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**Level One**  
**correlated to**  
**Milwaukee English Language Arts**  
**Grade One**

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<b>B. WRITING</b>	
By the end of Grade 1, students will:	
<b>B.1.1. Create or produce writing to communicate with different audiences for a variety of purposes.</b>	
<ul style="list-style-type: none"> <li>Use graphic organizers to create sentences and stories.</li> </ul>	Using Graphic Organizers in Prewriting, <b>SB:</b> 47–48, 97, 155–158, 257–258, 259; <b>TE:</b> 47, 48, 156, 257, 259
<ul style="list-style-type: none"> <li>Write and exemplify basic sentence types such as declarative, imperative, interrogative, and exclamatory.</li> </ul>	Activities for Writing Sentences, <b>SB:</b> 30, 34, 168, 184, 186, 217–218, 220, 222, 226, 230, 237, 239, 240, 244, 296, 298; <b>TE:</b> 30, 34, 216, 217, 218, 219; <b>WP:</b> 9–10, 13–14, 81, 89–90, 97–98, 102, 109, 113; <b>RW:</b> 5, 7, 52, 61, 71, 75
<ul style="list-style-type: none"> <li>Use sentence variety in constructing writing.</li> </ul>	Sentence Types, <b>SB:</b> 27–28, 31–32, 33–34, 35–36, 40, 82, 217–218, 237, 240, 244; <b>TE:</b> 20B, 27, 28, 31, 32, 35, 36; <b>WP:</b> 7–8, 9–10, 39, 89–90, 109, 113; <b>RW:</b> 4, 5, 22, 61, 71, 75; <b>Punchouts:</b> <i>The Sentence Game; Sidewalk Sentences</i>
<ul style="list-style-type: none"> <li>Create simple stories with multi-sentence structures and original pictures.</li> </ul>	Composing a Class Story, <b>SB:</b> 45–56, 59, 174; <b>TE:</b> 45–48, 49–50, 51–52, 53, 54–56; <b>WP:</b> 19–20; <b>RW:</b> 11–12 Activities for Story Writing, <b>SB:</b> 43–56, 97–107, 153–164, 165; <b>TE:</b> 97–102, 103, 104, 105–106, 153–158, 159–160, 161, 162, 163; <b>WP:</b> 19–20, 43–46, 67–70; <b>RW:</b> 11–12, 27–30, 43–46
<b>B.1.2. Plan, revise, edit, and publish clear and effective writing.</b>	
<ul style="list-style-type: none"> <li>Use the writing process to revise and edit work.</li> </ul>	Prewriting Compositions, <b>SB:</b> 43, 45–48, 97–102, 153–157, 196–198, 255–258; <b>TE:</b> 43, 45–48, 97–102, 153–157, 196–198, 255–258; <b>WP:</b> 43, 44, 67–68, 85, 115; <b>RW:</b> 27, 28, 43–44, 57, 77 Drafting Compositions, <b>SB:</b> 43, 49–50, 103, 159, 199, 259; <b>TE:</b> 43, 49–50, 103, 159, 199, 259; <b>WP:</b> 86, 116; <b>RW:</b> 58, 78 Revising Compositions, <b>SB:</b> 44, 51–52, 104, 160, 201, 261; <b>TE:</b> 44, 51–52, 104, 160, 201, 261; <b>WP:</b> 19, 45, 69, 87, 117; <b>RW:</b> 11, 29, 45, 59, 79 <div style="text-align: right;">(continued)</div>

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<ul style="list-style-type: none"> <li>Use the writing process to revise and edit work. (continued)</li> </ul>	<b>Proofreading Compositions, SB:</b> 44, 53–54, 105, 162, 203–205, 218, 220, 222, 224, 226, 228, 230, 232, 234, 239, 263–264, 291; <b>TE:</b> 44, 53–54, 105, 162, 203–205, 263–264; <b>WP:</b> 20, 46, 70, 88, 89–90, 118; <b>RW:</b> 12, 30, 46, 60, 61, 80 <b>Publishing Compositions, SB:</b> 44, 54–55, 106, 163–164, 205, 265–266; <b>TE:</b> 44, 54–55, 106, 163–164, 205, 265–266
<ul style="list-style-type: none"> <li>Explain the extent and reasons for revision in conference with a teacher.</li> </ul>	<b>Writing Conferences, SB:</b> 104, 161, 202, 213, 262, 283; <b>TE:</b> 104, 161, 202, 213, 262, 283
<ul style="list-style-type: none"> <li>Perform peer and self-evaluation strategies.</li> </ul>	<b>Evaluating Student Models, SB:</b> 96, 106, 151–152, 195, 205, 254; <b>TE:</b> 96, 106, 151–152, 195, 205, 254 <b>Evaluating Compositions, SB:</b> 95–96, 106, 150, 151–152, 161, 194, 195, 200, 202, 209, 253, 254, 260, 262, 283, 290 <b>Evaluating Using Criteria, SB:</b> 161, 200, 202, 209, 253, 260, 262, 265, 283, 290
<b>B.1.3. Discuss literary and nonliterary texts.</b>	
<ul style="list-style-type: none"> <li>Recognize and discuss basic story elements such as plot and setting.</li> </ul>	<b>Recognizing Plot, SB:</b> 149, 150, 152, 155–158; <b>TE:</b> 152, 155–158; <b>WP:</b> 68; <b>RW:</b> 44 <b>Recognizing Setting, SB:</b> 155–156; <b>TE:</b> 155, 156
<ul style="list-style-type: none"> <li>Discuss and analyze the actions of minor characters.</li> </ul>	<b>Discussing Characters, SB:</b> 149, 150, 152, 153–154; <b>TE:</b> 149, 150, 152, 153–154
<ul style="list-style-type: none"> <li>Begin to identify major literary elements such as characters, setting, plot.</li> </ul>	<b>Identifies Character, SB:</b> 149, 150, 152, 153–154, 168; <b>TE:</b> 149, 150; <b>WP:</b> 67; <b>RW:</b> 43 <b>Identifies Setting, SB:</b> 155–156; <b>TE:</b> 155, 156 <b>Identifies Plot, SB:</b> 152, 155–158; <b>TE:</b> 152, 155–158; <b>WP:</b> 68; <b>RW:</b> 44
<b>C. ORAL LANGUAGE</b>	
<b>By the end of Grade 1, students will:</b>	
<ul style="list-style-type: none"> <li>Convey ideas clearly in discussions and conversations.</li> </ul>	<b>Having Oral Discussions, SB:</b> 45–47, 116–117; <b>TE:</b> 45–47, 116–117 <b>Having Conversations, SB:</b> 8, 11, 19, 116–117
<ul style="list-style-type: none"> <li>Read aloud effectively from previously read material.</li> </ul>	<b>Oral Reading, SB:</b> 106, 161, 164, 206, 262, 266, 283, 291; <b>TE:</b> 55, 106, 161, 164, 169, 206, 262, 266, 283
<ul style="list-style-type: none"> <li>Begin to design notes and outlines for the purpose of speaking.</li> </ul>	<b>Speaking from Notes, SB:</b> 11, 215; <b>TE:</b> 215
<ul style="list-style-type: none"> <li>Summarize the main points of an oral presentation.</li> </ul>	<b>Listening to Summarize Spoken Messages, SB:</b> 270–271; <b>TE:</b> 270, 271
<ul style="list-style-type: none"> <li>Present autobiographical information.</li> </ul>	<b>Telling a Story About Yourself, SB:</b> 114–115; <b>TE:</b> 114–115

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<ul style="list-style-type: none"> <li>Read aloud before a group.</li> </ul>	Read Aloud for a Group, SB: 106, 206, 291; TE: 106, 206, 291
<ul style="list-style-type: none"> <li>Distinguish between fact and opinion and provide evidence to support opinions.</li> </ul>	Supporting Opinions, SB: 278–283; TE: 278, 279, 282 Fact and Opinion, SB: 287
<b>C.1.1. Listen to and comprehend oral communications.</b>	
<ul style="list-style-type: none"> <li>Follow basic directions to complete a task.</li> </ul>	Listening for Directions, SB: 9, 57, 247–251, 268–269; TE: 57
<ul style="list-style-type: none"> <li>Listen for meaning.</li> </ul>	Listening Comprehension, SB: 9–10, 52, 57, 59, 87–93, 94, 96, 109, 114–115, 116–117, 143–148, 149, 151–152, 167, 171, 191–192, 208–209, 215, 247–251, 254, 268–269; TE: 9, 10, 52, 57, 59, 87, 94, 96, 109, 114, 115, 116, 117, 143–149, 151, 152, 191, 208–209, 215, 247, 254, 268, 269, 270, 271, 272–273, 275, 278, 284, 289
<ul style="list-style-type: none"> <li>Summarize the main points of a story or discussion.</li> </ul>	Summarizing a Story, SB: 149; TE: 149 Summarizing a Discussion, SB: 270–271; TE: 270, 271
<ul style="list-style-type: none"> <li>Retell stories and events in proper sequence.</li> </ul>	Retell Stories/Reports in Sequence, SB: 48, 155–158, 257; TE: 48, 100, 149, 155, 156, 252, 257
<ul style="list-style-type: none"> <li>Follow sequence in plot and character development, predict outcomes, and draw conclusions.</li> </ul>	Sequence in a Story, SB: 48, 58–59, 95, 96, 155–158, 159; WP: 68; RW: 44 Plot, SB: 152, 155–158; WP: 68; RW: 44 Character, SB: 143, 144, 150, 152, 153–154, 168; WP: 67; RW: 43 Make New Predictions, TE: 94, 149, 193, 252 Drawing Conclusions, TE: 149, 193, 278
<ul style="list-style-type: none"> <li>Distinguish fact from fantasy and fact from opinion.</li> </ul>	Fact and Opinion, SB: 287 Fantasy/Realism, SB: 150; TE: 150
<ul style="list-style-type: none"> <li>Understand a variety of word structures.</li> </ul>	Plurals, SB: 67–68, 80, 187; TE: 60B, 67, 68, 86B, 246B, 274B; WP: 27–28; RW: 16 Verbs with <i>ed</i> , SB: 125–126, 136, 141, 188; TE: 118B, 125, 126, 142B, 274B; WP: 53–54; RW: 34 Word Families, SB: 211, 213; TE: 211, 213 Contractions, SB: 131–132, 137, 140; TE: 118B, 131, 132, 142B, 190B; WP: 59–60; RW: 37
<ul style="list-style-type: none"> <li>Be courteous when others are speaking.</li> </ul>	Speaking Politely, SB: 10, 11; TE: 10, 11, 117
<b>C.1.2. Participate effectively in discussion.</b>	
<ul style="list-style-type: none"> <li>Volunteer information, ask who, what, when, where, why and how questions.</li> </ul>	Make Comments/Ask Questions, SB: 37–38, 104, 161, 202, 213, 262, 283; TE: 37–38, 104, 161, 202, 213, 262, 283
<ul style="list-style-type: none"> <li>Use appropriate eye contact and other nonverbal cues.</li> </ul>	Eye Contact, SB: 10, 12; TE: 10, 12 Gestures, SB: 12; TE: 12

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<ul style="list-style-type: none"> <li>Participate in discussion.</li> </ul>	Having Oral Discussions, SB: 45–47, 116–117; TE: 8, 10, 12, 116, 117
<ul style="list-style-type: none"> <li>Consider the ideas and opinions of others and respond thoughtfully.</li> </ul>	Receive/Understand Ideas, SB: 19, 45–46, 153, 161, 202, 262; TE: 20, 42, 60, 86, 118, 142, 172, 190, 216, 246, 274
<ul style="list-style-type: none"> <li>Ask questions when ideas are not clear.</li> </ul>	Ask and Answer Questions, SB: 117, 287; TE: 117, 287 Listening to Clarify Spoken Messages, SB: 270–271
<ul style="list-style-type: none"> <li>Summarize information that is heard.</li> </ul>	Retelling a Spoken Message, SB: 270–271; TE: 270–271
<b>D. LANGUAGE</b>	
By the end of Grade 1, students will:	
<b>D.1.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication.</b>	
<ul style="list-style-type: none"> <li>Use picture dictionaries while learning the rules of alphabetizing.</li> </ul>	Alphabetical Order, SB: 293–295, 302, 306, 317–318; TE: 293, 294, 295 Picture Dictionary, SB: 306–315 Using a Dictionary, SB: 295
<ul style="list-style-type: none"> <li>Begin defining antonyms, synonyms, and homonyms and making selections of appropriate words to fit various contexts.</li> </ul>	Opposites (Antonyms), SB: 181–182; WP: 79–80; RW: 51 Synonyms, SB: 77–78; WP: 37–38; RW: 21 Homonyms, SB: 133–134; WP: 61–62; RW: 38
<ul style="list-style-type: none"> <li>Identify roots, prefixes, and suffixes to interpret and convey the meaning of words.</li> </ul>	Suffixes, SB: 67–68, 125–126
<ul style="list-style-type: none"> <li>Distinguish between standard and non standard English usage.</li> </ul>	Distinguishing Usage Conventions, SB: 73–76, 121–124, 127–130, 179–180; WP: 33–36, 49–52, 55–58, 77–78; RW: 19–20, 32–33, 35–36, 50
<ul style="list-style-type: none"> <li>Begin to learn the rules of written and spoken standard English.</li> </ul>	Grammar Conventions, SB: 21–36, 61–72, 75–76, 119–132, 173–180, 217–220, 223–224, 229–230; WP: 1–16, 21–32, 35–36, 47–60, 71–78, 89–92, 95–96, 101–102; RW: 1–8, 13–18, 20, 31–37, 47–50, 61–62, 64, 67
<ul style="list-style-type: none"> <li>Identify sentence elements such as subjects, verbs, and objects.</li> </ul>	Naming Parts of a Sentence, SB: 23–24, 26, 39–40, 82, 186, 240; WP: 3–4, 39, 81, 109; RW: 2, 22, 52, 71 Action Parts of a Sentence, SB: 25–26, 39, 82, 186, 240; TE: 25, 26; WP: 5–6, 39, 81, 109; RW: 3, 22, 52, 71
<b>E. RESEARCH</b>	
By the end of Grade 1, students will:	
<b>E.1.1. Identify a simple topic that is researchable.</b>	
<ul style="list-style-type: none"> <li>Ask questions or read in order to collect information.</li> </ul>	Ask Questions for a Research Report, SB: 286–288; TE: 286, 287, 288

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<ul style="list-style-type: none"> <li>• Write sentences about a topic using the information from other sources.</li> </ul>	<b>Write About a Research Topic, SB:</b> 285, 288–289; <b>TE:</b> 285, 288, 289
<ul style="list-style-type: none"> <li>• Present the information to the class.</li> </ul>	<b>Presenting a Research Report, SB:</b> 291; <b>TE:</b> 291
<b>E.1.2. Begin to gain familiarity with the library.</b>	
<ul style="list-style-type: none"> <li>• Locate various sections of the library such as reference, fiction, nonfiction, biographies, etc.</li> </ul>	<b>Sections of the Library, SB:</b> 296; <b>TE:</b> 296