

Voyages in English 2018
Grade 1
Correlations to Texas State Standards

Writing

Writing Process		Part 1: Grammar	Part 2: Writing
ELAR.1.17	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.		SE: 206–211, 218–233, 230–235, 242–247, 254–259, 268–273
ELAR.1.17.A	Students are expected to plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).		SE: 207, 219, 231, 243, 255, 269
ELAR.1.17.B	Students are expected to develop drafts by sequencing ideas through writing sentences.		SE: 208, 220, 232, 244, 256, 270
ELAR.1.17.C	Students are expected to revise drafts by adding or deleting a word, phrase, or sentence.		SE: 209, 221, 233, 245, 257, 271
ELAR.1.17.D	Students are expected to edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.		SE: 209, 221, 233, 245, 257, 271
ELAR.1.17.E	Students are expected to publish and share writing with others.		SE: 211, 223, 235, 247, 259, 273

Literary Texts		Part 1: Grammar	Part 2: Writing
ELAR.1.18	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.		SE: 206–211, 218–233, 230–235, 242–247, 254–259, 268–273
ELAR.1.18.A	Students are expected to write brief stories that include a beginning, middle, and end.		SE: 206–211, 218–233, 230–235, 242–247, 254–259, 268–273
Expository and Procedural Texts		Part 1: Grammar	Part 2: Writing
ELAR.1.19	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	SE: 189 TE: OV-18, OV-21	SE: 226–235, 262–273 TE: 203
ELAR.1.19.A	Students are expected to write brief compositions about topics of interest to the student.	TE: OV-21	SE: 262–273 TE: 203, 228, 232 214–223
ELAR.1.19.B	Students are expected to write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).		SE: 214–223
ELAR.1.19.C	Students are expected to write brief comments on literary or informational texts.		SE: 250–259

Oral and Written Conventions

Conventions		Part 1: Grammar	Part 2: Writing
ELAR.1.20.A.i	Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking: verbs (past, present, and future).	SE: 59–88	
ELAR.1.20.A.ii	Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking: nouns (singular/plural, common/proper).	SE: 29–58	
ELAR.1.20.A.iii	Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking: adjectives (e.g., descriptive: green, tall).	SE: 105–121, 123–124	
ELAR.1.20.A.v	Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases.	SE: 11–12	
ELAR.1.20.A.vi	Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking: pronouns (e.g., I, me).	SE: 90–104	
ELAR.1.20.A.vii	Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking: time-order transition words.	TE: OV-18	SE: 202–211 TE: 228, 232
ELAR.1.20.B	Students are expected to speak in complete sentences with correct subject-verb agreement.	SE: 61–64, 76–79	

Handwriting, Capitalization, and Punctuation		Part 1: Grammar	Part 2: Writing
ELAR.1.21	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	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
ELAR.1.21.A	Students are expected to form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences.	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
ELAR.1.21.B.i	Students are expected to recognize and use basic capitalization for the beginning of sentences.	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
ELAR.1.21.B.ii	Students are expected to recognize and use basic capitalization for the pronoun "I".	SE: 93, 95	SE: 200–211
ELAR.1.21.B.iii	Students are expected to recognize and use basic capitalization for names of people.	SE: 31–34	
ELAR.1.21.C	Students are expected to recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	SE: 2–19, 26–27	

Spelling		Part 1: Grammar	Part 2: Writing
ELAR.1.22	Students spell correctly.		SE: 210, 222, 234, 246, 258, 272
ELAR.1.22.A	Students are expected to use phonological knowledge to match sounds to letters to construct known words.		SE: 208, 210, 220, 232, 234, 244, 246, 256, 258, 270, 272
ELAR.1.22.D	Students are expected to spell base words with inflectional endings (e.g., adding "s" to make words plurals).	SE: 51–53, 69–70, 112, 123	
ELAR.1.22.E	Students are expected to use resources to find correct spellings.	SE: 188–189	

Research

Gathering Sources		Part 1: Grammar	Part 2: Writing
ELAR.1.24.B	Students (with adult assistance) are expected to use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information.	SE: 188–189, 192–195	
ELAR.1.24.C	Students (with adult assistance) are expected to record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).		SE: 207, 219, 231, 243, 255, 269

Listening and Speaking

Listening		Part 1: Grammar	Part 2: Writing
ELAR.1.27.A	Students are expected to listen attentively to speakers and ask relevant questions to clarify information.	TE: OV-19, OV-21, 18, 76, 79, 91	TE: 200-211, 232–235, 244–247
Teamwork		Part 1: Grammar	Part 2: Writing
ELAR.1.29	Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	TE: 117, 164, 191	TE: 200b, 200, 215, 227, 239, 251, 263, 277, 284

Reading

Print Awareness		Part 1: Grammar	Part 2: Writing
ELAR.1.1.B	Students identify upper- and lower-case letters.	SE: 4, 31–38, 41–44	
ELAR.1.1.C	Students sequence the letters of the alphabet.	SE: 184–185	
ELAR.1.1.D	Students recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation).	SE: 2–21	
ELAR.1.1.F	Students identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	SE: 190–193	

Phonics		Part 1: Grammar	Part 2: Writing
ELAR.1.3.E	Students read base words with inflectional endings (e.g., plurals, past tenses).	SE: 52–53, 69–70, 112	
ELAR.1.3.F	Students use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream).	SE: 49–50	
ELAR.1.3.G	Students identify and read contractions (e.g., <i>isn't</i> , <i>can't</i>).	SE: 126–148	
Vocabulary Development		Part 1: Grammar	Part 2: Writing
ELAR.1.6.A	Students identify words that name actions (verbs) and words that name persons, places, or things (nouns).	SE: 30–38, 60–68	
ELAR.1.6.B	Students determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime).	SE: 49–50	
ELAR.1.6.D	Students identify and sort words into conceptual categories (e.g., opposites, living things).	SE: 106–111, 160	TE: 266
ELAR.1.6.E	Students alphabetize a series of words to the first or second letter and use a dictionary to find words.	SE: 184–185	