin Reading for blending sounds to form words.
1-R3.11 Begin applying a knowledge of onsets, rimes, and word families to decode and generate words.	Identify/Produce Rhyming Words, SB: 211, 213; TE: 211, 213
1-R3.12 Begin identifying base words and their inflectional endings.	Inflected Forms, SB: 67–68, 80, 125–126, 136; TE: 67, 68, 125, 126
1-R3.13 Demonstrate the ability to alphabetize words by the first letter.	Alphabetical Order, SB: 293–295, 302, 306, 317–318; TE: 293, 294, 295
1-R3.14 Demonstrate the ability to read and recognize compound words.	Compound words are covered incidentally in lessons on nouns. See <i>seesaw</i> , 63; <i>grandfather</i> , 66, and <i>fireman</i> , 66. Compound words are included in literature selections.
1-R3.15 Begin reading and recognizing contractions.	Contractions, SB: 131–132, 137, 140; TE: 118B, 131, 132, 142B, 190B
1-R3.16 Begin identifying synonyms, antonyms, and homonyms.	Synonyms, SB: 77–78; TE: 77–78 Opposites (Antonyms), SB: 181–182; TE: 181–182 Homophones, SB: 235–236, 305; TE: 235–236, 305
1-R3.17 Begin using sentence structure (syntax) and context to determine the meaning of unfamiliar words.	Sentence Structure, SB: 23–26; TE: 23–26 Context Clues, SB: 78, 134, 182, 209, 236; TE: T87, T143, 191, 247
Writing Goal (W) The student will write for different audiences and purposes.	

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THE WRITING PROCESS

1-W1 The student will apply a process approach to writing.	
1-W1.1 Demonstrate the ability to choose a topic and generate ideas about which to write.	Brainstorming in Prewriting, SB: 45–47 Choosing a Topic for Writing, SB: 45–46, 97–98, 215, 255, 286; TE: 45, 46, 97, 98, 215, 255, 286; I: 2-1
1-W1.2 Begin using prewriting strategies.	Prewriting Activities, SB: 45–48, 97–102, 108–109, 153–156, 196–197, 255–257; TE: 45–48, 97–102, 108–109, 153–156, 196, 197, 255–257; I: 2-1
1-W1.3 Demonstrate the ability to generate drafts using words and pictures that focus on a topic and that include relevant details.	Drafting Compositions, SB: 43, 49–50, 103, 159, 199, 259; TE: 43, 49–50, 103, 159, 199, 259; I: 2-2, 4-3, 4-4, 6-3, 6-4, 8-3, 10-3
1-W1.4 Demonstrate the ability to revise writing for details with peer or teacher support.	Revising Written Compositions, SB: 44, 51–52, 104, 160, 201, 261; TE: 44, 51–52, 104, 160, 201, 261; I: 4-1, 6-1, 8-1, 10-1
1-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, and punctuation with peer or teacher support.	Proofreading Compositions, SB: 44, 53–54, 105, 162, 203–205, 218, 220, 222, 224, 226, 228, 230, 232, 234, 239, 263–264, 291; TE: 44, 53–54, 105, 162, 203–205, 263–264; I: 4-2, 6-2, 8-2, 10-2
1-W1.6 Demonstrate the ability to write using a variety of formats.	
1-W1.6.1 Demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces with peer or teacher support.	Composing Opinion Papers, SB: 278–283; TE: 278, 279, 280, 281, 282, 283 Composing Personal Narratives, SB: 97–98, 103–106, 108–111, 113; I: 4-1, 4-2, 4-3 Composing Descriptions, SB: 191–195, 196–198, 199–200, 201 Composing Stories, SB: 45–56, 58–59, 114–115, 150, 151–152, 155–158, 174; I: 6-1, 6-2, 6-3 (continued)
1-W1.6.1 Demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces with peer or teacher support. (continued)	Composing Friendly Letters, SB: 108–111, 113, 120, 180, 299, 300, 301; I: 4-4 Composing Research Reports, SB: 284, 285, 286–291; TE: 284, 285, 286, 287, 288, 289, 290, 291
1-W1.6.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.	Using Technology, SB: 106, 163, 164, 205, 275–277, 287, 297–298 Using the Internet, SB: 87, 96, 107, 143, 151, 156, 165, 195, 198, 207, 254, 267, 275–277
WRITING PURPOSES	
1-W2 The student will write for a variety of purposes.	

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1W2.1 Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform.	Composing a Class Story, SB: 45–56, 59, 174; TE: 45–48, 49–50, 51–52, 53, 54–56; I: 2-1, 2-2 Incorporate Illustration in Written Compositions, SB: 55, 56, 164; TE: 55, 56, 164 Approximate Spelling, SB: 162, 203, 204, 263–264, 291, 302, 304; TE: 67–68, 162, 203, 204, 263–264, 291
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RESPONDING TO TEXTS

1-W3 The student will respond to texts written by others.

1-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.	Listening and Responding to Literature, SB: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283; TE: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283; I: 6-4
1-W3.2 Demonstrate the ability to use literary models to develop his or her own writing.	Literature Models for Writing, SB: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283; TE: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283

LEGIBILITY

1-W4 The student will create legible texts.

1-W4.1 Demonstrate the ability to print legibly.	Print Legibly, SB: 319, 320; TE: 319
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Communication Goal (R) The student will recognize, demonstrate, and analyze the qualities of effective communication.

COMMUNICATION: SPEAKING

1-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

1-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.	Using Correct Volume/Rate in Speaking, SB: 11–12, 114–115, 116–117, 269
1-C1.2 Demonstrate the ability to initiate conversation.	Having Conversations, SB: 8, 11, 19, 116–117
1-C1.3 Demonstrate the ability to respond in complete sentences.	Speaking in Complete Sentences, SB: 21, 22, 28, 39; TE: 21, 22, 28, 39
1-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.	Having Conversations, SB: 8, 11, 19, 116–117 Discussion, SB: 104, 116–117, 161, 202, 213, 262, 272–273, 283; TE: 10, 12, 14, 16, 43, 47, 48, 49, 51, 52, 53, 54, 55, 95, 95, 96, 98, 104, 116–117, 149, 150, 151, 153, 155, 164, 170, 195, 195, 196, 206, 253, 254, 255, 266, 272–273
1-C1.5 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	Reciting Text with Repeated Patterns, SB: 209, 211; TE: 209, 211 Identify/Produce Rhyming Words, SB: 211, 213; TE: 211, 213
1-C1.6 Demonstrate the ability to participate in creative dramatics.	Dramatizing, SB: 58–59, 164; TE: 25, 73, 164

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1-C1.7 Demonstrate the ability to use oral language for a variety of purposes.	Oral Language (Think, Speak, Do), SB: 21, 23, 25, 27, 29, 31, 33, 35, 38 Oral Language (Think, Speak Write), SB: 61, 119, 125, 127, 129, 131, 173, 175, 177, 179, 212, 219, 221, 223, 225, 227, 229, 231, 233 Oral Language (Look, Listen, Talk), SB: 37, 63, 65, 67, 69, 71, 73, 75, 77, 121, 123, 135, 181, 235
1-C1.8 Demonstrate the ability to give one- and two-step oral directions.	Give Oral Directions, SB: 268–269; TE: 268, 269
1-C1.9 Demonstrate the ability to tell and retell stories and events in logical order.	Telling a Story, SB: 164; TE: 42, 149, 164 Retell Stories/Reports in Sequence, SB: 48, 155–158, 257; TE: 48, 100, 149, 155, 156, 252, 257
1-C1.10 Continue using visual aids such as pictures to support and extend his or her meaning in oral presentations.	Using Visual Aids, SB: 214–215; TE: 214–215
1-C1.11 Continue using Standard American English (SAE) in formal speaking situations and in the classroom.	Using Correct Oral Grammar, SB: 21, 23, 25, 27, 29, 31, 35, 61, 63, 65, 67, 69, 71, 73, 75, 119, 121, 123, 125, 127, 129, 131, 173, 175, 177, 179, 217, 219, 221, 223, 225, 227, 229, 231, 233
1-C1.12 Demonstrate the ability to summarize conversations and discussions.	Listening to Summarize Spoken Messages, SB: 270–271; TE: 270, 271
1-C1.13 Begin participating in interviews and reading and writing conferences.	Writing Conferences, SB: 104, 161, 202, 213, 262, 283; TE: 104, 161, 202, 213, 262, 283
COMMUNICATION: LISTENING	
1-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.	
1-C2.1 Demonstrate the ability to follow one- and two-step oral directions.	Follow Directions, 57, 58–59, 247–251, 268–269; TE: 57, 58, 59, 247–251, 268, 269
1-C2.2 Begin following multistep oral directions.	Follow Directions, 57, 58–59, 247–251, 268–269; TE: 57, 58, 59, 247–251, 268, 269
1-C2.3 Demonstrate the ability to listen and respond to various types of literature read aloud.	Listening and Responding to Literature, SB: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283; TE: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283
1-C2.4 Demonstrate the ability to listen for meaning in conversations and discussions.	Having Conversations, SB: 8, 11, 19, 116–117 Discussion, SB: 104, 116–117, 161, 202, 213, 262, 272–273, 283; TE: 10, 12, 14, 16, 43, 47, 48, 49, 51, 52, 53, 54, 55, 95, 95, 96, 98, 104, 116–117, 149, 150, 151, 153, 155, 164, 170, 195, 195, 196, 206, 253, 254, 255, 266, 272–273
1-C2.5 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.	Listening Attentively, SB: 117, 209, 271; TE: 10, 57, 117, 209, 271
1-C2.6 Demonstrate the ability to summarize conversations or discussions.	Listening to Summarize Spoken Messages, SB: 270–271; TE: 270, 271

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1-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud.	Listening to Predict Outcomes, TE: 87, 191
1-C2.8 Demonstrate the ability to listen for main ideas.	Recognizing Main Idea of a Story, SB: 167; TE: 167 Perform Task: Main Idea, SB: 58, 252; TE: 58, 252 Nonfiction: Main Idea, TE: 87, 191, 247, 278, 284
1-C2.9 Begin participating in interviews and reading and writing conferences.	Writing Conferences, SB: 104, 161, 202, 213, 262, 283; TE: 104, 161, 202, 213, 262, 283
COMMUNICATION: VIEWING	
1-C3 The student will comprehend and analyze information he or she receives from nonprint sources.	
1-C3.1 Demonstrate the ability to recognize nonprint sources.	Recognizing Nonprint Sources, SB: 13–14, 272–273; TE: 272, 273
1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views.	Prediction in Viewing, SB: 170–171, 214–215, 272–273
1-C3.3 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.	Connecting Nonprint Sources to Prior Knowledge, Other Sources, the World, SB: 15, 58–59, 170–171, 272–273; TE: 272, 273
Research Goal (R) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.	
SELECTING A RESEARCH TOPIC	
1-RS1 The student will select a topic for exploration.	
1-RS1.1 Begin asking questions to guide his or her topic selection.	Ask Questions for a Research Report, SB: 286–288; TE: 286, 287, 288
1-RS1.2 Demonstrate the ability to ask <i>how</i> and <i>why</i> questions about a topic of interest.	Ask <i>How</i> and <i>Why</i> Questions, SB: 286–288; TE: 286, 287, 288
GATHERING INFORMATION AND REFINING A TOPIC	
1-RS2 The student will gather information from a variety of sources.	
1-RS2.1 Demonstrate the ability to identify pictures and charts as sources of information.	Viewing Charts, SB: 287, 288; TE: 287, 288; Five Senses Chart, SB: 198, 212–213; Opinion Chart, SB: 282; Order Chart, SB: 257–258; Question and Answer Chart, SB: 287, 288 Picture Clues, SB: 94, 149, 193; TE: 170–171, 306–315
1-RS2.2 Continue gathering information from a variety of sources, including those accessed though the use of technology.	Using the Internet, SB: 87, 96, 107, 143, 151, 156, 165, 195, 198, 207, 254, 267, 275–277

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1-RS2.3 Begin documenting sources by listing titles and authors.	See later levels for listing titles and authors in written research reports. See also Research Report, SB: 284–291; TE: 284–291.
PREPARING AND PRESENTING INFORMATION	
1-RS3 The student will use a variety of strategies to prepare and present selected information.	
1-RS3.1 Demonstrate the ability to organize and classify information by constructing categories.	Organizing Research Reports, SB: 284, 285, 286–291; TE: 284, 285, 286, 287, 288, 289, 290, 291
1-RS3.2 Continue organizing information on the basis of observation.	Using Graphic Organizers in Observations, SB: 47–48, 97, 287; TE: 47, 48, 287
1-RS3.3 Continue presenting his or her research findings in a variety of formats.	Presenting a Research Report, SB: 291; TE: 291

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