

Voyages in English 2018

Grade 1

Correlations to Florida State Standards

Writing

Text Types and Purposes		Part 1: Grammar	Part 2: Writing
LASF.1.W.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.		SE: 250–259 TE: 91
LASF.1.W.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
LASF.1.W.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
LASF.1.W.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
LASF.1.W.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, 211, 220, 223, 235, 247, 259, 273

Research to Build and Present Knowledge		Part 1: Grammar	Part 2: Writing
LASF.1.W.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).	TE: OV-18	SE: 189, 226–235 TE: 273
LASF.1.W.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

Conventions of Standard English		Part 1: Grammar	Part 2: Writing
LASF.1.L.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
LASF.1.L.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
LASF.1.L.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
LASF.1.L.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

Conventions of Standard English, continued		Part 1: Grammar	Part 2: Writing
LASF.1.L.1d	Use personal, 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
LASF.1.L.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
LASF.1.L.1f	Use frequently occurring adjectives.	SE: 98, 100, 104–112, 116, 118–120, 123–124 TE: OV-18–OV-20	
LASF.1.L.1g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	SE: 22–23, 28	
LASF.1.L.1h	Use determiners (e.g., <i>articles, demonstratives</i>).	SE: 113–115, 121	SE: 208, 220, 232, 244, 256, 270
LASF.1.L.1i	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	SE: 24–25	
LASF.1.L.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
LASF.1.L.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
LASF.1.L.2a	Capitalize dates and names of people.	SE: 31–34, 41–46	SE: 214–223
LASF.1.L.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

Conventions of Standard English, continued		Part 1: Grammar	Part 2: Writing
LASF.1.L.2c	Use commas in dates and to separate single words in a series.	SE: 45–46, 54–55, 58 TE: OV-21	SE: 215
LASF.1.L.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		SE: 210, 222, 234, 246, 258, 272
LASF.1.L.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		SE: 208, 210, 220, 232, 234, 244, 246, 256, 258, 270, 272
Vocabulary Acquisition and Use		Part 1: Grammar	Part 2: Writing
LASF.1.L.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	
LASF.1.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	SE: 163–165	
LASF.1.L.4b	Use frequently occurring affixes as a clue to the meaning of a word.	SE: 166–171, 181	
LASF.1.L.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	
LASF.1.L.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
LASF.1.L.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
LASF.1.L.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
LASF.1.L.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

Vocabulary Acquisition and Use, continued		Part 1: Grammar	Part 2: Writing
LASF.1.L.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	
LASF.1.L.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 named my hamster Nibblet because she nibbles too much because she likes that).	SE: 22–23 TE: 3	

Speaking and Listening

Comprehension and Collaboration		Part 1: Grammar	Part 2: Writing
LASF.1.SL.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
LASF.1.SL.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
LASF.1.SL.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TE: 117, 164, 191	TE: 200, 284
LASF.1.SL.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	TE: 215, 227, 239, 251, 263, 277	TE: 215, 227, 239, 251, 263, 277
LASF.1.SL.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
LASF.1.SL.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

Presentation of Knowledge and Ideas		Part 1: Grammar	Part 2: Writing
LASF.1.SL.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
LASF.1.SL.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
LASF.1.SL.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 Literature

Key Ideas and Details		Part 1: Grammar	Part 2: Writing
LASF.1.RL.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
LASF.1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	SE: 109–111	

Reading Informational Texts

Craft and Structure		Part 1: Grammar	Part 2: Writing
LASF.1.RI.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	

Reading Foundational Skills

Print Concepts		Part 1: Grammar	Part 2: Writing
LASF.1.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
LASF.1.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