

# *Voyages in English 2018*

## Grade 1

### Correlations to Pennsylvania State Standards

#### Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

| Informative/Explanatory |   | Part 1: Grammar   | Part 2: Writing   |
|-------------------------|---|---|---|
| CC.1.4.1.A              | Write informative/explanatory texts to examine a topic and convey ideas and information.  | TE: OV-21, 91   | SE: 250–259, 262–273<br>TE: 203, 228, 232   |
| CC.1.4.1.B              | Explanatory Focus. Identify and write about one specific topic.   | TE: OV-21   | SE: 230, 242, 262–273   |
| CC.1.4.1.C              | Content. Develop the topic with two or more facts.  | TE: OV-19   | SE: 265–270   |
| CC.1.4.1.D              | Organization. Group information and provide some sense of closure.  |   | SE: 205, 207–208, 217,<br>219–220, 231–232, 243–<br>244, 255–256, 266–267,<br>269–270 |
| CC.1.4.1.E              | Style. Choose words and phrases for effect.   | SE: 84–85, 116–117  |   |
| CC.1.4.1.F              | Conventions of Language. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul> | SE: 2–6, 8–9, 12, 14, 16,<br>19, 21–23, 28, 30–46, 47–<br>48, 51–53, 56–57, 61–68,<br>75–79, 86, 90–97, 99–124<br>TE: OV-18–OV-21 | SE: 220–223, 232–235,<br>244–247, 256–259, 270–<br>273                                |

| <b>Opinion/Argumentative</b> |   | <b>Part 1: Grammar</b>  | <b>Part 2: Writing</b>                    |
|------------------------------|---|---|---|
| CC.1.4.1.G                   | Write opinion pieces on familiar topics.  | <b>TE:</b> 91   | <b>SE:</b> 250–259                        |
| CC.1.4.1.H                   | Focus. Form an opinion by choosing among given topics.  |   | <b>SE:</b> 254–255                        |
| CC.1.4.1.I                   | Content. Support the opinion with reasons related to the opinion.   |   | <b>SE:</b> 256                            |
| CC.1.4.1.J                   | Organization. Create an organizational structure that includes reasons and provides some sense of closure.  |   | <b>SE:</b> 253–254                        |
| CC.1.4.1.K                   | Style. Use a variety of words and phrases.  | <b>SE:</b> 84–85, 150–159   |   |
| CC.1.4.1.L                   | Conventions of Language. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul> | <b>SE:</b> 2–6, 8–9, 12, 14, 16, 19, 21–23, 28, 30–46, 47–48, 51–53, 56–57, 61–68, 75–79, 86, 90–97, 99–124<br><b>TE:</b> OV-18–OV-21 | <b>SE:</b> 250–259                        |
| <b>Narrative</b>             |   | <b>Part 1: Grammar</b>  | <b>Part 2: Writing</b>                    |
| CC.1.4.1.M                   | Write narratives to develop real or imagined experiences or events.   | <b>TE:</b> OV-18  | <b>SE:</b> 202–211<br><b>TE:</b> 228, 232 |
| CC.1.4.1.N                   | Focus. Establish who and what the narrative will be about.  |   | <b>SE:</b> 204                            |
| CC.1.4.1.O                   | Content. Include thoughts and feelings to describe experiences and events.  |   | <b>SE:</b> 202–211                        |
| CC.1.4.1.P                   | Organization. Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.  | <b>TE:</b> OV-18  | <b>SE:</b> 202–211<br><b>TE:</b> 228, 232 |

| <b>Narrative, continued</b>                   |   | <b>Part 1: Grammar</b>  | <b>Part 2: Writing</b>  |
|---|---|---|---|
| CC.1.4.1.Q                                    | Style. Use a variety of words and phrases.  | <b>SE:</b> 84–85, 116–117, 150–159  |   |
| CC.1.4.1.R                                    | Conventions of Language. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul> | <b>SE:</b> 2–6, 8–9, 12, 14, 16, 19, 21–23, 28, 30–46, 47–48, 51–53, 56–57, 61–68, 75–79, 86, 90–97, 99–124<br><b>TE:</b> OV-18–OV-21 |   |
| <b>Production and Distribution of Writing</b> |   | <b>Part 1: Grammar</b>  | <b>Part 2: Writing</b>  |
| CC.1.4.1.T                                    | Writing Process. With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.  | <b>TE:</b> OV-19  | <b>SE:</b> 209, 221, 233, 245, 257, 271                         |
| CC.1.4.1.U                                    | Technology and Publication. With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.   | <b>TE:</b> 189  | <b>TE:</b> 211, 220, 223, 235, 247, 259, 273                    |
| CC.1.4.1.V                                    | Conducting Research. Participate in individual or shared research and writing projects.   | <b>TE:</b> OV-18  | <b>SE:</b> 226–235<br><b>TE:</b> 273                            |
| CC.1.4.1.W                                    | Credibility, Reliability, and Validity of Sources. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.   | <b>TE:</b> OV-19  | <b>SE:</b> 202–211  |
| CC.1.4.1.X                                    | Range of Writing. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |   | <b>SE:</b> 208–211, 220–223, 232–235, 244–247, 256–259, 270–273 |

## Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

| <b>Comprehension and Collaboration</b>    |  | <b>Part 1: Grammar</b>                   | <b>Part 2: Writing</b>  |
|---|--|--|---|
| CC.1.5.1.A                                | Collaborative Discussion. Participate in collaborative conversations with peers and adults in small and larger groups.   | TE: OV-20                                | TE: 243, 269, 273   |
| CC.1.5.1.B                                | Critical Listening. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |  | TE: 215, 227, 239, 251, 263, 277  |
| CC.1.5.1.C                                | Evaluating Information. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  |  | TE: 215, 227, 239, 251, 263, 277  |
| CC.1.5.1.D                                | Purpose, Audience, and Task. 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<br>TE: 207, 211, 223, 235, 247, 259, 273 |
| CC.1.5.1.E                                | Context. Produce complete sentences when appropriate to task and situation.  | SE: 91, 131–132, 136, 141, 153, 158, 176 | SE: 266, 267<br>TE: 223   |
| <b>Integration of Knowledge and Ideas</b> |  | <b>Part 1: Grammar</b>                   | <b>Part 2: Writing</b>  |
| CC.1.5.1.F                                | Multimedia. Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.   | TE: OV-18–OV-21, 5, 13, 76, 79           | SE: 211, 223, 235, 247, 259, 273<br>TE: 207                               |
| CC.1.5.1.G                                | Conventions of Standard English. Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content  | SE: 91, 131–132, 136, 141, 153, 158, 176 | SE: 266, 267<br>TE: 223   |

### **Reading Foundational Skills**

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

| <b>Print Concepts</b> |   | <b>Part 1: Grammar</b>  | <b>Part 2: Writing</b>                  |
|-----------------------|---|---|---|
| CC.1.1.1.B            | Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"><li>• Recognize the distinguishing features of a sentence.</li></ul> | <b>SE:</b> 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 | <b>TE:</b> 211, 223, 235, 247, 259, 273 |

### **Reading Informational Text**

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

| <b>Vocabulary Acquisition and Use</b> |  | <b>Part 1: Grammar</b> | <b>Part 2: Writing</b> |
|---------------------------------------|--|------------------------|------------------------|
| CC.1.2.1.K                            | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. | <b>SE:</b> 163–165     |                        |

### **Reading Literature**

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

| <b>Key Ideas and Details Literary Elements</b> |  | <b>Part 1: Grammar</b> | <b>Part 2: Writing</b> |
|--|--|------------------------|------------------------|
| CC.1.3.1.C                                     | Describe characters, settings, and major events in a story, using key details. |                        | <b>SE:</b> 248–259     |

| <b>Craft and Structure Vocabulary</b> |   | <b>Part 1: Grammar</b>   | <b>Part 2: Writing</b>                |
|---------------------------------------|---|--|---------------------------------------|
| CC.1.3.1.F                            | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.   | <b>SE:</b> 109–111   |                                       |
| <b>Vocabulary Acquisition and Use</b> |   | <b>Part 1: Grammar</b>   | <b>Part 2: Writing</b>                |
| CC.1.3.1.I                            | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.  | <b>SE:</b> 69, 70, 112, 123, 163–171, 181                              |                                       |
| CC.1.3.1.J                            | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. | <b>SE:</b> 22–23, 91, 131–132, 136, 141, 153, 158, 176<br><b>TE:</b> 3 | <b>SE:</b> 266, 267<br><b>TE:</b> 223 |