

Voyages in English 2018

Grade 1

Correlations to California State Standards

Writing

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Text Types and Purposes		Part 1: Grammar	Part 2: Writing
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	TE: 91	SE: 250–259
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TE: OV-21	SE: 262–273 TE: 203, 228, 232
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TE: OV-18	SE: 202–211 TE: 228, 232

Production and Distribution of Writing		Part 1: Grammar	Part 2: Writing
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TE: OV-19	SE: 209, 221, 233, 245, 257, 271
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TE: 189	TE: 189, 211, 220, 223, 235, 247, 259, 273
Research to Build and Present Knowledge		Part 1: Grammar	Part 2: Writing
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	SE: 189 TE: OV-18	SE: 226–235 TE: 273
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE: OV-19	SE: 202–211

Language

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English		Part 1: Grammar	Part 2: Writing
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 2–6, 8–9, 12, 14, 16, 19, 21–23, 28, 30–44, 47–48, 51–53, 56–57, 61–68, 75–79, 86, 90–97, 99–124 TE: OV-18–OV-21	TE: 211, 223, 235, 247, 259, 273

Conventions of Standard English, continued		Part 1: Grammar	Part 2: Writing
L.1.1a	Print all upper- and lowercase letters.	SE: Most Student Workbook pages require that students print upper- and lowercase letters to complete the activities. TE: OV-18, OV-20, 42	TE: 211, 223, 235, 247, 259, 273
L.1.1b	Use common, proper, and possessive nouns.	SE: 30–44, 47–48, 51, 53, 56–57, 61–68, 75–79, 86 TE: OV-18, OV-20	SE: 208, 220, 232, 244, 256, 270
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	SE: 52, 61–68, 75–79, 86, 91, 131–132, 136, 141, 153, 158, 176	SE: 208, 220, 232, 244, 256, 266–267, 270
L.1.1d	Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	SE: 90–97, 99–104, 122, 124	SE: 202–211
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	SE: 69, 71–74, 80–83, 87–88	SE: 202–211
L.1.1f	Use frequently occurring adjectives.	SE: 98, 100, 104–112, 116, 118–120, 123–124 TE: OV-18–OV-20	
L.1.1g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	SE: 22–23, 28	
L.1.1h	Use determiners (e.g., <i>articles, demonstratives</i>).	SE: 113–115, 121	SE: 208, 220, 232, 244, 256, 270
L.1.1i	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	SE: 24–25	

Conventions of Standard English, continued		Part 1: Grammar	Part 2: Writing
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	SE: 8, 13–14, 16, 19, 21, 34, 38, 50, 62, 68, 70, 79, 91, 108, 111, 131–132, 136, 141, 153, 158, 176 TE: OV-20, 3	SE: 208, 220, 232, 244, 256, 270
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 2–21, 27–28, 34, 38, 49–50, 62, 68, 70, 79, 91, 108, 111, 126–148, 153, 158, 176	SE: 208–211, 220–23, 232–235, 244–247, 256–259, 270–273
L.1.2a	Capitalize dates and names of people.	SE: 31–34, 41–46	SE: 214–223
L.1.2b	Use end punctuation for sentences.	SE: 5–21, 34, 38, 50, 62, 68, 70, 79, 91, 108, 111, 131–132, 136, 141, 153, 158, 176 TE: OV-21	SE: 208–211, 220–23, 232–235, 244–247
L.1.2c	Use commas in dates and to separate single words in a series.	SE: 45–46, 54–55, 58 TE: OV-21	SE: 215

Vocabulary Acquisition and Use		Part 1: Grammar	Part 2: Writing
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	SE: 69, 70, 112, 123, 163–171, 181	
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	SE: 163–165	
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	SE: 166–171, 181	
L.1.4c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	SE: 69–70, 112, 123	
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	SE: 84–85, 106–111, 116–117, 150–159, 160–162, 172–182 TE: OV-19	SE: 239–240
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	SE: 106–111, 160	TE: 266
L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	SE: 160–162 TE: OV-19	SE: 239
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	SE: 106–111 TE: OV-19, 55	SE: 239–240
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	SE: 84–85, 88, 116–117 TE: 153	
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	SE: 22–23 TE: 3	

Speaking and Listening

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration		Part 1: Grammar	Part 2: Writing
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	TE: OV-20	TE: 243, 269, 273
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	TE: 117, 164, 191	TE: 200b, 200, 215, 227, 239, 251, 263, 277, 284
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TE: 117, 164, 191	TE: 200, 284
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.		TE: 215, 227, 239, 251, 263, 277
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TE: 117, 127	TE: 223, 232, 261
Presentation of Knowledge and Ideas		Part 1: Grammar	Part 2: Writing
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TE: OV-19, OV-21, 18, 76, 79, 91	TE: 200–211, 232–235, 244–247
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TE: OV-18–OV-21, 5, 13, 76, 79	SE: 211, 223, 235, 247, 259, 273 TE: 207, 211, 223, 235, 247, 259, 273

Presentation of Knowledge and Ideas, continued		Part 1: Grammar	Part 2: Writing
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TE: OV-18–OV-21, 5, 13, 76, 79	SE: 211, 223, 235, 247, 259, 273 TE: 207
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	SE: 91, 131–132, 136, 141, 153, 158, 176	SE: 266, 267 TE: 223

Reading

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Literature		Part 1: Grammar	Part 2: Writing
Key Ideas and Details			
RL.1.3	Describe characters, settings, and major events in a story, using key details.		SE: 248–259
Craft and Structure		Part 1: Grammar	Part 2: Writing
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	SE: 109–111	
Informational Texts		Part 1: Grammar	Part 2: Writing
Craft and Structure			
RI.1.5	Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	SE: 191–192	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	SE: 192–193	

Reading Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts		Part 1: Grammar	Part 2: Writing
RF.1.1	Demonstrate understanding of the organization and basic features of print.	SE: 2–6, 8–9, 12, 14, 16, 19, 21–23, 28, 30–44, 47–48, 51–53, 56–57, 61–68, 75–79, 86, 90–97, 99–124	TE: 211, 223, 235, 247, 259, 273
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	SE: 2–21, 27–28, 34, 38, 49–50, 62, 68, 70, 79, 91, 108, 111, 126–148, 153, 158, 176	SE: 208–211, 220–23, 232–235, 244–247, 256–259, 270–273