

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary
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.	TE: 55, 56B, 62B, 72, 72B, 88, 94B, 104, 104B, 110B, 116B, 120, 120B, 126B, 135–136, 136B, 142B, 151, 152B, 158B, 164B, 167–168, 168B, 174B, 180B, 183–184
1-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	TE: 61, 67, 72, 77, 83, 88, 93, 99, 104, 109, 115, 120, 125, 131, 136, 141, 147, 152, 157, 163, 168, 173, 179
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.	TE: 88, 104, 120, 135, 151, 183
1-R1.4 Demonstrate the ability to identify the title and author of a text.	TE: 88, 104, 120, 135, 151, 167, 221
1-R1.5 Demonstrate the ability to retell stories.	TE: 167, 183
1-R1.6 Demonstrate the ability to recall details in texts read aloud.	TE: 55, 72A, 78A, 88A, 94A, 110A, 120, 120A, 126A, 135, 136A, 142A, 151, 152A, 158A, 168A, 174A, 183
1-R1.7 Begin recalling details in texts read independently.	TE: 55, 72A, 78A, 88A, 94A, 110A, 120, 120A, 126A, 135, 136A, 142A, 151, 152A, 158A, 168A, 174A, 183
1-R1.8 Demonstrate the ability to ask and answer questions about texts read aloud.	TE: 72, 88, 104, 120, 135, 151, 167, 183
1-R1.9 Begin asking and answering questions about texts read independently.	TE: 72, 88, 104, 120, 135, 151, 167, 183
1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.	TE: 72, 135, 151
1-R1.11 Demonstrate the ability to draw conclusions and make inferences.	TE: 72, 88, 104, 120, 135, 151, 167, 183
1-R1.12 Demonstrate the ability to categorize and classify ideas.	TE: 16–17, 19, 22–23, 28–32, 58, 64, 74, 79, 80, 90, 96, 100, 102, 106, 112, 117, 122, 128, 138, 144, 149–150, 154, 160, 165, 170, 176, 184
1-R1.13 Begin summarizing main ideas in texts read aloud or independently.	TE: 55, 57A, 63A, 73A, 79A, 88–89A, 95A, 104, 105A, 111A, 120–121A, 127A, 135, 137A, 143A, 151, 153A, 159A, 167, 169A, 175A, 183
1-R1.14 Demonstrate the ability to determine cause and effect in texts read aloud or independently.	TE: 73A, 183
1-R1.15 Begin distinguishing between fact and opinion in texts read aloud or independently.	See later levels for fact and opinion.

South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary Grade One

1-R1.16 Begin following one-step written directions to complete a task.	TE: 13–14 and all additional Teacher’s Edition pages.
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.	TE: 271, 272, 273, 274, 275, 276, 277, 278
1-R1.18 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.	TE: 151, 167, 184
1-R1.19 Begin comparing and contrasting the information, ideas, and elements within a single text.	SB: 120, 183–184; TE: 120, 183–184
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.	TE: 151, 167
1-R2.2 Begin identifying problem and solution in a work of fiction or drama.	TE: 167
1-R2.3 Begin identifying the narrator’s point of view in a work of fiction.	TE: 151, 167
1-R2.4 Begin identifying devices of figurative language such as similes and metaphors.	SB: 162
1-R2.5 Demonstrate the ability to identify differences between fiction and nonfiction.	TE: 151, 167, 183
1-R2.6 Begin identifying the characteristics of genres such as fiction, poetry, drama, and informational texts.	TE: 151, 167, 183
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.	TE: 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206
1-R3.2 Demonstrate the ability to recognize environmental print and high-frequency words.	TE: 61, 67, 77, 83, 93, 99, 109, 115, 125, 131, 141, 147, 157, 163, 173, 179
1-R3.3 Demonstrate the ability to understand how print is organized and read, using concepts about print.	TE: 11–12. See also every Review Unit.
1-R3.4 Demonstrate the ability to recognize that words are made up of letters and that words make sentences.	TE: 11–12. See also every Review Unit.

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary
Grade One**

1-R3.5 Demonstrate the ability to identify rhyming words.	TE: 58, 62, 64, 68, 74, 78, 80, 84, 86, 94, 100, 106, 110, 114, 116, 128, 132, 134, 148, 165, 180, 181
1-R3.6 Demonstrate the ability to identify and sort common words by category and sound.	TE: 16–17, 19, 22–23, 28–32, 58, 64, 74, 79, 80, 90, 96, 100, 102, 106, 112, 117, 122, 128, 138, 144, 149–150, 154, 160, 165, 170, 176, 180, 184, 277, 278
1-R3.7 Demonstrate the ability to recognize and name all uppercase and lowercase letters of the alphabet.	TE: 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42
1-R3.8 Demonstrate the ability to identify the beginning and ending letter/sounds in single-syllable words.	TE: 15–34, 45–50, 58, 64, 73, 74, 80, 90, 94, 96, 106, 110, 112, 121–122, 126, 128, 132, 133, 137–138, 142, 144, 148, 149, 153, 154, 158, 165, 169–170, 174, 176, 180, 181
1-R3.9 Begin to identify medial sounds in single-syllable words.	TE: 35, 37, 39, 41, 51, 53, 57A, 57–58, 60, 63A, 63–64, 66, 69, 70, 73A, 73–74, 76, 79A, 79–80, 82, 85, 89A, 92, 95A, 95–96, 98, 102, 105A, 105–106, 108, 111A, 111–112, 114, 118, 127A, 127–128, 130, 134, 143A, 143–144, 146, 150, 175A, 175–176, 178, 182
1-R3.10 Demonstrate the ability to blend sounds to make words.	TE: 58, 64, 74, 80, 90, 96, 106, 112, 122, 128, 129, 138, 144, 160
1-R3.11 Begin applying a knowledge of onsets, rimes, and word families to decode and generate words.	TE: 58, 62, 64, 68, 74, 78, 80, 84, 86, 94, 100, 106, 110, 114, 116, 128, 132, 134, 148, 165, 180, 181
1-R3.12 Begin identifying base words and their inflectional endings.	TE: 158A, 159, 160, 161, 162, 164, 166
1-R3.13 Demonstrate the ability to alphabetize words by the first letter.	TE: 266
1-R3.14 Demonstrate the ability to read and recognize compound words.	Compound words are addressed through related program instruction in challenge words and special words for writing. See TE: 100A, 158A, 163, 164A, 180A.
1-R3.15 Begin reading and recognizing contractions.	SB: 151, 167
1-R3.16 Begin identifying synonyms, antonyms, and homonyms.	TE: 70, 73A, 95A, 98, 127A, 140, 144, 175A
1-R3.17 Begin using sentence structure (syntax) and context to determine the meaning of unfamiliar words.	TE: 59, 61, 65, 67, 69–70, 75, 77, 81, 83, 85, 91, 93, 97, 99, 102, 107, 109, 113, 115, 116, 118, 123, 125, 129, 131, 134, 139, 141, 145, 147, 149, 155, 157, 161, 163, 165, 171, 172, 173, 177, 179, 180, 181
Writing Goal (W) The student will write for different audiences and purposes.	
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.	TE: 72, 88, 104, 120, 135, 151, 168, 184

South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary Grade One

1-W1.2 Begin using prewriting strategies.	TE: 72, 88, 104, 120, 135, 151, 168, 184
1-W1.3 Demonstrate the ability to generate drafts using words and pictures that focus on a topic and that include relevant details.	TE: 72, 88, 104, 120, 135, 151, 168, 184
1-W1.4 Demonstrate the ability to revise writing for details with peer or teacher support.	TE: 72, 88, 104, 120, 135, 151, 168, 184
1-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, and punctuation with peer or teacher support.	TE: 57–62, 63–68, 69–72, 73–78, 79–84, 85–88, 89–94, 95–100, 101–104, 105–110, 111–116, 117–120, 121–126, 127–132, 133–136, 137–142, 143–148, 149–152, 153–158, 159–164, 165–168, 169–174, 175–180, 181–184
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.	TE: 59, 65, 72, 75, 81, 88, 91, 97, 104, 107, 110, 113, 120, 123, 129, 135–136, 139, 145, 151–152, 155, 161, 168, 171, 177, 184
1-W1.6.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.	TE: See all B-pages for Internet Resources at www.eduplace.com .
WRITING PURPOSES	
1-W2 The student will write for a variety of purposes.	
1W2.1 Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform.	TE: 59, 65, 72, 75, 81, 88, 91, 97, 104, 107, 110, 113, 120, 123, 129, 135–136, 139, 145, 151–152, 155, 161, 168, 171, 177, 184
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.	TE: 55, 56B, 62B, 72, 72B, 88, 94B, 104, 104B, 110B, 116B, 120, 120B, 126B, 135–136, 136B, 142B, 151, 152B, 158B, 164B, 167–168, 168B, 174B, 180B, 183–184
1-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.	TE: 151, 167, 184
1-W3.2 Demonstrate the ability to use literary models to develop his or her own writing.	TE: 72, 88, 104, 120, 135, 151, 167, 183
LEGIBILITY	
1-W4 The student will create legible texts.	
1-W4.1 Demonstrate the ability to print legibly.	TE: 187–190; <i>See also</i> all Day 1 handwriting models for the spelling words of the week.
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.	

South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary Grade One

1-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking.	TE: 59, 65, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145, 155, 161, 171, 177
1-C1.2 Demonstrate the ability to initiate conversation.	TE: 72, 88, 104, 120, 135, 151, 167, 183
1-C1.3 Demonstrate the ability to respond in complete sentences.	TE: 59, 65, 75, 81, 91, 97, 107, 113, 123, 129, 139, 145, 155, 161, 171, 177
1-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.	TE: 72, 88, 104, 120, 135, 151, 167, 183
1-C1.5 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	For reciting poems, rhymes, songs, and stories, see related program instruction in rhyming words and literature, TE: 78.
1-C1.6 Demonstrate the ability to participate in creative dramatics.	Related: TE: 72, 88, 104, 120, 135, 151, 167, 183
1-C1.7 Demonstrate the ability to use oral language for a variety of purposes.	For using oral language for a variety of purposes, see related program instruction in discussing to revise written compositions, TE: 72, 88, 104, 120, 136, 152, 168, and 184.
1-C1.8 Demonstrate the ability to give one- and two-step oral directions.	Aligned through related program instruction in following one-step directions. See TE: 13–14.
1-C1.9 Demonstrate the ability to tell and retell stories and events in logical order.	TE: 167, 183
1-C1.10 Continue using visual aids such as pictures to support and extend his or her meaning in oral presentations.	TE: 207–223
1-C1.11 Continue using Standard American English (SAE) in formal speaking situations and in the classroom.	TE: 72, 88, 104, 120, 135, 151, 167, 183
1-C1.12 Demonstrate the ability to summarize conversations and discussions.	TE: 72, 88, 104, 120, 135, 151, 167, 183
1-C1.13 Begin participating in interviews and reading and writing conferences.	TE: 72, 88, 104, 120, 135, 151, 167, 183
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.	Aligned through related program instruction in following one-step directions. See TE: 13–14.
1-C2.2 Begin following multistep oral directions.	Aligned through related program instruction in following one-step directions. See TE: 13–14.
1-C2.3 Demonstrate the ability to listen and respond to various types of literature read aloud.	TE: 55, 56B, 62B, 72, 72B, 88, 94B, 104B, 110B, 116B, 120B, 126B, 136B, 142B, 152B, 158B, 164B, 168B, 174B, 180B
1-C2.4 Demonstrate the ability to listen for meaning in conversations and discussions.	TE: 72, 88, 104, 120, 135, 151, 167, 183

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary
Grade One**

1-C2.5 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.	TE: 72, 88, 104, 120, 135, 151, 167, 183
1-C2.6 Demonstrate the ability to summarize conversations or discussions.	TE: 72, 88, 104, 120, 135, 151, 167, 183
1-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud.	TE: 72, 135, 151
1-C2.8 Demonstrate the ability to listen for main ideas.	TE: 55, 57A, 63A, 73A, 79A, 88–89A, 95A, 104, 105A, 111A, 120–121A, 127A, 135, 137A, 143A, 151, 153A, 159A, 167, 169A, 175A, 183
1-C2.9 Begin participating in interviews and reading and writing conferences.	TE: 72, 88, 104, 120, 135, 151, 167, 183
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.	See all B-pages for internet information.
1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views.	See Read Aloud Activity for each unit with illustrative artwork introducing each unit.
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.	See all B-pages for internet information.
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.	TE: 221
1-RS1.2 Demonstrate the ability to ask <i>how</i> and <i>why</i> questions about a topic of interest.	TE: 221
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.	TE: 72, 88, 104, 120, 135, 151, 168, 184
1-RS2.2 Continue gathering information from a variety of sources, including those accessed through the use of technology.	Students gather information and answer questions in a limited way as they relate to the topics for writing. See all Day 3 Write About . . . activities.
1-RS2.3 Begin documenting sources by listing titles and authors.	See later levels for listing titles and authors in written research reports.
PREPARING AND PRESENTING INFORMATION	

**South Carolina English Language Arts / Houghton Mifflin Spelling and Vocabulary
Grade One**

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.	TE: 16–17, 19, 22–23, 28–32, 58, 64, 74, 79, 80, 90, 96, 100, 102, 106, 112, 117, 122, 128, 138, 144, 149–150, 154, 160, 165, 170, 176, 184
1-RS3.2 Continue organizing information on the basis of observation.	Students organize information in a limited way as they relate to the topics for writing. See all Day 3 Write About . . . activities.
1-RS3.3 Continue presenting his or her research findings in a variety of formats.	TE: 221