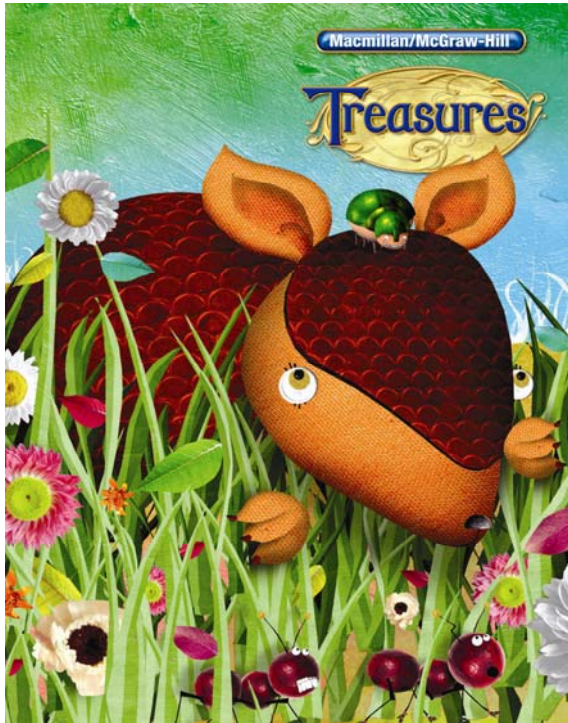




Macmillan/McGraw-Hill

Reading
Grade-Level
Expectations
Grade 1



Grade 1

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STANDARDS	PAGE REFERENCES
Reading — Grade 1	
<i>In first grade, students apply concepts of print, phonological and phonemic awareness, oral language skills, and phonics. They continue to expand their reading vocabulary and demonstrate comprehension by participating in a variety of responses. Students choose and read a variety of books for pleasure.</i>	
EALR 1: The student understands and uses different skills and strategies to read.	
Component 1.1 Use word recognition skills and strategies to read and comprehend text.	
<p>1.1.1 Understand and apply <u>concepts of print</u>.</p> <ul style="list-style-type: none"> • Use <u>directionality</u> when reading independently. • Identify title page, table of contents, author, and illustrator of books. • Recognize that print represents spoken language. • Recognize the difference between words and sentences (e.g., know sentences start with capital letters and end with punctuation). • Identify a word and its beginning and ending letters. 	<p>Student Edition: Unit 6 130, 133</p> <p>Teacher Edition: Unit 1 CP S7; DR 7F, 35F, 63F, 79F, 107F; RSS 73L-73M</p> <p>Unit 2 DR 7F, 11H, 37F, 67F, 83F, 113F Unit 3 DR 7F, 37F, 41H, 67F, 83F, 117F Unit 4 DR 7F, 37F, 59I, 67F, 83F, 111F Unit 5 DR 7F, 43I, 53F, 83F, 99F, 127F; RSS 93O Unit 6 DR 7F, 35I, 43F, 83F, 99F, 137F</p>

Codes used for Teacher's Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
<p>1.1.2 Understand and apply <u>phonological awareness</u> and <u>phonemic awareness</u>.</p> <ul style="list-style-type: none"> Identify syllables in a word auditorially. Identify and generate rhyme. <u>Segment</u> and <u>blend</u> multi-syllabic words, including compound words. Add, delete, and/or substitute one <u>phoneme</u> for another in initial, medial, and final positions to make a new word. Segment and blend words orally containing three to five phonemes. Generate words that begin or end with the same sound or different sounds. Blend and segment <u>onset and rime</u>. 	<p>Teacher Edition:</p> <p>Unit 1 PA 7B, 11D, 35B, 63B, 79B, 107B Unit 2 PA 7B, 11D, 37B, 67B, 83B, 113B Unit 3 PA 7B, 37B, 67B, 87D, 117B, 121D Unit 4 PA 7B, 37B, 67B, 77E, 83B, 111B Unit 5 PA 7B, 53B, 75E, 83B, 99B, 117E Unit 6 PA 7B, 43B, 83B, 99B, 137B</p>
<p>1.1.3 Apply understanding of oral language skills to develop reading skills.</p> <ul style="list-style-type: none"> Participate orally in discussions about stories listened to and read (e.g., contribute who, what, when, where in retells; contribute explanations; generate and answer questions; and make comparisons). 	<p>Student Edition:</p> <p>Unit 1 25, 53, 73, 99, 127 Unit 2 27, 57, 77, 105 Unit 3 29, 59, 77, 107, 141 Unit 4 29, 59, 77, 101, 133 Unit 5 43, 75, 93, 117, 155 Unit 6 35, 75, 93, 129, 163</p> <p>Teacher Edition:</p> <p>Unit 1 C 10/11, DC 16/17, LC 65C Unit 2 LC 7A, 41C, 83J Unit 3 DC 100/101; LC 37Z Unit 4 LC 7A Unit 5 RL 117N Unit 6 PR 129A</p>
<p>1.1.4 Apply understanding of <u>phonics</u>.</p> <ul style="list-style-type: none"> Recognize that sounds are represented by different single letters or combinations of letters (consonant and vowel combinations). Use <u>onset and rime/word families</u> to decode words in isolation and in context. Decode words in isolation and in context following <u>common vowel patterns</u>. Use knowledge of <u>phonics</u> to read unfamiliar words in isolation and in context. Read compound words, contractions, and words with <u>common inflectional endings</u> in isolation and in context. 	<p>Teacher Edition:</p> <p>Unit 1 D 16/17, 48/49, 70/71, 88/89; P 7C, 35C, 63C Unit 2 D 46/47, 74/75; P 7C, 37C, 67C, 83C Unit 3 D 20/21, 92/93; P 7C, 37C, 67C, 87E Unit 4 D 16/17; P 7C, 37C, 67C, 77F, 111C Unit 5 P 7C, 53C, 75F, 83C, 99C, 117F Unit 6 D 146/147; DC 112/113; P 7C, 43C, 83C, 99C, 137C</p>

STANDARDS	PAGE REFERENCES
Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.	
<p>1.2.1 Understand how to use resources to learn new vocabulary/word meanings.</p> <ul style="list-style-type: none"> Use simple resources with teacher guidance (e.g., word banks, alphabet books or charts). 	<p>Student Edition: Unit 1 8, 36, 64, 80, 108 Unit 2 8, 38, 68, 84, 114 Unit 3 8, 38, 68, 84 Unit 4 8, 38, 68, 84, 112 Unit 5 8, 55, 84, 100 Unit 6 8, 44, 84, 100, 138</p> <p>Teacher Edition: Unit 1 OL 63I, 79I; V 33P, 61P, 77R, 105P Unit 2 OL 7I, 37I, 67I; RSS 77L-77M; V 35P, 65P Unit 3 OL 7I, 67I; V 35P, 65P, 115P Unit 4 OL 9E, 39E, 69E; V 35P, 65P, 77K Unit 5 OL 9E, 85E; V 43K, 51P, 81P Unit 6 OL 9E, 45E; V 35K, 41P, 81P, 93K</p>
<p>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text.</p> <ul style="list-style-type: none"> Use <u>common inflectional endings</u> to understand the meaning of words: -s, -ed, -ing, -er, -est. Use strategies including context and re-reading to self-correct. Use <u>prior knowledge</u>, context, pictures, illustrations, and diagrams to <u>predict</u> and confirm word meaning with teacher guidance. 	<p>Teacher Edition: Unit 1 BRV 53G; OL 7I, 35I, 63I; V 61N, 77A Unit 2 BRV 11I; V 30/31,65N, 81P, 111N, 141N Unit 3 OL 37I, 83I; SPC 132/133; V 35N, 65N, 81P, 115N Unit 4 IE 29G, 101G; V 9K, 35N, 39K, 65N, 85K, 101K, 133K Unit 5 V 51N, 55K, 75K, 81N, 85K, 97P Unit 6 V 9K, 41N, 45K, 75K, 81N, 97P</p>
Component 1.3 Build vocabulary through wide reading.	
<p>1.3.1 Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> Use oral and reading vocabulary gained by listening to and reading <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities, in own oral and written communication. 	<p>Teacher Edition: Unit 1 OL 11C, 33A, 39C, 53F; OV 11I; V 33N Unit 2 OL 11C, 27E, 35A, 41C, 57E; OV 41I; V 35N Unit 3 OL 11C, 29F, 35A, 69I; OV 41I Unit 4 BRV 77S, 101S, 133S; OL 29D, 29R, 133D Unit 5 BRV 43S, 51A, 93S; V 43X, 75W; V 93W; VW 97H Unit 6 BRV 35S, 41A; V 35W, 41F, 75W, 81F</p>

STANDARDS	PAGE REFERENCES
<p>1.3.2 Understand and apply <u>content/academic vocabulary</u>.</p> <ul style="list-style-type: none"> Use <u>content/academic vocabulary</u> during class discussions and/or writing (e.g., ethnic and native language terminology; terms specific to geographical settings; terms specific to literature, science, math, and writing). 	<p>Student Edition:</p> <p>Unit 1 26, 54, 100 Unit 2 58, 106, 136 Unit 3 30, 60, 108 Unit 4 30, 60, 102 Unit 5 44, 76, 118 Unit 6 36, 76, 130</p> <p>Teacher Edition:</p> <p>Unit 1 G 53K; V 28/29, 56/57 Unit 2 V 60/61, 108-109, 138/139 Unit 3 LC 11C; V 32/33, 62/63, 110/111 Unit 4 V 32/33, 62/63, 102/103 Unit 5 V 46/47, 78/79, 120/121 Unit 6 V 36/37, 78/79, 132/133</p>
<p>Component 1.4 Apply word recognition skills and strategies to read fluently.</p>	
<p>1.4.1 Know <u>common sight words</u> appropriate to grade-level.</p> <ul style="list-style-type: none"> Read selected <u>sight words</u> with <u>automaticity</u>. 	<p>Teacher Edition:</p> <p>Unit 1 CF 10/11; HFW 7N, 25J, 35N, 63N Unit 2 CF 10/11; HFW 7N, 37N, 67N, 83N, 113N Unit 3 CF 10/11; HFW 7N, 37N, 67N, 83N, 117N Unit 4 HFW 9J, 29J, 39J, 69J, 85J, 113J Unit 5 HFW 9J, 43J, 55J, 85J, 101J, 129J Unit 6 HFW 45J, 75W, 85J, 101J, 139J</p>
<p>1.4.2 Apply <u>fluency</u> to enhance comprehension.</p> <ul style="list-style-type: none"> Read aloud familiar grade-level text with accuracy in a manner that sounds like natural speech. Read aloud unpracticed grade-level text at a <u>fluency</u> rate of 50–65+ words correct per minute. 	<p>Teacher Edition:</p> <p>Unit 1 BF 63L; F 33B, 61B, 77D; MF 7J, 25G Unit 2 BF 7L, 65F; F 35B, 81D, 111B, 141B Unit 3 BF 7L; F 35B, 65B, 81D, 115B, 147B Unit 4 F 29W, 35B, 65B, 81D, 109B, 137B Unit 5 BF 55H; F 51B, 81B, 97D, 125B, 159B Unit 6 BF 75U; F 41B, 81B, 97D, 135B, 167B</p>

STANDARDS	PAGE REFERENCES
EALR 2: The student understands the meaning of what is read.	
Component 2.1 Demonstrate evidence of reading comprehension.	
<p>2.1.1 Understand how to use questioning when reading.</p> <ul style="list-style-type: none"> Ask and answer questions before, during, and after read aloud, instruction/practice time, and independent reading. 	<p>Student Edition: Unit 1 25, 53, 73, 74, 75, 99 Unit 2 27, 57, 78, 78, 105, 135 Unit 3 29, 59, 78, 79, 107 Unit 4 10, 29, 40, 59, 70, 77 Unit 5 10, 56, 75, 86, 93, 94 Unit 6 35, 75, 93, 94, 95, 163</p> <p>Teacher Edition: Unit 1 DR 7F, 63F; ES 92/93; TP 73N Unit 2 DC 72/73; ES 50/51; TP 77N Unit 3 DC 74/75; ES 48/49, 96/97, 130/131; TP 77N Unit 4 C 9L; LC 9F, 29D; RC 9A, 39A Unit 5 C 51G; LC 9F; RC 9A; RIT 44/45 Unit 6 PR 129A; TP 93X</p>
<p>2.1.2 Understand how to create <u>mental imagery</u>.</p> <ul style="list-style-type: none"> Compose visual images from what is read aloud and/or read by self (e.g., draw a picture to represent something that was read in a story). 	<p>Student Edition: Unit 2 88, 118 Unit 4 86, 114 Unit 6 10</p> <p>Teacher Edition: Unit 1 PR 99A Unit 2 C 83A; DC 90/91, 94/95, 98/99; IP 56; LC 27E, 41C, 57E, 69C, 83J, 113J; RIT 108/109 Unit 3 AP 140; DC 100/101; LC 29F Unit 4 C 85L, 113L; DC 88/89, 92/93, 94/95, 106/107; LC 85F, 101D; PR 101A; RC 85A Unit 6 C 9K; DC 12/13, 16/17, 26/27, 30/31; LC 9F, 35D; RC 9A;</p>

STANDARDS	PAGE REFERENCES
<p>2.1.3 Understand and identify important or <u>main ideas</u> and important details in text.</p> <ul style="list-style-type: none"> State main idea and list important details in <u>informational/expository text</u>, verbally or by using <u>graphic organizers</u>. State the <u>gist</u> of the story or poem with teacher guidance. 	<p>Student Edition: Unit 2 12, 27, 70, 77 Unit 3 70, 77 Unit 4 133 Unit 5 155</p> <p>Teacher Edition: Unit 2 C 10/11, 11I, 35G, 69I; DC 14/15, 16/17, 18/19, 20/21; LC 7A, 7J, 67J Unit 3 C 67A, 67J, 67O, 69I; DC 72/73, 74/75 Unit 4 C 133N; DC 120/121; RIT 102/103; TC 133A Unit 5 C 101L; DC 134/135; LC 101F, 117D; RC 101A, 129A; RIT 120/121 Unit 6 RIT 36/37</p>
<p>2.1.4 Understand how to use <u>prior knowledge</u>.</p> <ul style="list-style-type: none"> Make connections or identify similarities between self and text and text-to-text including text from a variety of cultures and communities, after read aloud and independent reading. 	<p>Student Edition: Unit 1 35, 62, 79, 107 Unit 2 7, 66, 83, 113 Unit 3 7, 37, 66, 83, 117 Unit 4 7, 37, 83 Unit 5 7, 82, 99, 127 Unit 6 7, 43, 82, 93, 99, 137</p> <p>Teacher Edition: Unit 1 BB 34M, 62M, 78M Unit 2 BB 6M, 36M, 66M, 82M Unit 3 BB 6M, 82M, 116M; C 65G Unit 4 BB 6M, 36M, 82M, 110M Unit 5 BB 6M, 52M, 82M, 98M, 126M Unit 6 BB 6M, 42M, 82M, 98M</p>
<p>2.1.5 Understand how to <u>infer/predict</u> meaning.</p> <ul style="list-style-type: none"> Make and confirm <u>predictions</u> based on information from <u>culturally relevant</u> text (through support of teacher questions). Make <u>inferences</u> before, during, and after hearing or reading a <u>culturally relevant</u> story using <u>prior knowledge</u>, <u>story structure</u>, and prediction. 	<p>Student Edition: Unit 2 78, 9 Unit 3 42, 59, 84 Unit 4 10, 29, 111 Unit 5 56, 75 Unit 6 46, 75, 102, 129</p> <p>Teacher Edition: Unit 1 C 11I, 39I, 65I; GRS 8/9, 36/37, 63O Unit 2 C 11I, 41I, 69I; GRS 8/9, 38/39, 67O Unit 3 C 40/41, 41I; LC 37J; RIT 60/61; RP 142/143 Unit 4 C 9L; DC 44/45, 46/47; LC 9F, 29D; RC 9A Unit 5 C 55L; LC 55F, 75D; PR 9K; RC 55A Unit 6 C 45K; DC 48/49; LC 45F; PR 9K; RC 45A</p>

STANDARDS	PAGE REFERENCES
Component 2.2 Understand and apply knowledge of text components to comprehend text.	
<p>2.2.1 Understand story sequence.</p> <ul style="list-style-type: none"> Retell stories with correct sequence of events. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first.) 	<p>Student Edition:</p> <p>Unit 1 40, 53, 66, 73, 99, 127 Unit 2 27, 42, 57, 105, 118, 135 Unit 3 12, 29, 59, 107 Unit 4 29, 59, 70, 77, 101, 114, 133 Unit 5 43, 75, 93, 102, 117, 130, 155 Unit 6 35, 75, 93, 129, 163</p> <p>Teacher Edition:</p> <p>Unit 1 C 35A, 38/39, 63O; DC 42/43, 48/49; LC 35J Unit 2 C 40/41, 41I, 116/117; DC 44/45; LC 37J Unit 3 DC 14/15, 18/19, 22/23, 48/49 Unit 4 C 113L; DC 72/73, 90/91; LC 69F, 113F Unit 5 C 101L; DC 34/35, 62/63, 104/105; LC 101F Unit 6 C 93N</p>
<p>2.2.2 Understand and apply features of printed text and <u>electronic sources</u> to locate and understand information.</p> <ul style="list-style-type: none"> Identify and use title pages, table of contents, glossary, diagrams, and maps to find information. Identify and use <u>icons</u>, <u>pull-down menus</u>, and toolbars. 	<p>Student Edition:</p> <p>Unit 1 26, 54, 100 Unit 2 58, 63, 77, 106, 109, 136 Unit 3 30, 33, 60, 63, 108 Unit 4 30, 33, 60, 102, 107 Unit 5 44, 49, 76, 118, 123 Unit 6 36, 39, 76, 79, 130, 133</p> <p>Teacher Edition:</p> <p>Unit 1 RIT 26/27; RSS 73L-73M; TF 25K, 53K, 99K Unit 2 RIT 58/59, 108/109; TF 57J, 105L, 135K Unit 3 RIT 32/33; RSS 77L-77M; TF 29L, 59L, 107J Unit 4 RIT 32/33, 62/63; RSS 77O; TF 29X, 59X Unit 5 RIT 46/47, 76/77; RSS 93O; TF 43Y, 75X Unit 6 RIT 38/39, 132/133; RSS 93O; TF 35X, 75X</p>

STANDARDS	PAGE REFERENCES
<p>2.2.3 Understand <u>story elements</u>.</p> <ul style="list-style-type: none"> Identify and explain story elements. 	<p>Student Edition: Unit 1 12, 25, 84, 99, 132 Unit 2 88, 105 Unit 4 40, 59, 86, 101 Unit 5 117 Unit 6 35, 140, 163</p> <p>Teacher Edition: Unit 1 C 7A, 11I; DC 14/15, 16/17; LC 7J Unit 2 C 87I; DC 46/47, 90/91, 92/93, 96/97; RP 28/29 Unit 4 C 39L; DC 42/43, 44/45, 46/47, 50/51; LC 85F Unit 6 DC 24/25, 28/29, 62/63, 68/69; LC 139F; RC 139A</p>
<p>2.2.4 Understand simple <u>organizational structures</u> of text.</p> <ul style="list-style-type: none"> Predict text patterns using attribute and/or concept books. 	<p>Student Edition: Unit 1 84, 99 Unit 2 88, 105 Unit 3 12, 29, 42, 59 Unit 5 10, 43</p> <p>Teacher Edition: Unit 1 C 7A, 35A; DC 14/15, 18/19, 20/21; LC S17, 7J, 63J; RIT 30/31 Unit 3 DC 16/17, 20/21, 24/25, 44/45, 46/47, 52/53; LC 37J Unit 4 DC 88/89 Unit 5 C 9K; DC 14/15, 18/19, 26/27, 28/29, 34/35</p>
<p>Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.</p>	
<p>2.3.1 Understand similarities and differences within and between <u>informational/expository</u> and <u>literary/narrative</u> text.</p> <ul style="list-style-type: none"> Explain similarities and differences in character, setting, and important events within and between <u>culturally relevant</u> literary/narrative texts which are read or listened to. Identify similar information about a topic contained in more than one informational/expository text. 	<p>Student Edition: Unit 1 53, 59, 73, 99, 103, 127 Unit 2 27, 57, 77, 105, 109, 135 Unit 3 122, 141 Unit 4 29, 59, 101, 133, 135 Unit 5 43, 75, 86, 93 Unit 6 35, 75, 93, 133, 163, 165</p> <p>Teacher Edition: Unit 1 CC 59A, 103A, 109A; TC 53A, 73A, 99A Unit 2 CC 63A; TC 27A, 57A, 77A, 105A Unit 3 DC 124/125, 126/127, 130/131, 132/133 Unit 4 DC 24/25; PR 29A; RIT 32/33 Unit 5 C 85K; CC 123A; DC 88/89, 90/91; LC 85F Unit 6 CC 79A, 165A; TC 163A</p>

STANDARDS	PAGE REFERENCES
<p>2.3.2 Understand concept of categories.</p> <ul style="list-style-type: none"> Sort words by various attributes (e.g., robins, parrots, and ducks are all birds). 	<p>Student Edition: Unit 3 63 Unit 6 86, 93</p> <p>Teacher Edition: Unit 3 RIT 63 Unit 6 C 85K; DC 88/89, 90/91; LC 85F, 93D; RC 85A-85B; TC 93A</p>
<p>Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.</p>	
<p>2.4.1 Understand how to give personal or text-based responses and make connections to text.</p> <ul style="list-style-type: none"> Generate a personal or text-based response and/or make connections to text based on teacher prompt using information from a <u>culturally relevant</u> reading or read aloud. 	<p>Student Edition: Unit 1 25, 53, 73, 99, 127 Unit 2 27, 57, 63, 77, 105, 135 Unit 3 29, 59, 77, 107, 141 Unit 4 29, 59, 77, 101, 133 Unit 5 43, 75, 93, 117, 155 Unit 6 35, 75, 93, 129, 163</p> <p>Teacher Edition: Unit 1 PR 25A, 73A, 127A Unit 2 PR 27A, 57A, 135A Unit 3 PR 29A, 107A, 141A Unit 4 PR 29A, 101A, 133A Unit 5 PR 43A, 155A Unit 6 PR 35A, 129A, 163A</p>
<p>2.4.2 Understand purposes of text.</p> <ul style="list-style-type: none"> Identify the purpose of printed materials (e.g., everyday materials, including lists, signs, cereal boxes; fairy tales; fables; and <u>informational/expository</u> trade books). 	<p>Student Edition: Unit 1 24, 54, 66, 100, 112, 127 Unit 2 26, 58, 70, 106, 136 Unit 3 30, 33, 60, 70, 77, 108, 122 Unit 4 30, 60, 102 Unit 5 44, 56, 74, 76, 86, 118, 123, 155 Unit 6 36, 39, 76, 130, 164</p> <p>Teacher Edition: Unit 1 DC 114/115; PR 73A; TC 127A; TF 99K Unit 2 RIT 58/59, 106/107; RSS 77L-77M; TF 135K Unit 3 DC 74/75; RIT 30/31; TF 29L, 59L, 107J Unit 4 CL 82L; RIT 60/61, 106/107 Unit 5 RIT 118/119; TF 117Y Unit 6 TF 35X, 75X</p>

STANDARDS	PAGE REFERENCES
EALR 3: The student reads different materials for a variety of purposes.	
Component 3.1 Read to learn new information.	
<p>3.1.1 Understand that resources answer questions and solve problems.</p> <ul style="list-style-type: none"> Listen to and/or read a variety of types of <u>informational/expository text</u> to learn new information, answer questions, or solve problems with teacher guidance. 	<p>Student Edition:</p> <p>Unit 1 26-31, 54-59, 66-73, 74-75, 100-103 Unit 2 12-27, 58-63, 70-77, 78-79, 106-109, 136-139 Unit 3 30-33, 60-63, 70-77, 78-79, 108-113, 122-141 Unit 4 30-32, 60-63, 70-77, 78-79, 102-107, 114-133, 136-137 Unit 5 44-49, 56-75, 76-79, 80-81, 86-93, 94-95, 118-123 Unit 6 36-39, 76-79, 86-93, 94-95, 130-133</p> <p>Teacher Edition:</p> <p>Unit 1 CC 137K; CL 78L; RI xvi, 31A, 59A, 103A Unit 2 CC 147K; RI xvi, 63A, 109A, 139A Unit 3 CC 153KL RI xvi, 33A, 63A, 113A Unit 4 RI xvi, 33A, 63A, 107A; RSS 77O Unit 5 CC 68-69; CL 6L; RI xvi, 49A, 79A, 123A Unit 6 CL 42L; RI xvi, 39A, 79A, 133A</p>
Component 3.2 Read to perform a task.	
<p>3.2.1 Understand how to read for information.</p> <ul style="list-style-type: none"> Read and explain labels and <u>environmental</u> print. Read and follow simple directions. Use cover and title page information, page numbers, and simple maps to perform a task. 	<p>Student Edition:</p> <p>Unit 1 30, 103 Unit 2 75, 138, 139, 144-145 Unit 3 30-33, 69, 76 Unit 6 39, 81, 135</p> <p>Teacher Edition:</p> <p>Unit 1 CC 31A; RIT 102/103 Unit 2 CC 109A, 139A; ST 143A; TF 135K Unit 3 CC 113A; RI 33A; RIT 30/31, 32/33; TF 29L Unit 4 CC 33A, 107A; CL 82L, 110L Unit 5 RI 79A; RLW 165A Unit 6 CC 79A, 133A; CL 6L</p>

STANDARDS	PAGE REFERENCES
Component 3.4 Read for literary/narrative experience in a variety of genres.	
<p>3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.</p> <ul style="list-style-type: none"> Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response. 	<p>Student Edition: Unit 1 25, 53 Unit 2 27, 57, 106-109 Unit 3 59, 60-63, 70-77, 122-141 Unit 4 9, 39, 59, 107 Unit 5 117 Unit 6 35, 79, 138-139</p> <p>Teacher Edition: Unit 1 AP 24; LC 65C, 111C; TC 25A, 53A Unit 2 AP 134; TC 27A Unit 3 AP 140; CL 6L; LC 83A; TC 59A Unit 4 CL 69L; DC 46/47; TC 59A</p>
<p>3.4.2 Understand traditional and contemporary literature written in a variety of genres.</p> <ul style="list-style-type: none"> Identify the characteristics of a variety of genres. Listen, read, and respond to literature from a variety of genres, including <u>culturally relevant</u> texts, by drawing, writing about, performing, and presenting. 	<p>Student Edition: Unit 1 12, 26, 40, 54, 66, 84 Unit 2 12, 28, 42, 58, 70, 88 Unit 3 12, 30, 42, 60, 70, 108 Unit 4 10, 30, 40, 60, 70, 86 Unit 5 10, 56, 76, 86, 102, 130, 156 Unit 6 10, 36, 46, 76, 86, 140</p> <p>Teacher Edition: Unit 1 G 25K, 53K; LC S17, 11C, 25F Unit 2 G 57J, 105L, 135K; LC 11C, 27E, 69C Unit 3 G 29L, 59L; LC 59F, 77F, 141E Unit 4 G 29K, 133Y; LC 37A, 59R, 77R Unit 5 G 43Y, 117Y; LC 43R, 75R, 93R Unit 6 G 35X, 75X, 163Y; LC 75R</p>
<p>3.4.3 Understand that literature represents different cultures and traditions.</p> <ul style="list-style-type: none"> Identify and discuss the culture and/or traditions represented in a story with teacher guidance. 	<p>Student Edition: Unit 2 106-109 Unit 3 70-77, 122-141, 142 Unit 4 63</p> <p>Teacher Edition: Unit 3 CL 116L; LC 141E; TC 141A Unit 4 LC 77R; RI 63A</p>

STANDARDS	PAGE REFERENCES
EALR 4: The student sets goals and evaluates progress to improve reading.	
Component 4.1 Assess reading strengths and need for improvement.	
<p>4.1.1 Understand how to monitor reading progress.</p> <ul style="list-style-type: none"> Explain own reading behaviors in teacher-led discussions/questioning. 	<p>Teacher Edition: Unit 1 DR 11H; F 33HH; LR 33R, 33S, 61R, 61S Unit 2 LR 35R, 35S, 35T, 65R, 65S, 81T Unit 3 LR 35S, 65S, 81T, 81U, 115R, 115S Unit 4 LR 35S, 65R, 65S, 65FF, 81T, 81U Unit 5 LR 51R, 51S, 81R, 81S, 97U; R 98K Unit 6 F 41D; LR 41R, 41S, 41FF, 81R, 81S</p>
<p>4.1.2 Understand how to set reading goals.</p> <ul style="list-style-type: none"> Explain why setting a reading goal is important and set a reading goal with teacher guidance. 	<p>Teacher Edition: Unit 1 LR 33R, 33T, 61R, 61S, 61T, 77T Unit 2 LR 35R, 35S, 35T, 65R, 65S, 65T Unit 3 LR 35R, 35S, 35T, 65R, 65S, 65T Unit 4 LR 35R, 35S, 35T, 65R, 65S, 65T Unit 5 LR 51R, 51S, 51T, 81R, 81S, 81T Unit 6 LR 41R, 41S, 41T, 81R, 81S, 81T</p>
Component 4.2 Develop interests and share reading experiences.	
<p>4.2.1 Understand how readers choose books.</p> <ul style="list-style-type: none"> Identify favorite books and share reasons for the choice with others. Self-select books at an independent level and an instructional level. 	<p>Teacher Edition: Unit 1 R 6K, 34K; SSR 33HH, 33II, 33JJ, 61HH Unit 2 R 6K, 36K; SSR 35HH, 35II, 35JJ, 65HH Unit 3 R 6K, 82K; SSR 35HH, 35II, 35JJ, 65HH Unit 4 R 6K, 66K; SSR 35HH, 35II, 35JJ, 65HH Unit 5 R 52K, 82K; SSR 51HH, 51II, 51JJ, 81HH Unit 6 R 6K, 42K; SSR 41HH, 41II, 41JJ, 81HH</p>