



# Treasures

Grade 1  
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| STANDARDS   | PAGE REFERENCES   |
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| <p><b>Early Reading Strategies (R-9)</b><br/>All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p> |   |
| <p><b>End of Grade 1<br/>LOCAL ONLY</b></p>   |   |
| <p><b>R-1-9</b><br/>Demonstrates phonemic awareness and applies phonological knowledge and skills by...</p>   |   |
| <ul style="list-style-type: none"> <li>R—1—9.1 Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local)</li> </ul>                            | <p><b>Teacher Edition:</b><br/>Unit 1 ALO 65I, 81K, 81W; PA 37B, 57E, 67B, 77E, T1<br/>Unit 2 ALO 37I; PA 7B<br/>Unit 3 ALO 119I; PA 89B<br/>Unit 4 ALO 79U, 139O; PA 75F, 113F, 139B; PSA 75P-Q<br/>Unit 6 BLO 195N; PA T1; PSA 189P-Q</p>         |
| <ul style="list-style-type: none"> <li>R—1—9.2 Blending and segmenting <u>phonemes in one syllable words</u> (e.g., f-i-sh, r-u-n) (Local)</li> </ul>                 | <p><b>Teacher Edition:</b><br/>Unit 1 PA 35B, 43E, 65B, 83K, 113K, 139K; P 7C, 111B; PSA 27F<br/>Unit 2 ALO 37Q, 85O; P 7C; PA 13E, 37B, 45E, 69B, 71K, 119K; PSA 29G<br/>Unit 3 P 7C, 41C, 71B; PA 7K, 39B; PSA 31F, 65F<br/>Unit 6 DC 258/259</p> |

Codes used for Teacher Edition pages are the initial caps of headings on that page. Unit number is noted before individual page numbers.

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| <ul style="list-style-type: none"> <li>R—1—9.3 Isolating phonemes in single syllable words (e.g., “tell me the first sound in ‘mop’;” “tell me the last sound in ‘mop,’” “<u>tell me the middle sound in ‘mop.’</u>”) (Local)</li> </ul> | <p><b>Teacher Edition:</b><br/> Unit 1 PA S6, S10, S14, S18, S22, S26, S30, S34, S38, S42, 7K, 27E, T1<br/> Unit 2 ALO 37M, 117I; PA 7K, 29F, 87B, T1<br/> Unit 5 PA 89F, 119O, T1<br/> Unit 6 ALO 225O, 311K; PA 305O</p>  |
| <ul style="list-style-type: none"> <li>R—1—9.4 <u>Deleting phonemes in one-syllable words</u> (“what is “crust” without the ‘c’?”) (Local)</li> </ul>  | <p><b>Teacher Edition:</b><br/> Unit 1 ALO 111Q; PA 89E, 119E, T1<br/> Unit 3 ALO 71Q, 153Q; PA 47E, 71B, 127E, T1<br/> Unit 6 ALO 311S; PA 305F</p>  |
| <ul style="list-style-type: none"> <li>R—1—9.5 <u>Producing pairs of rhyming words</u> (Local)</li> </ul>  | <p><b>Teacher Edition:</b><br/> Unit 1 AC 56; BLO 139X; P T13; SR S16, S36<br/> Unit 2 ALO 69I; PA 39B<br/> Unit 3 ALO 87K; PA 73B<br/> Unit 4 ALO 31K, 63S; P T2, T4; PA 7A, 55F<br/> Unit 5 ALO 69K; P T2, T3, T4; PA 45A<br/> Unit 6 ALO 195S; PA 189F; WW 226I</p>                          |
| <ul style="list-style-type: none"> <li>R—1—9.6 <u>Counting syllables in 1 to 4-syllable words</u> (Local)</li> </ul>   | <p><b>Teacher Edition:</b><br/> Unit 3 ALO 71U; OL 71A, 127C; P SA 65F-G; SA T12<br/> Unit 6 ALO 195W; BLO 195N; CF 189Q; PSA 189P-Q</p>  |
| <p><b>R—1—10</b><br/> <b>Demonstrates understanding of concepts of print during shared or individual reading by...</b></p>   |   |
| <ul style="list-style-type: none"> <li>R—1—10.4 <u>Identifying title, author, illustrator</u> (Local)</li> </ul>   | <p><b>Teacher Edition:</b><br/> Unit 1 BLO 35L, 65L; OLO 35O; SR S28, S48, S56; SBB 37A, 113A<br/> Unit 2 SBB 7A, 39A<br/> Unit 3 ALO 71N; BLO 71L; C 47G; SBB 7A, 41A, 73A,121A<br/> Unit 4 BLO 31N; C 9I, 35J, 67I, 83J<br/> Unit 5 C 11I, 47J; CL T18, T20<br/> Unit 6 OLO 195Q; RC 161A</p> |

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| <ul style="list-style-type: none"> <li>R—1—10.5 <u>Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)</u> (Local)</li> </ul>  | <p><b>Teacher Edition:</b><br/> Unit 1 AV 40/41, 86/87; DC 22/23, 126/127; G 57B, 89A, 113G; OL S62, 13C, 37I<br/> Unit 2 AV 10/11, 44/45; G 29B; OL 29E<br/> Unit 3 AV 12/13; BLO 71P; DC 54/55; OL 75C<br/> Unit 4 DC 18/19, 46/47<br/> Unit 5 DC 22/23<br/> Unit 6 DC 178/179, 210/211; OLO 195M</p>   |
| <ul style="list-style-type: none"> <li>R—1—10.6 <u>Demonstrating 1-1 matching of words spoken to words in print</u> (Local)</li> </ul>  | <p><b>Teacher Edition:</b><br/> Unit 1 OL 35A, 43C<br/> Unit 3 HFW 39D, 87F; OL 7I, 83D, 89I<br/> Unit 4 V 31D, 63D, 79F, 109D, 139D<br/> Unit 5 V 43D, 69D, 127D, 153D<br/> Unit 6 V 195D, 225D, 237S, 241F, 311D</p>  |
| <b>READING FLUENCY and ACCURACY (R-11)</b>  |   |
| <b>R—1-11 Reads grade-level appropriate material with...</b>  |   |
| <ul style="list-style-type: none"> <li><b>R—1—11.1 Accuracy:</b> reading material appropriate for the end of grade 1 with at least 90-94% accuracy (See Appendix F for sample titles.) (Local)</li> </ul>   | <p>Students should be able to accurately read the following selections.<br/> <b>Student Edition:</b><br/> Unit 1<br/> <i>Main Selection</i> 14-24<br/> Unit 2<br/> <i>Main Selection</i> 46-59, 94-109<br/> Unit 3<br/> <i>Main Selection</i> 14-29, 128-145<br/> <b>Teacher Edition:</b><br/> Unit 1 ALO 65J; HFW 35D<br/> Unit 2 ALO 85L<br/> Unit 3 ALO 71J, 87L, 119V; BLO 119T; HFW 71D<br/> Unit 4 ALO 31L, 63L; WCM 40/41, 92/93<br/> Unit 5 ALO 43L; DC 136/137<br/> Unit 6 ALO 225L, 311L; WCM 282/283</p> |
| <ul style="list-style-type: none"> <li><b>R—1—11.2 Fluency:</b> reading previously – introduced or previously read grade-appropriate text with oral fluency rates of at least 50-80 words correct per minute (See Appendix C for suggested rates.) (Local)</li> </ul> | <p><b>Teacher Edition:</b><br/> Unit 1 ALO 35R, 65V; HFW 27H, 35D<br/> Unit 2 ALO 85L, 85X; CF 69V<br/> Unit 3 ALO 119V; BLO 71P; HFW 71D; R 88I<br/> Unit 4 DC 18/19; F 27I, 55I, 75I, 103I, 133I<br/> Unit 5 DC 58/59, 112/113; F 81I, 149I<br/> Unit 6 DC 210/211, 254/255; F 189I, 217I, 237I, 271I</p>   |

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| <ul style="list-style-type: none"> <li>• <b>R—1—11.3 Fluency:</b> reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation (Local)</li> </ul>   | <p><b>Teacher Edition:</b><br/> Unit 1 AV 12/13, 40/41; BLO 35P, 65P; DC 22/23; OLO 35W<br/> Unit 2 ALO 117V; AV 10/11, 44/45, 122/123; DC 48/49; ELL 69K<br/> Unit 3 ALO 39R; AV 12/13; DC 18/19, 54/55<br/> Unit 4 DC 18/19, 98/99<br/> Unit 5 CF 37R; DC 52/53, 58/59, 104/105; F 63I, 81I, 119I, 149I<br/> Unit 6 DC 178/179, 210/211; F 189I, 217I</p> |
| <b>WORD IDENTIFICATION SKILLS and STRATEGIES (R-1.1 to R-1.3)</b>  |   |
| <p><b>R—1—1</b><br/> <b>Applies word identification and decoding strategies (leading to automaticity) by ...</b></p>   |   |
| <ul style="list-style-type: none"> <li>• R—1—1.1 <u>Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge</u> (Local)</li> <li>• EXAMPLES (regularly spelled one and two syllable words): <u>bat, kitten, classroom</u></li> </ul> | <p><b>Teacher Edition:</b><br/> Unit 1 DC 122/123; DR 7F, 37F, 67F, 83F, 113F; PS 77G, 105H, 135H<br/> Unit 2 DR 7F; PS 29H<br/> Unit 3 DR 7F, 41F<br/> Unit 4 DC 16/17; DR 7D, 33D, 65D; PS 27Q, 55Q, 133Q<br/> Unit 5 DR 9D, 45D, 71D, 129D; PS 37Q, 63Q, 119Q, 149Q; WCM 22/23<br/> Unit 6 DR 159D, 197D, 277D; PS 189Q</p>                              |
| <ul style="list-style-type: none"> <li>• R—1—1.2 <u>Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing))</u> (Local)</li> </ul>   | <p><b>Teacher Edition:</b><br/> Unit 1 PSA 27F-G, 57F-G; SA T10<br/> Unit 2 DC 128/129; P 73E-F, 119C-D; PSA 29G-H, 81F-G<br/> Unit 3 DC 24/25, 132/133; PSA 31F-G, 83F-G, 113F-G<br/> Unit 4 PSA 27P-Q, 133P-Q<br/> Unit 5 DC 24/25; PSA 37P-Q, 119P-Q<br/> Unit 6 P 189F-G, 217F-G, 237F-G</p>  |

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| <ul style="list-style-type: none"> <li>R—1—1.3 <u>Reading grade-level appropriate words (in connected text) (Local)</u></li> </ul>  | <p><b>Student Edition:</b></p> <p>Unit 1<br/><i>Words to Know</i> 8, 38, 68, 84</p> <p>Unit 2<br/><i>Words to Know</i> 8</p> <p>Unit 3<br/><i>Words to Know</i> 8, 42, 74, 90</p> <p>Unit 4<br/><i>Words to Know</i> 8, 34, 66, 82</p> <p>Unit 5<br/><i>Words to Know</i> 10, 46</p> <p>Unit 6<br/><i>Words to Know</i> 160, 198, 244</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 AV 10/11, 40/41, 86/87</p> <p>Unit 2 AV 10/11</p> <p>Unit 3 AV 10/11, 44/45, 74/75, 92/93</p> |
| <b>WORD IDENTIFICATION SKILLS and STRATEGIES (R-1.4 to R-1.6)</b>   |  |
| <p><b>R-1-1</b><br/><b>Applies word identification and decoding strategies (leading to automaticity) by ...</b></p>   |  |
| <ul style="list-style-type: none"> <li>R—1—1.4 <u>Reading grade- appropriate, high-frequency words (that include irregularly spelled words – said; contractions – I’m) (Local)</u></li> </ul> | <p><b>Teacher Edition:</b></p> <p>Unit 1 HFW S9, S13, S17, S21, S25, S29, S33, S37, S41, S45, S49, S53, S57, S61, S65, 7M, 27H, 37M, 67M</p> <p>Unit 2 HFW 37D, 39M, 61I, 71M, 81H, 93G</p> <p>Unit 3 HJFW 39D, 65H, 89M</p>   |
| <ul style="list-style-type: none"> <li>R-1-1.1.5<br/>No GLE at this grade level</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>R-1-1.6<br/>No GLE at this grade level</li> </ul>  |  |

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| <b>VOCABULARY STRATEGIES (R-2)</b>  |   |
| <b>R-1-2</b><br><b>Students identify the meaning of unfamiliar vocabulary by...</b>   |   |
| <ul style="list-style-type: none"> <li>R—1—2.1 Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions <u>during read-alouds or text reading</u>) (Local)</li> </ul> | <p><b>Student Edition:</b><br/> Unit 3<br/> <i>Comprehension</i> 128<br/> Unit 5<br/> <i>Comprehension</i> 74</p> <p><b>Teacher Edition:</b><br/> Unit 3 C 95G; DC 98/99, 106/107, 134/135, 142/143; ELL 153E; SBB 121A<br/> Unit 4 OLO 63U, 139U; V 55H, 133H, T12<br/> Unit 5 RIT 40/41; V 149H, T17<br/> Unit 6 DC 78/79, 92/93, 108/109; ES 76/77; OLO 311U; V 217H, 305H, T13, T16</p> |
| <b>BREADTH of VOCABULARY (R-3)</b>  |   |
| <b>R-1-3</b><br><b>Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by ...</b>  |   |
| <ul style="list-style-type: none"> <li>R—1—3.1 Identifying synonyms and antonyms to connect new words to known words (Local)</li> </ul>   | <p><b>Student Edition:</b><br/> Unit 5<br/> <i>Writing</i> 152<br/> <i>Writer's Checklist</i> 153</p> <p><b>Teacher Edition:</b><br/> Unit 3 ELL 157D<br/> Unit 5 G 131C, 149B, 149K, 151B, 153F; GW 151B; IW 149C, 149M; OLO 85W; SW 131D; V 81H, T16<br/> Unit 6 OLO 241W; V 237H, T14</p>  |

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| <ul style="list-style-type: none"> <li>R—1—3.2 Selecting appropriate words to use in context (Local)</li> </ul>   | <p><b>Teacher Edition:</b><br/>           Unit 1 ELL 105K; HFW 57H; OL 119C<br/>           Unit 2 HFW 61I<br/>           Unit 3 ELL 31I, 147K; HFW 31H<br/>           Unit 4 ELL 27E; OL 31A, 63A, 79C<br/>           Unit 5 CV 119R; OL 43A, 69A, 85C, 127A<br/>           Unit 6 OL 195A, 225A, 241, 275A, 311A</p>   |
| <ul style="list-style-type: none"> <li>R—1—3.3 <u>Describing words in terms of categories, (e.g., A mallard is a kind of duck.), functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.)</u> (Local)</li> </ul> | <p><b>Student Edition:</b><br/>           Unit 5<br/> <i>Comprehension</i> 132<br/> <i>Think and Compare</i> 149 #1<br/>           Unit 6<br/> <i>Comprehension</i> 230<br/> <i>Think and Compare</i> 237 #1</p> <p><b>Teacher Edition:</b><br/>           Unit 1 ELL 7J<br/>           Unit 5 BLO 153R; C 131A-B, 131I, 153E, T11; DC 138/139, 140/141; ELL 131B, 138/139; OL 153A; OLO 153U<br/>           Unit 6 ALO 241V; BLO 241T; C 229A-B, 229I, 237J, 241G, T9; DC 232/233, 234/235, 252/253; ELL 232/233; ES 234/235</p> |
| <b>INITIAL UNDERSTANDING of LITERARY TEXTS (R-4)</b>  |   |
| <p><b>R-1-4</b><br/> <b>Demonstrate initial understanding of elements of literary texts (including text read aloud, reading <u>independently, or in a guided manner</u>) by...</b></p>  |   |
| <ul style="list-style-type: none"> <li>R—1—4.1 Identifying characters <u>or setting</u> in a story (Local)</li> </ul>   | <p><b>Student Edition:</b><br/>           Unit 1<br/> <i>Comprehension</i> 14, 90<br/>           Unit 3<br/> <i>Comprehension</i> 128</p> <p><b>Teacher Edition:</b><br/>           Unit 1 AV 88/89; C 13G, 35E, 111E, T6, T8; DC 16/17, 18/19, 92/93; ELL 94/95; ES 20/21; LC 83J; SBB 83A<br/>           Unit 2 RP 30/31<br/>           Unit 3 AV 126/127; C T10; DC 130/131; LC 121J<br/>           Unit 5 C 63J; DC 52/53</p>   |

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| <ul style="list-style-type: none"> <li>R—1—4.2 a Responding to simple questions about a book’s content (e.g., Where did Sylvester go?)</li> <li>R—1—4.2 b <u>Retelling the beginning, middle, and end of a story</u> (Local)</li> </ul> | <p><b>Student Edition:</b><br/> Unit 1<br/> <i>Comprehension Check</i> 27, 105<br/> Unit 2<br/> <i>Comprehension</i> 46, 94<br/> <i>Comprehension Check</i> 29, 61, 111, 143<br/> Unit 4<br/> <i>Comprehension</i> 114<br/> Unit 5<br/> <i>Comprehension Check</i> 37, 63, 119</p> <p><b>Teacher Edition:</b><br/> Unit 1 LC 67J; SRA S24, S44<br/> Unit 2 AV 42/43, 92/93; DC 48/49, 56/57, 98/99, 100/101, 132/133; ELL 56/57, 104/105; ES 54/55, 98/99; RIT 66/67<br/> Unit 5 DC 26/27, 114/115<br/> Unit 6 C 217J</p> |
| <ul style="list-style-type: none"> <li>R—1—4.3 <u>Generating questions before, during, and after reading</u> (Local)</li> </ul>   | <p><b>Teacher Edition:</b><br/> Unit 1 DC 50/51; ELL 40/41, 116/117<br/> Unit 3 C 95G, 119E, 127G, 153E; DC 98/99, 100/101, 106/107, 130/131, 134/135, 142/143; ES 130/131; SBB 121A<br/> Unit 5 C 89I, 127E; DC 92/93, 98/99, 108/109</p>  |
| <ul style="list-style-type: none"> <li>R—1—4.4 <u>Distinguishing between literary and informational texts</u> (Local)</li> </ul>  | <p><b>Student Edition:</b><br/> Unit 1<br/> <i>Genre</i> 14<br/> Unit 3<br/> <i>Genre</i> 48<br/> Unit 4<br/> <i>Genre</i> 10<br/> Unit 5<br/> <i>Genre</i> 38, 48<br/> Unit 6<br/> <i>Genre</i> 200, 230</p> <p><b>Teacher Edition:</b><br/> Unit 1 RIT 28/29<br/> Unit 4 AC 54; CC 61A; DC 96/97<br/> Unit 5 CC 41A, 67A; DC 92/93, 122/123; IT 37S; N 119S<br/> Unit 6 C 237J; CC 193A, 223A, 309A; IT 189S, 305S</p>  |

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| <ul style="list-style-type: none"> <li>R—1—4.5 Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., “teeny- tiny”)(Local)</li> <li>EXAMPLE: In <i>Brown Bear, Brown Bear</i>, what words are repeated in the story?</li> </ul>  | <p><b>Teacher Edition:</b><br/> Unit 1 BLO 139X; P 135J; RP 136/137<br/> Unit 2 CC 35A; DC134/135; P 29J; RP 30/31, 34/35<br/> Unit 3 AC 30<br/> Unit 4 BLO 31Z; FT 133S; P 27S; RFT 134/135, 136/137; RP 28/29<br/> Unit 5 BLO 153Z; DC 98/99; P 149S; RIT 64/65; RP 150/151<br/> Unit 6 DC 292/293, 296/297; P 271S; RP 272/273</p>   |
| <p><b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.4)</b><br/> All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.</p> |   |
| <p><b>R-1-5</b><br/> Analyze and interpret elements of literary texts read aloud or <u>read independently</u>, citing evidence where appropriate by...</p>   |   |
| <ul style="list-style-type: none"> <li>R—1—5.1 Making predictions about what might happen next, <u>and telling why the prediction was made</u> (Local)</li> </ul>  | <p><b>Student Edition:</b><br/> Unit 3<br/> <i>Comprehension</i> 14, 96<br/> Unit 6<br/> <i>Comprehension</i> 200</p> <p><b>Teacher Edition:</b><br/> Unit 3 AV 10/11, 94/95; C T7; DC 18/19, 24/25, 100/101, 108/109; ELL 26/27, 102/103; ES 16/17, 98/99; LC 89J; SBB 7A, 89A<br/> Unit 4 DC 42/43, 48/49<br/> Unit 5 DC 100/101<br/> Unit 6 C 199I, T8; DC 208/209, 294/295; ELL 204/205</p> |

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| <ul style="list-style-type: none"> <li>R—1—5.2 Identifying <u>physical characteristics, personality traits, or possible motives</u> of main characters (Local)</li> </ul>       | <p><b>Student Edition:</b><br/>Unit 1<br/><i>Comprehension</i> 14<br/><i>Think and Compare</i> 27</p> <p><b>Teacher Edition:</b><br/>Unit 1 C 13G, T6; DC 16/17, 18/19, 20/21, 22/23, 96/97; ELL 22/23, 94/95; ES 20/21; SRA S20<br/>Unit 3 CL T19, T21, T23; DC 136/137; ELL 132/133<br/>Unit 5 C 63J; DC 52/53</p>  |
| <ul style="list-style-type: none"> <li>R—1—5.3 Making basic inferences about the text (Local)</li> <li>EXAMPLE: Why did the wolf want to blow down each pig's house?</li> </ul> | <p><b>Student Edition:</b><br/>Unit 4<br/><i>Comprehension</i> 10, 84<br/>Unit 5<br/><i>Comprehension</i> 90</p> <p><b>Teacher Edition:</b><br/>Unit 4 ALO 31T, 109T; BLO 31R, 31V, 109R; C 9I, 103J, T7; CL T18; DC 12/13, 22/23, 38/39, 88/89, 90/91, 96/97; ELL 14/15, 46/47, 90/91; ES 86/87; OLO 109U; RP 28/29<br/>Unit 5 ALO 127T; BLO 127R, 127V; C 89A-B, 89I, T10; DC 96/97, 102/103; ELL 94/95; ES 98/99; OLO 127U</p> |
| <ul style="list-style-type: none"> <li>R—1—5.4<br/>GLE at this grade level</li> </ul>   |   |
| <b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.5 to R-5.7, and R-6)</b>  |   |
| <ul style="list-style-type: none"> <li>R—1—5.5<br/>No GLE at this grade level</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>R—1—5.6<br/>No GLE at this grade level</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>R—1—5.7<br/>No GLE at this grade level</li> </ul>  |   |
| <p><b>R—1—6</b><br/>No GLE at this grade level</p>  |   |

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| <b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)</b>  |  |
| <b>R-1-16</b><br><b>Generates a personal response to what is read aloud <u>or read independently</u> through a variety of means by...</b>                            |  |
| <ul style="list-style-type: none"> <li>R-1-16.1 Comparing stories or other texts to personal experience, prior knowledge or <u>to other texts</u> (Local)</li> </ul> | <p><b>Student Edition:</b><br/> Unit 2<br/> <i>Connect and Compare</i> 35<br/> Unit 4<br/> <i>Connect and Compare</i> 61<br/> <i>Think and Compare</i> 75 #4<br/> Unit 5<br/> <i>Think and Compare</i> 149 #4<br/> <i>Connect and Compare</i> 151<br/> Unit 6<br/> <i>Connect and Compare</i> 193, 309</p> <p><b>Teacher Edition:</b><br/> Unit 1 ALO 35Y; C 35E, 81G<br/> Unit 3 C 87G, 119E; ELL 54/55<br/> Unit 4 C 31E, 79G, 109E; CC 61A; OLO 31BB<br/> Unit 5 C 43E, 69E, 85G, 127E, 153E<br/> Unit 6 C 195E, 225E, 241G, 275E</p> |
| <ul style="list-style-type: none"> <li>R-1-16.2<br/> No GLE at this grade level</li> </ul>   |  |

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| <p align="center"><b>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)</b></p> <p align="center"><b>All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.</b></p> |  |
| <p><b>R-1-7</b><br/> <b>Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p>   |  |
| <ul style="list-style-type: none"> <li>R—1—7.1 Obtaining information, using text features (e.g., title and illustration) (Local)</li> <li>EXAMPLE: From the title, what do we think this book will tell us?</li> </ul>  | <p><b>Student Edition:</b><br/> Unit 5<br/> <i>Fine Arts</i> 38<br/> Unit 6<br/> <i>Social Studies</i> 306</p> <p><b>Teacher Edition:</b><br/> Unit 2 IT 61J, 111I; RIT 64/65, 114/115<br/> Unit 3 IT 113I; RIT 114/115, 116/117<br/> Unit 4 BLO 109Z; DC 70/71; IT 55S, 103S;<br/> RIT 58/59, 104/105, 106/107<br/> Unit 5 DC 124/125; ES 120/121;IT 37S, 63S;<br/> N 119S; RIT 38/39, 40/41, 66/67; RN 120/121<br/> Unit 6 IT 189S, 305SI; RIT 192/193, 308/309</p>                  |
| <ul style="list-style-type: none"> <li>R—1—7.2 Using explicitly stated information to answer questions (Local)</li> <li>EXAMPLE: Where do penguins live?</li> </ul>   | <p><b>Student Edition:</b><br/> Unit 2<br/> <i>Think and Compare</i> 29 #1, 81 #1<br/> Unit 3<br/> <i>Think and Compare</i> 83 #1<br/> Unit 5<br/> <i>Think and Compare</i> 81 #1</p> <p><b>Teacher Edition:</b><br/> Unit 1 RIT 58/59, 106/107, 108/109<br/> Unit 2 AV 12/13; DC 18/19; RIT 64/65, 66/67;<br/> RP 32/33<br/> Unit 3 RIT 32/33, 34/35<br/> Unit 4 RIT 58/59, 60/61<br/> Unit 5 DC 124/125; RIT 64/65<br/> Unit 6 DC 248/249, 260/261; ES 250/251;<br/> RIT 190/191</p> |

| STANDARDS  | PAGE REFERENCES  |
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| <b>INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3 to R-7.5)</b>  |  |
| <ul style="list-style-type: none"> <li>R-1-7.3</li> </ul> No GLE at this grade level   |  |
| <ul style="list-style-type: none"> <li>R-1-7.4 <u>Generating questions before, during, and after reading</u> (Local)</li> </ul>  | <p><b>Student Edition:</b><br/>Unit 5<br/><i>Comprehension 74</i></p> <p><b>Teacher Edition:</b><br/>Unit 1 ELL 124/125<br/>Unit 2 DC 76/77; ES 76/77<br/>Unit 3 DC 80/81<br/>Unit 4 DC 86/87<br/>Unit 5 C 73A, 73I, 85G, 131A, 131I, 153E;<br/>DC 78/79, 134/135, 138/139, 142/143, 144/145;<br/>ES 76/77, 142/143; RA 149E; RIT 40/41<br/>Unit 6 DC 234/235; RIT 192/193</p>                                     |
| <ul style="list-style-type: none"> <li>R-1-7.5 <u>Distinguishing between literary and informational texts</u> (Local)</li> </ul> | <p><b>Student Edition:</b><br/>Unit 1<br/><i>Genre 14</i><br/>Unit 3<br/><i>Genre 48</i><br/>Unit 4<br/><i>Genre 10</i><br/>Unit 5<br/><i>Genre 38, 48</i><br/>Unit 6<br/><i>Genre 200, 230</i></p> <p><b>Teacher Edition:</b><br/>Unit 1 RIT 28/29<br/>Unit 4 AC 54; CC 61A; DC 96/97<br/>Unit 5 CC 41A, 67A; DC 92/93, 122/123; IT 37S;<br/>N 119S<br/>Unit 6 C 237J; CC 193A, 223A, 309A; IT 189S,<br/>305S</p> |

| STANDARDS   | PAGE REFERENCES   |
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| <p><b>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8)</b><br/> <b>All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.</b></p> |   |
| <p><b>R-1-8</b><br/> <b>Analyze and interpret informational text read aloud <u>or independently</u>, citing evidence as appropriate by...</b></p>   |   |
| <ul style="list-style-type: none"> <li>• R—1—8.1 Telling what was learned (Local)</li> <li>• EXAMPLE: What do penguins eat? Show me where you found that information?</li> </ul>  | <p><b>Student Edition:</b><br/> Unit 2<br/> <i>Think and Compare</i> 29 #1, 81 #1<br/> Unit 3<br/> <i>Think and Compare</i> 83 #1<br/> Unit 5<br/> <i>Tell What You've Learned</i> 81<br/> Unit 6<br/> <i>Connect and Compare</i> 193</p> <p><b>Teacher Edition:</b><br/> Unit 1 RIT 106/107, 108/109<br/> Unit 2 AV 12/13; DC 18/19, 76/77; RIT 66/67, 114/115<br/> Unit 3 DC 54/55; RIT 150/151<br/> Unit 4 RIT 58/59, 60/61<br/> Unit 5 ELL 81E; RI 125A; RIT 64/65<br/> Unit 6 RIT 190/191, 220/221</p> |
| <ul style="list-style-type: none"> <li>• R—1—8.2 <u>Identifying the topic of the text or explaining the title</u> (Local)</li> <li>• EXAMPLE: What is this about?</li> </ul>  | <p><b>Student Edition:</b><br/> Unit 3<br/> <i>Comprehension</i> 76</p> <p><b>Teacher Edition:</b><br/> Unit 1 RIT 106/107<br/> Unit 2 AV 12/13; DC 18/19, 76/77; RIT 62/63, 66/67; RP 32/33<br/> Unit 3 AV 74/75; C 75G; DC 54/55, 78/79; RIT 114/115, 116/117, 150/151; SBB 73A<br/> Unit 4 C 27J; DC 18/19; RIT 60/61<br/> Unit 6 RIT 190/191, 220/221</p>   |

| STANDARDS  | PAGE REFERENCES  |
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| <ul style="list-style-type: none"> <li>R—1—8.3 Making basic inferences or <u>drawing basic conclusions</u> (Local)</li> <li>EXAMPLE: From what we just read, why do you think firefighters wear special uniforms? Explain your reasons.</li> </ul>   | <p><b>Student Edition:</b><br/>Unit 4<br/><i>Comprehension</i> 10</p> <p><b>Teacher Edition:</b><br/>Unit 4 ALO 31T, 31X, 31AA, 63T; BLO 31R, 31V, 63R, 63V; C 9I, 63E, 83A-B, 103J; DC 12/13, 14/15; ELL 14/15; OLO 31BB, 63BB; RIT 56/57, 60/61, 106/107<br/>Unit 5 RN 120/121<br/>Unit 6 DC 262/263; ELL 222/223; RIT 222/223</p>   |
| <ul style="list-style-type: none"> <li>R-1-8.4 <u>Identifying facts presented in text</u> (Local)</li> </ul>   | <p><b>Student Edition:</b><br/>Unit 2<br/><i>Think and Compare</i> 29 #1, 81 #1<br/>Unit 3<br/><i>Think and Compare</i> 83 #1</p> <p><b>Teacher Edition:</b><br/>Unit 1 RIT 58/59, 106/107, 108/109<br/>Unit 2 AV 12/13; DC 18/19, 78/79; RIT 64/65, 66/67; RP 32/33<br/>Unit 3 RIT 32/33, 34/35, 150/151<br/>Unit 4 RIT 58/59, 60/61<br/>Unit 5 DC 124/125; RIT 64/65<br/>Unit 6 RIT 190/191, 192/193</p> |
| <p>R-1-8.5 is addressed in R-1-8.3 (Local)</p>   |  |
| <p><b>READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension Strategies (R-12 and R-13)</b></p> <p><b>All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</b></p>                               |  |
| <p><b>R-1-12</b><br/><b>Demonstrates ability to monitor comprehension and strategy use for different types of texts ...</b></p>  |  |
| <ul style="list-style-type: none"> <li>R-1-12.1 <u>Monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/ language structure, semantics/ meaning, picture)</u> (Local)</li> </ul> | <p><b>Teacher Edition:</b><br/>Unit 1 WCM 16/17, 50/51, 96/97, 126/127<br/>Unit 2 WCM 24/25<br/>Unit 3 DR 89F; WCM 24/25, 52/53, 104/105, 134/135<br/>Unit 4 WCM 20/21, 40/41, 92/93, 116/117<br/>Unit 5 DR 129D; WCM 22/23, 108/109, 144/145<br/>Unit 6 DC 204/205; DR 197D; WCM 164/165, 208/209, 258/259, 282/283</p>   |
| <p>R-1-12.2 Subsumed in R-1-12.1</p>   |  |

| STANDARDS   | PAGE REFERENCES   |
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| <ul style="list-style-type: none"> <li>R—1—13 Uses comprehension strategies (flexibly and as needed) while <u>reading</u> or listening to literary and informational text. (Local)</li> <li>EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); or making connections (text to self, text to text, and text to world)<br/>(See also Appendix D)</li> </ul> | <p><b>Student Edition:</b><br/> Unit 3<br/> <i>Comprehension</i> 14<br/> Unit 5<br/> <i>Comprehension</i> 90</p> <p><b>Teacher Edition:</b><br/> Unit 1 DC 128/129; ELL 40/41; ES 46/47<br/> Unit 2 DC 96/97, 102/103<br/> Unit 3 DC 104/105, 136/137; ELL 54/55; ES 16/17<br/> Unit 4 DC 12/13, 20/21, 38/39, 86/87<br/> Unit 5 DC 78/79, 134/135; ES 76/77; RIT 40/41; RN 120/121<br/> Unit 6 DC 234/235, 264/265</p> |
| <p><b>READING EXTENSIVELY* and IN DEPTH (R-14 and R-17)</b><br/> All students need ongoing opportunities to read many different types of texts. See Appendix A for list of suggested texts.</p>   |   |
| <p><b>R-1-14</b><br/> Demonstrates the habit of reading widely and extensively* by...</p>   |   |
| <ul style="list-style-type: none"> <li>R—1—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)</li> </ul>   | <p><b>Teacher Edition:</b><br/> Unit 1 R 6R, 36I, 112I<br/> Unit 2 R 6R, 38I, 70I; RI 115A<br/> Unit 3 R 6R, 40I, 72I, 88I, 120I<br/> Unit 4 BLO 63V; R 6R, 32I, 64I, 80I, 110I; RI 137A; SA 107A<br/> Unit 5 R 8R, 44I, 86I<br/> Unit 6 BLO 195V; R 158R, 196R, 226I, 242I, 276I</p>   |

| STANDARDS   | PAGE REFERENCES   |
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| <ul style="list-style-type: none"> <li>R—1—14.2 Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local)<br/>(See Appendix A)</li> </ul>    | <p><b>Student Edition:</b><br/> Unit 1<br/> <i>Genre</i> 14, 44<br/> Unit 2<br/> <i>Genre</i> 46<br/> Unit 3<br/> <i>Genre</i> 14, 48, 96<br/> Unit 4<br/> <i>Genre</i> 10, 28, 36, 56<br/> Unit 5<br/> <i>Genre</i> 12, 48<br/> Unit 6<br/> <i>Genre</i> 162, 190, 200, 230</p> <p><b>Teacher Edition:</b><br/> Unit 1 RIT 28/29, 58/59<br/> Unit 3 P 65I<br/> Unit 4 AC 54; DC 96/97<br/> Unit 5 IT 37S<br/> Unit 6 IT 305S</p> |
| <ul style="list-style-type: none"> <li>R—1—14.3<br/>No GLE at this grade level</li> </ul>   |   |
| <p style="text-align: center;"><b>READING EXTENSIVELY* and IN DEPTH (R-14 and R-17)</b><br/> All students need ongoing opportunities to read many different types of texts. See Appendix A for list of suggested texts.</p> |   |
| <p><b>R-5-17</b><br/> Demonstrates participation in a literate community by...</p>  |   |
| <ul style="list-style-type: none"> <li>R—1—17.1 Self-selecting reading materials aligned with reading ability and personal interests (Local)</li> </ul>   | <p><b>Teacher Edition:</b><br/> Unit 1 R 6R, 36I, 112I<br/> Unit 2 R 6R, 38I, 70I<br/> Unit 3 R 6R, 40I, 72I, 88I, 120I<br/> Unit 4 BLO 63V; R 6R, 32I, 64I, 80I, 110I<br/> Unit 5 R 8R, 44I, 86I<br/> Unit 6 BLO 195V; R 158R, 196R, 226I, 242I, 276I</p>  |

| STANDARDS  | PAGE REFERENCES  |
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| <ul style="list-style-type: none"> <li>R—1—17.2 Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)</li> </ul> | <p><b>Teacher Edition:</b><br/> Unit 1 CL T17, T19, T21<br/> Unit 2 C 37E, 69E, 85G; CL T18, T20, T22; ELL 45D<br/> Unit 3 CL T21, T23; ELL 126/127, 136/137; IW 147D<br/> Unit 4 C 27J, 55J, 75J, 103J; CL T18, T22; ELL 83B, 103T<br/> Unit 5 C 37J, 119J, 149J; CL T19, T23; ELL 136/137; RA 119E<br/> Unit 6 CCP 158I; CL T20, T22; ELL 237E</p> |
| <b>BREADTH OF READING: Reading for Research Across Content Areas (R-15)</b>  |  |
| <p><b>R-3-15</b><br/> <b>Research* by reading multiple sources (including print and non-print texts) to report information by...</b></p>   |  |
| <ul style="list-style-type: none"> <li>R—1—15.1<br/> .No GLE at this grade level</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>R—1—15.2<br/> No GLE at this grade level</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>R—1—15.3<br/> No GLE at this grade level</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>R—1—15.4<br/> No GLE at this grade level</li> </ul>   |  |