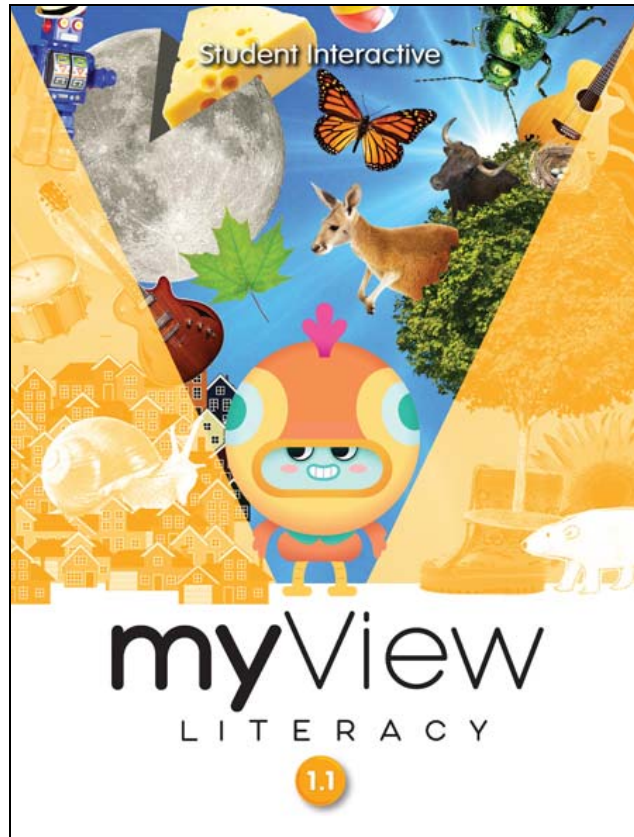


A Correlation of

# myView Literacy

Grade 1, ©2020



## English Language Arts

### Georgia Standards of Excellence (GSE)

### Grade 1

# **A Correlation of myView Literacy ©2020, Grade 1 to the English Language Arts Georgia Standards of Excellence (GSE)**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **English Language Arts Georgia Standards of Excellence (GSE)**. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. myView Literacy offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

### **Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

### **Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

### **Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<b>GRADE 1</b>	
<b>Reading Literary RL</b>	
<b>Key Ideas and Details</b>	
<p>ELAGSE1RL1 Ask and answer questions about key details in a text.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b>  Check for Understanding, T51  Strategy Group: ELL Targeted Support, T68  Read, T114  Close Read: Ask and Answer Questions, T121  Minilesson: Ask and Answer Questions, T136  Strategy Group: ASK AND ANSWER QUESTIONS, T140  First Read: Read, T264  My View, T272</p> <p><b>Unit 2:</b>  Poetry, T248  Strategy Group: CREATE NEW UNDERSTANDINGS, T276  Drama, T318  Strategy Group: IDENTIFY DRAMA, T324  Whole Group, T325  Minilesson: Find Elements of Drama, T338  Strategy Group: FIND ELEMENTS OF DRAMA, T340  Whole Group, T341</p> <p><b>Unit 3:</b>  First Read: Read, T46  First Read: Ask, T50  My View, T52  First Read: Talk, T124  First Read: Ask, T198  First Read: Ask, T266  My View, T270  Minilesson: Visualize Details, T280</p> <p><b>Unit 4:</b>  Read, T196  Minilesson: Talk About It, T218  Explore the Poem, T244</p> <p><b>Unit 5:</b>  First Read: Ask, T266  My View, T268</p>

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<p>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p><b>Unit 1:</b> First Read: Read, T44 My View, T50</p> <p><b>Unit 3:</b> Whole Group, T41 WRAP-UP: Folktales, T109 My View, T130 Minilesson: Make Connections, T140 Minilesson: Talk About It, T146 Read Aloud, T256 Minilesson: Fable, T258 Identify Traditional Stories, T260-T261 Whole Group, T263 First Read: Talk, T268</p> <p><b>Unit 4:</b> My View, T202</p> <p><b>Unit 5:</b> Close Read: Find Important Details, T263 Close Read: Find Important Details, T265 Close Read: Find Important Details, T267 Minilesson: Important Details, T278</p>

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ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.	<p><b>Unit 1:</b>  Minilesson: Describe Characters, Setting, and Events, T36  Read, T42  First Read: Talk, T45  Check for Understanding, T51  Minilesson: Describe Characters, T56  Whole Group, T59  Minilesson: Setting, T108  Identify Realistic Fiction, T110  Strategy Group: IDENTIFY REALISTIC FICTION, T112  Whole Group, T113  Whole Group, T131  Strategy Group: COMPARE TEXTS, T144  Realistic Fiction, T254  Minilesson: Describe Characters, T278  Strategy Group: DESCRIBE CHARACTERS, T280  Minilesson: Visualize Details About Characters, T282</p> <p><b>Unit 2:</b>  First Read: Look, T328  My View, T332</p> <p><b>Unit 3:</b>  Close Read: Describe Plot, T51</p> <p><b>Unit 4:</b>  Identify Historical Fiction, T192  Strategy Group: IDENTIFY HISTORICAL FICTION, T194  Read, T196</p> <p><b>Unit 5:</b>  Strategy Group: IDENTIFY FICTION, T256  Close Read: Find Important Details, T263  Minilesson: Important Details, T278</p>

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<b>Craft and Structure</b>	
<p>ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p><b>Unit 1:</b> Minilesson: Word Choice, T148</p> <p><b>Unit 2:</b> Possible Teaching Point: Read Like a Writer: Word Choice, T260 Minilesson: Word Choice, T284</p> <p><b>Unit 3:</b> The Five Senses, T162 Explore Imagery, T163</p> <p><b>Unit 5:</b> Explore the Poem, T236 Preview Vocabulary, T258 Possible Teaching Point: Read Like a Writer: Word Choice, T261 Minilesson: Develop Vocabulary, T268 ELL Access, T290 Minilesson: Word Choice, T290</p>
<p>ELAGSE1RL5 Explain major difference between texts that tell stories and texts that give information.</p>	<p><b>Unit 2:</b> Wrap-Up: Compare and Contrast, T249 Turn, Talk, and Share, T251 Compare Texts, T253 Strategy Group: Compare Texts, T280 Leveled Readers, T281 Whole Group, T281</p>
<p>ELAGSE1RL6 Identify who is telling the story at various points in a text.</p>	<p><b>Unit 2:</b> First Read: Look, T258</p> <p><b>Unit 4:</b> Possible Teaching Point: Read Like a Writer: First-Person Text, T199 Minilesson: First-Person Text, T224</p>

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<b>Integration of Knowledge and Ideas</b>	
<p>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p><b>Unit 1:</b>  Minilesson: Describe Characters, T56  Minilesson: Use Text Evidence, T60  Minilesson: Setting, T108  Identify Realistic Fiction, T110  Strategy Group: IDENTIFY REALISTIC FICTION, T112  First Read: Talk, T120  Close Read: Describe the Setting/Ask and Answer Questions, T123  Strategy Group: Describe the Setting, T134  Minilesson: Find Text Evidence, T142  Strategy Group: COMPARE TEXTS, T144  Identify Realistic Fiction, T256-T257  Close Read: Visualize Details/Describe Characters, T265  First Read: Ask, T268  Minilesson: Describe Characters, T278  Strategy Group: Describe Characters, T280  Minilesson: Visualize Details About Characters, T282  <b>Unit 2:</b>  ELL Access: Prereading, T326  My View, T332  <b>Unit 4:</b>  Whole Group, T195  Read, T196  <b>Unit 5:</b>  Close Read: Find Important Details, T263  Close Read: Find Important Details, T265  Close Read: Find Important Details, T267  Minilesson: Important Details, T278</p>
<p>ELAGSE1RL8 (Not applicable to literature).</p>	<p>Not applicable according to the Georgia Standards of Excellence</p>



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ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.	<b>Unit 1:</b> Strategy Group: Compare Texts, T68 Whole Group, T69 Wrap-Up: Compare and Contrast Characters, T253 Read and Compare, T266 Compare Across Texts, T382 Reflect on the Unit, T413 <b>Unit 2:</b> Strategy Group: COMPARE TEXTS, T350 <b>Unit 3:</b> Strategy Group: COMPARE TEXTS, T70 Whole Group, T71
<b>Range of Reading and Level of Text Complexity</b>	
ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	This standard is met throughout the program. See the following representative citations: <b>Unit 1:</b> Matching Texts to Learning (Leveled Readers) T38-T39 Read, T42-T49 Matching Texts to Learning (Leveled Readers), T110-T111 Read, T114-T125 Read, T260-T265 <b>Unit 2:</b> Matching Texts to Learning (Leveled Readers), T252-T253 Read, T256-T261 Matching Texts to Learning (Leveled Readers), T322-T323 Read, T326-T331 <b>Unit 3:</b> Matching Texts to Learning (Leveled Readers), T38-T39 Matching Texts to Learning (Leveled Readers), T112-T113 Identify Poetry, T190-T191 Read, T194-T199 Matching Texts to Learning (Leveled Readers), T260-T261 Read: T204-TT269 Matching Texts to Learning (Leveled Readers), T330-T331

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<b>Continued</b> ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>Unit 4:</b> Matching Texts to Learning (Leveled Readers), T192-T193 Read, T196-T201 <b>Unit 5:</b> Reading Workshop: Matching Texts to Learning (Leveled Readers), T254-T255 Read, T258-T267
<b>Reading Informational RI</b>	
<b>Key Ideas and Details</b>	
ELAGSE1RI1 Ask and answer questions about key details in a text.	This standard is met throughout the program. See the following representative citations: <b>Unit 2:</b> Minilesson: Find Important Details, T60 First Read: Ask, T120 Minilesson: Ask and Answer Questions, T138 Minilesson: Ask and Answer Questions, T202 Strategy Group: Ask and Answer Questions, T206 Minilesson: Write to Sources, T208 DIFFERENTIATED SUPPORT: Intervention/Extend, T393 <b>Unit 4:</b> Read, T42 Close Read: Ask and Answer Questions, T49 CROSS-CURRICULAR PERSPECTIVES: Social Studies, T53 Minilesson: Ask and Answer Questions, T66 First Read: Ask, T124 First Read: Talk, T130 Explore the Infographic, T174 First Read: Ask, T270 Explore the Infographic, T318 Close Read: Ask and Answer Questions, T345 Close Read: Ask and Answer Questions, T347 Strategy Group: Ask and Answer Questions, T362 <b>Unit 5:</b> Explore the Infographic, T20 First Read: Ask, T48 Explore the Web Site, T94 Explore the Infographic, T166 Read, T332 First Read: Ask, T336

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ELAGSE1RI2 Identify the main topic and retell key details of a text.	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Minilesson: Share Ideas and Information, T212 CRITICAL LITERACY: Challenge the Text, T404</p> <p><b>Unit 2:</b> Minilesson: Find the Main Idea, T56 Strategy Group: IDENTIFY MAIN IDEA, T58 Whole Group, T59 Minilesson: Find Important Details, T60 Whole Group, T65 Genre Immersion Lesson, T83 My View, T122 Minilesson: Explore Facts and Details, T155 Minilesson: Apply Facts and Details, T156 Informational Text, T180 Minilesson: Identify Informational Text, T180</p> <p><b>Unit 3:</b> WEEKLY QUESTION, T357</p> <p><b>Unit 4:</b> Minilesson: Talk About It, T72 Minilesson: Informational Text, T260 Read, T266 First Read: Read, T274 Close Read: Find the Main Idea, T343 Close Read: Find the Main Idea, T347 Minilesson: Main Idea, T354</p> <p><b>Unit 5:</b> Informational Text, T36 Minilesson: Informational Text Genre, T36 Strategy Group: IDENTIFY INFORMATIONAL TEXT, T40</p>
ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p><b>Unit 2:</b> First Read: Talk, T48 Whole Group, T69</p> <p><b>Unit 5:</b> ELL Minilesson Support, T83 ELL Minilesson Support, T155 Share Back, T157 Writing Support, T157 Minilesson: Explore Instructions, T157 Independent Writing, T157</p>

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<b>Craft and Structure</b>	
<p>ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p><b>Unit 1:</b>  Preview Vocabulary, T190  Possible Teaching Point: Read Like a Writer: Word Choice, T339  Minilesson: Develop Vocabulary, T342</p> <p><b>Unit 2:</b>  Preview Vocabulary, T42  Minilesson: Develop Vocabulary, T50  Check for Understanding, T51  Minilesson: Develop Vocabulary, T122</p> <p><b>Unit 3:</b>  Preview Vocabulary, T334  Strategy Group: DEVELOP VOCABULARY, T344  Minilesson: Oral Language, T360</p> <p><b>Unit 4:</b>  Preview Vocabulary, T42  Check for Understanding, T57  Minilesson: Develop Vocabulary, T132  Strategy Group: DEVELOP VOCABULARY, T136  Minilesson: Develop Vocabulary, T276  Strategy Group: DEVELOP VOCABULARY, T280</p> <p><b>Unit 5:</b>  Preview Vocabulary, T42  Preview Vocabulary, T116  Strategy Group: DEVELOP VOCABULARY, T198  Preview Vocabulary, T332  Minilesson: Develop Vocabulary, T340</p>

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<p>ELAGSE1RI5 Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p><b>Unit 1:</b>  Explore the Diagram, T168  Strategy Group: Identify Informational Text,, T188  Close Read: Find Text Features/Use Text Evidence, T193  Close Read: Find Text Features/Vocabulary in Context, T195  Minilesson: Find Text Features, T202  Strategy Group: Identify Text Features, T204  Minilesson: Print Features, T218-T219  Minilesson: Explore Features of a Nonfiction Book, T230  Minilesson: Apply Features of a Nonfiction Book, T231</p> <p><b>Unit 2:</b>  Genre Immersion Lesson, T84  First Read: Look, T118</p> <p><b>Unit 4:</b>  Possible Teaching Point: Read Like a Writer: Print Features, T268  Minilesson: Print Features, T298</p> <p><b>Unit 5:</b>  Minilesson: Informational Text Genre, T110  Strategy Group: IDENTIFY INFORMATIONAL TEXT, T114  Possible Teaching Point: Read Like a Writer: Text Features, T119  Possible Teaching Point: Read Like a Writer: Graphic Features, T120  Possible Teaching Point: Read Like a Writer: Text Features, T123  Close Read: Use Graphics, T123  Minilesson: Text Features, T130  Strategy Group: Use Text Features, T132  Minilesson: Graphic Features, T146  Possible Teaching Point: Read Like a Writer: Graphics, T336  Minilesson: Graphics, T362</p>

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<p>ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><b>Unit 4:</b>  First Read: Read, T128  Possible Teaching Point: Read Like a Writer: Graphic Features, T130  Minilesson: Graphic Features, T154  Read, T340  First Read: Look, T346</p> <p><b>Unit 5:</b>  First Read: Look, T44  First Read: Talk, T50  Minilesson: Informational Text Genre, T326  Identify Informational Text, T328  Strategy Group: IDENTIFY INFORMATIONAL TEXT, T330  Read, T332  Close Read: Use Pictures and Text, T335  Close Read: Use Pictures and Text, T337  Minilesson: Pictures and Text, T346  Strategy Group: Use Pictures and Text, T348  Whole Group, T349</p>

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<b>Integration of Knowledge and Ideas</b>	
<p>ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas.</p>	<p><b>Unit 1:</b>  First Read: Look, T194  Explore the Infographic, T238  Explore the Infographic, T314  Strategy Group: FIND GRAPHICS, T350  Whole Group, T351</p> <p><b>Unit 2:</b>  Explore the Infographic, T20  Explore the Diagram, T92  DIFFERENTIATED SUPPORT:  Intervention/Extend, T393</p> <p><b>Unit 3:</b>  Explore the Infographic, T172</p> <p><b>Unit 4:</b>  MyView, T56  Minilesson: Informational Text, T260  Explore the Infographic, T318  First Read: Look, T346</p> <p><b>Unit 5:</b>  Explore the Infographic, T20  My View, T52  Explore the Web Site, T94  Close Read: Use Graphics, T123  Close Read: Use Pictures and Text, T335  Close Read: Use Pictures and Text, T337  My View, T340  Minilesson: Pictures and Text, T346  Strategy Group: USE PICTURES AND TEXT, T348  Whole Group, T349  Minilesson: Graphics, T362</p>

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ELAGSE1RI8 Identify the reasons an author gives to support points in a text.	<p><b>Unit 2:</b> Introduce Persuasive Writing, T394</p> <p><b>Unit 3:</b> Persuasive Text, T328-T329 Read, T334 First Read: Look, T336 Identify Persuasive Text, T346</p> <p><b>Unit 5:</b> WRAP-UP: Opinion and Reasons, T181 Persuasive Text, T182 Strategy Group: Identify Persuasive Text, T186 Whole Group, T187 Close Read: Identify Persuasive Text, T191 Close Read: Identify Persuasive Text, T193 My View, T194 Identify Persuasive Text, T200 Strategy Group: Identify Persuasive Text, T202</p>
ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p><b>Unit 1:</b> Minilesson: Share Ideas and Information, T212 Strategy Group: Compare Texts, T214 Whole Group, T215 Strategy Group: Compare Texts, T360 Whole Group, T361 Compare Across Texts, T382 Reflect on the Unit, T413</p> <p><b>Unit 2:</b> Strategy Group: Compare Texts, T68 Strategy Group: Compare Texts, T140 Strategy Group: Compare Texts, T210</p> <p><b>Unit 4:</b> Guided Reading Instruction Prompts: Compare and Contrast Texts, T262 Close Read: Compare and Contrast Texts, T269 Close Read: Compare and Contrast Texts, T275 Compare and Contrast Texts, T282-T283 Minilesson: Talk About It, T68 Strategy Group: Compare Texts, T70 Strategy Group: Compare Texts, T142 Strategy Group: Compare Texts, T212 Minilesson: Talk About It, T356 Strategy Group: Compare Texts, T358</p>



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<b>Range of Reading and Level of Text Complexity</b>	
<p>ELAGSE1RI10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b>  Matching Texts to Learning, T186-T187  Read, T190-T195  Matching Texts to Learning, T332-T333  Read, T336-T341</p> <p><b>Unit 2:</b>  Identify Informational Text, T38  Matching Texts to Learning, T38-T39  Read, T42-T49  Matching Texts to Learning, T110-T111  Read, T114-T121  Identify Informational Text, T182-T183  Identify Theme, T322</p> <p><b>Unit 4:</b>  Identify Theme, T38-T39  Identify Theme, T116-T117  Read, T120-T131  Matching Texts to Learning, T262-T263  Read, T266-T173  Identify Theme, T336</p> <p><b>Unit 5:</b>  Matching Texts to Learning, T38  Read, T42-T51  Matching Texts to Learning, T112-T113  Read, T116-T123  Identify Theme, T184</p>

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<b>Reading Foundational RF</b>	
<b>Print Concepts</b>	
ELAGSE1RF1 Demonstrate understanding of the organization and basic features of print.	
<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>Unit 2:</b>  Lessons 2-5: Declarative Sentences, T148-T149  Lessons 2-5: Interrogative Sentences, T218-T219  Lessons 2-5: Exclamatory Sentences, T288-T289  Lessons 2-5: Imperative Sentences, T358-T359  Minilesson: Edit for Capitalization, T364  Independent Writing, T364  Share Back, T364  Writing Support, T364</p> <p><b>Unit 4:</b>  Writing Support, T308  Share Back, T308  Minilesson: Capitalization, T308  Independent Writing, T308  Writing Support, T309  Share Back, T309  Independent Writing, T309  Share Back, T310  Minilesson: Apply Punctuation Marks, T310</p> <p><b>Unit 5:</b>  Writing Support, T303  Share Back, T303  Independent Writing, T303  Minilesson: Explore Punctuation Marks, T303  Minilesson: Apply Punctuation Marks, T304  WRITING CLUB, T304</p>

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<b>Phonological Awareness</b>	
ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><b>Unit 2:</b> Option 2: Independent Activity, T309 Phonological Awareness: Distinguish Between /a/ and /ā/, T316 Intervention Activity: Long Vowels and the Silent e Rule, T334 Intervention Activity: Long Vowels and the Silent e Rule, T380 Phonological Awareness: Distinguish Between /i/ and /ī/, T382</p> <p><b>Unit 3:</b> Phonological Awareness: Distinguish Between /u/ and /ū/, T106 ELL Targeted Support: Distinguishing Long and Short <i>u</i> Sounds, T107 Intervention Activity: Long Vowels and the Silent e Rule, T132 Phonological Awareness: Distinguish Between /e/ and /ē/, T184</p> <p><b>Unit 4:</b> Phonological Awareness: Distinguish Between /a/ and /ā/, T250 Phonics: Decode and Write Words with Vowel Digraph ea, T326 Phonological Awareness: Distinguish Between /o/ and /ō/, T330 Phonological Awareness: Distinguish Between /i/ and /ī/, T406</p> <p><b>Unit 5:</b> Phonological Awareness: Distinguish Between /o/ and /ō/, T32 Phonological Awareness: Distinguish Between /u/ and /ū/, T96 ELL Targeted Support: Distinguishing Sounds, T313</p>

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<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Phonological Awareness: Segment and Blend Phonemes, T32 Phonological Awareness: Segment and Blend Phonemes, T104 Phonological Awareness: Segment and Blend Phonemes, T326</p> <p><b>Unit 2:</b> Phonological Awareness: Segment and Blend Phonemes, T22 Word Work Strategy Group: INITIAL CONSONANT BLENDS, T52 Minilesson: Phonics: Spiral Review: Initial Consonant Blends and Xx /ks/, T104 Phonological Awareness: Segment and Blend Phonemes, T390</p> <p><b>Unit 3:</b> Phonological Awareness: Segment and Blend Phonemes, T22 Phonological Awareness: Segment and Blend Phonemes, T248 Phonological Awareness: Segment and Blend Phonemes, T382</p> <p><b>Unit 4:</b> Phonological Awareness: Segment and Blend Phonemes, T22 Phonological Awareness: Segment and Blend Phonemes, T100 Phonological Awareness: Middle and Final Sounds, T246 Phonological Awareness: Segment and Blend Phonemes, T390</p> <p><b>Unit 5:</b> Phonological Awareness: Segment and Blend Phonemes, T26 Phonological Awareness: Segment and Blend Phonemes, T100 Phonological Awareness: Segment and Blend Phonemes, T106 Phonological Awareness: Segment and Blend Phonemes, T398</p>

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<p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p><b>Unit 1:</b> Phonological Awareness: Medial /a/, T22 Word Work Activity: BUILD WORDS WITH LETTER TILES, T63 Phonological Awareness: Medial /i/, T94 Phonological Awareness: Medial /o/, T170 Phonological Awareness: Medial /e/, T240 Word Work Activity: BUILD WORDS WITH LETTER TILES, T285 Phonological Awareness: Medial /u/, T316 Phonological Awareness: Initial and Final Sounds, T392</p> <p><b>Unit 2:</b> Phonological Awareness: Remove Phonemes, T104 Phonological Awareness: Medial Sounds, T310</p> <p><b>Unit 3:</b> Phonological Awareness: Remove Phonemes, T96 Phonological Awareness: Medial /ū/, T100 Phonological Awareness: Remove Phonemes, T174</p> <p><b>Unit 4:</b> Phonological Awareness: Middle and Final Sounds, T246 Phonological Awareness: Initial and Final Sounds, T324 Phonological Awareness: Middle and Final Sounds, T398</p> <p><b>Unit 5:</b> Phonological Awareness: Middle and Final Sounds, T22</p>

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d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<p><b>Unit 1:</b> Phonological Awareness: Segment and Blend Phonemes, T32 Phonological Awareness: Segment and Blend Phonemes, T104 Phonological Awareness: Segment and Blend Phonemes, T250 Phonological Awareness: Segment and Blend Phonemes, T326</p> <p><b>Unit 2:</b> Phonological Awareness: Segment and Blend Phonemes, T22 Phonological Awareness: Remove Phonemes, T104 Phonological Awareness: Segment and Blend Phonemes, T166 Phonological Awareness: Segment and Blend Phonemes, T390</p> <p><b>Unit 3:</b> Phonological Awareness: Segment and Blend Phonemes, T26 Phonological Awareness: Segment and Blend Phonemes, T178 Phonological Awareness: Segment and Blend Phonemes, T382 Phonological Awareness: Segment and Blend Phonemes, T390</p> <p><b>Unit 4:</b> Phonological Awareness: Segment and Blend Phonemes, T22 Phonological Awareness: Segment and Blend Phonemes, T100 Phonological Awareness: Segment and Blend Phonemes, T104 Phonological Awareness: Segment and Blend Phonemes, T390</p> <p><b>Unit 5:</b> Phonological Awareness: Segment and Blend Phonemes, T26 Phonological Awareness: Segment and Blend Phonemes, T106 Phonological Awareness: Segment and Blend Phonemes, T168 Phonological Awareness: Phonemes, T398</p>

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<b>Phonics and Word Recognition</b>	
ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p>	<p><b>Unit 2:</b>  Minilesson: Phonics: Decode and Write Words with Consonant Digraphs sh and th, T236  ELL Targeted Support: Consonant Digraphs, T237  Minilesson: Phonics: Decode and Write Words with Consonant Digraphs sh, th, T238  Word Work Strategy Group: CONSONANT DIGRAPHS sh, th, T264  Lessons 1-3, 5: Spell Words with Consonant Digraphs sh, th, T286-T287  Minilesson: Phonics: Spiral Review Consonant Digraphs sh, th; Inflectional Ending -ing, T316  Lesson 4: Spell Words with Consonant Digraphs sh, th, T357</p> <p><b>Unit 3:</b>  Minilesson: Decode Words with Consonant Digraphs and Trigraphs, T22  ELL Targeted Support: Consonant Digraphs and Trigraphs, T23  Minilesson: Decode and Write Words with Digraphs and Trigraphs, T24  Word Work Strategy Group: DIGRAPHS wh, ch, ph TRIGRAPH tch, T54  Minilesson: Spiral Review Consonant Digraphs and Trigraphs; Contractions, T106</p>

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b. Decode regularly spelled one-syllable words.	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Minilesson: Phonics: Decode Short a, T22 Minilesson: Phonics: Decode Short a, T24</p> <p><b>Unit 3:</b> Minilesson: Decode Words with Consonant Digraphs and Trigraphs, T22 Minilesson: Decode and Write Words with Digraphs and Trigraphs, T24 Word Work Strategy Group: DIGRAPHS wh, ch, ph TRIGRAPH tch, T54 Word Work Activity: BUILD WORDS WITH LETTER TILES, T55 Minilesson: Decode Words with Long o Spelled VCe, T96 Minilesson: Decode and Write Words with Long o Spelled VCe, T98 Minilesson: Decode Words with Long u and e Spelled VCe, T100 Minilesson: Decode and Write Words with Long u and e Spelled VCe, T102 Word Work Strategy Group: /ō/ SPELLED VCe Sound-Spelling Card, T132 Minilesson: Decode Words with Long e Spelled e, ee, T174 Minilesson: Decode and Write Words with Long e Spelled e, ee, T176 Minilesson: Spiral Review Long o, Long u, and Long e Spelled VCe, T184 Minilesson: Decode Words with Vowel Sounds of y, T244 Minilesson: Decode and Write Words with Vowel Sounds of y, T246 Minilesson: Spiral Review Consonant Patterns ng, nk; Syllable Pattern CV, T398</p>



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c. Know final -e and common vowel team conventions for representing long vowel sounds.	<p>This standard is met throughout the program. Please see the following representative citations:</p> <p><b>Unit 2:</b>  Word Work Strategy Group: /ā/ SPELLED Vce, T334  Word Work Strategy Group: /ō/ SPELLED a, al, aw, T344  Minilesson: Phonics: Decode and Write Words with Long i Spelled Vce, T378  Word Work Strategy Group: /i/ SPELLED Vce, T380-T381</p> <p><b>Unit 3:</b>  Minilesson: Spiral Review Long i Spelled VCe; Consonants c/s/, g/j/, T32  Minilesson: Decode Words with Long o Spelled VCe, T96  Minilesson: Decode  Word Work Strategy Group: /ō/ SPELLED VCe Sound-Spelling Card, T132</p> <p><b>Unit 4:</b>  Minilesson: Decode and Write Words with Vowel Digraphs ai, ay, T252  Word Work Strategy Group: VOWEL DIGRAPHS ai, ay, T288  Minilesson: Decode Words with Vowel Digraphs ea, T324  Minilesson: Decode Words with Vowel Team ie, T398  Word Work Strategy Group: VOWEL DIGRAPH ie, T404</p> <p><b>Unit 5:</b>  Minilesson: Decode Words with Long o Spelled oa, ow, oe, T22  Word Work Strategy Group: Long o Spelled oa, ow, oe, T54  Minilesson: Decode and Write Words with Vowel Teams ue, ew, ui, T170  Word Work Strategy Group: VOWEL TEAMS ue, ew, ui, T196  Minilesson: Decode and Write Words with Long i, Long o, T240  Word Work Strategy Group: LONG i, LONG o, T270</p>

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d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>Unit 5:</b> Minilesson: Phonics: Decode Words with Open and Closed Syllables, T312 ELL Targeted Support: Distinguishing Sounds, T313 Minilesson: Phonics: Decode and Write Words with Open and Closed Syllables, T314 Word Work Strategy Group: Open and Closed Syllables, T342
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<b>Unit 5:</b> Minilesson: Decode Words with Open and Closed Syllables, T312 ELL Targeted Support: Distinguishing Sounds, T313 Minilesson: Phonics: Decode and Write Words with Open and Closed Syllables, T314 Decodable Reader, T343 Minilesson: Phonics: Decode Words with Final Syllable -le, T390 Minilesson: Phonics: Decode and Write Words with Final Syllable -le, T392 Decodable Reader, T397

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f. Read words with inflectional endings.	<p><b>Unit 2:</b>  Minilesson: Phonics: Decode Words with Inflectional Ending -s, T170  Minilesson: Phonics: Decode Words with Inflectional Ending -ing, T240  Minilesson: Phonics: Decode and Write Words with Inflectional Ending -ing, T242  Minilesson: Phonics: Spiral Review: Final Consonant Blends, Inflected Ending -s, T246  Minilesson: Phonics: Spiral Review Consonant Digraphs sh, th; Inflectional Ending -ing, T316</p> <p><b>Unit 3:</b>  Minilesson: Decode Words with Inflectional Ending -ed, T178  Minilesson: Decode and Write Words with Inflectional Ending -ed, T180  Minilesson: Spiral Review Long e Spelled e, ee; Inflectional Ending -ed, T254</p> <p><b>Unit 4:</b>  Minilesson: Decode Words with Inflectional Ending -es, Plural -es, T26  Minilesson: Decode and Write Words with Inflectional Ending -es, Plural -es, T28  Minilesson: Decode Words with Endings -ed, -ing, T104  Minilesson: Spiral Review r-Controlled Vowel ar; Inflectional Endings -es, Plural -es, T110  Minilesson: Decode Words with Comparative Endings, T176  Minilesson: Decode Words with Endings, T390  Minilesson: Decode and Write Words with Endings, T394</p> <p><b>Unit 5:</b>  Minilesson: Spiral Review Adding Endings; Vowel Digraph ie, T32</p>

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<b>Fluency</b>	
ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.	
<p>a. Read on-level text with purpose and understanding.</p>	<p>This standard is met throughout the program. Please see the following representative citations:</p> <p><b>Unit 1:</b> Independent Reading, T13 Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Matching Texts to Learning, Guided Reading Instruction Prompts, T186-T187 Set a Purpose, T255 Read and Compare, T266</p> <p><b>Unit 2:</b> Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Informational Text, T108 Read, T114 First Read: Read, T116 Support Independent Reading, T127 Matching Texts to Learning, Guided Reading Instruction Prompts, T252-T253</p> <p><b>Unit 3:</b> Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Support Independent Reading, T135 Matching Texts to Learning, Guided Reading Instruction Prompts, T260-T261</p> <p><b>Unit 4:</b> Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Matching Texts to Learning, Guided Reading Instruction Prompts, T116-T117 Turn, Talk, and Share, T335 Read, T340 First Read: Read, T342</p> <p><b>Unit 5:</b> Matching Texts to Learning, Guided Reading Instruction Prompts, T38-T39 Support Independent Reading, T129 Matching Texts to Learning, Guided Reading Instruction Prompts, T184-T185</p>

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b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><b>Unit 1:</b>  Fluency: PROSODY/ORAL READING RATE AND ACCURACY, T54  Fluency, T106  Be a Fluent Reader, T109  Close Read: Fluency, T125  Fluency: PROSODY/ORAL READING RATE AND ACCURACY, T134  Fluency, T252  Fluency: PROSODY/ORAL READING RATE AND ACCURACY, T280  Fluency: PROSODY/ORAL READING RATE AND ACCURACY, T350</p> <p><b>Unit 2:</b>  Fluency, T34  Fluency: RATE/ORAL READING RATE AND ACCURACY, T130  Fluency, T178  Fluency, T248  Minilesson: Celebrate, T367</p> <p><b>Unit 3:</b>  Fluency, T108  Fluency, T256  Be a Fluent Reader, T259  Close Read: Fluency, T269  Fluency: APPROPRIATE RATE/ORAL READING RATE AND ACCURACY, T278  Fluency: APPROPRIATE RATE/ORAL READING RATE AND ACCURACY, T284</p> <p><b>Unit 4:</b>  Fluency: APPROPRIATE RATE/ORAL READING RATE AND ACCURACY, T60  Fluency, T112  Close Read: Fluency, T131  Fluency, T188  Fluency: PROSODY/ORAL READING RATE AND ACCURACY, T206  Fluency, T332</p> <p><b>Unit 5:</b>  Fluency: APPROPRIATE RATE/ORAL READING RATE AND ACCURACY, T56  Fluency, T108  Fluency, T324  Close Read: Fluency, T339</p>

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b>  Close Read: Vocabulary in Context, T117  Possible Teaching Point: Academic Vocabulary: Context Clues, T194  Close Read: Find Text Features/Vocabulary in Context, T195  Minilesson: Context Clues, T216-T217  Close Read: Find Graphics/Vocabulary in Context, T341  Strategy Group: DEVELOP VOCABULARY, T346</p> <p><b>Unit 2:</b>  Close Read: Vocabulary in Context/Find Important Details, T47  Close Read: Vocabulary in Context, T121  Close Read: Vocabulary in Context, T189  Minilesson: Context Clues, T212  Minilesson: Develop Vocabulary, T262  Strategy Group: DEVELOP VOCABULARY, T266</p> <p><b>Unit 3:</b>  Close Read: Vocabulary in Context, T123  Possible Teaching Point: Academic Vocabulary: Context Clues, T197  Minilesson: Context Clues, T220  Minilesson: Develop Vocabulary, T270  Strategy Group: DEVELOP VOCABULARY, T274  Strategy Group: DEVELOP VOCABULARY, T344</p> <p><b>Unit 4:</b>  Close Read: Vocabulary in Context, T45  Close Read: Vocabulary in Context, T127  Minilesson: Context Clues, T222  Close Read: Vocabulary in Context, T271  ELL Access: Context Clues, T340  Close Read: Vocabulary in Context, T345</p> <p><b>Unit 5:</b>  Close Read: Vocabulary in Context, T51  Minilesson: Context Clues, T214  Close Read: Vocabulary in Context, T263  Close Read: Vocabulary in Context, T337</p>

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d. Read grade-appropriate irregularly spelled word.	<p><b>Unit 1:</b>  Minilesson: High-Frequency Words, T245  Read Fill the Pen, T249  Minilesson: High-Frequency Words, T321</p> <p><b>Unit 2:</b>  Minilesson: High-Frequency Words, T383</p> <p><b>Unit 3:</b>  Read A Deep Sleep, T182-T183  Share Back, T303  Minilesson: High-Frequency Words, T319</p> <p><b>Unit 4:</b>  Minilesson: High-Frequency Words, T181  Read Cars by Bob, T184-T185</p> <p><b>Unit 5:</b>  Minilesson: High-Frequency Words, T27  Minilesson: High-Frequency Words, T391  Read Spring Rain, T394</p>

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<b>Writing W</b>	
<b>Text Types and Purpose</b>	
<p>ELAGSE1W1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p><b>Unit 2:</b> Analyze Student Model, T398 ELL Targeted Support: Write a Letter, T399 Write for a Reader, T400 DIFFERENTIATED SUPPORT: Intervention/Extend, T401 <b>Unit 3:</b> NEXT STEPS, T405 Analyze Student Model, T406 ELL Targeted Support: Write an Opinion Text, T407</p>
<p>ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b>Unit 1:</b> Introduce Informational Text, T404 Analyze Student Model, T408 NEXT STEPS, T411 <b>Unit 2:</b> Independent Writing, T155 Writing Support, T155 Minilesson: Explore Facts and Details, T155 Minilesson: Apply Facts and Details, T156 Share Back, T156 Independent Writing, T156 Minilesson: Explore Introduction and Conclusion, T227 Independent Writing, T227 Share Back, T227 Minilesson: Apply Introduction and Conclusion, T228 <b>Unit 4:</b> Analyze Student Model, T414 ELL Targeted Support: Write an Informational Essay, T415 NEXT STEPS, T415 <b>Unit 5:</b> Minilesson: Introduction and Conclusion, T156 Writing Support, T156 Independent Writing, T156 Share Back, T156 Minilesson: Organize with Structure, T226 Writing Support, T226 Independent Writing, T226</p>



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ELAGSE1W3 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.	<b>Unit 1:</b> Independent Writing, T228 Independent Writing, T229 Independent Writing, T304 <b>Unit 4:</b> Genre Immersion Lesson, T90 Writing Support, T90 Independent Writing, T90 Share Back, T90 Minilesson: Plan Your Personal Narrative, T92 Minilesson: Apply Problem and Resolution, T168 Minilesson: What Happens First, T234 Minilesson: Apply What Happens Next, T236 Minilesson: Apply What Happens Last, T238
<b>Production and Distribution of Writing</b>	
ELAGSE1W4 ( <i>Begins in grade 3</i> ).	Begins in grade 3 according to the Georgia Standards of Excellence
ELAGSE1W5 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.	
a. May include oral or written prewriting (graphic organizers).	<b>Unit 1:</b> Differentiated Support, T407 <b>Unit 2:</b> Differentiated Support, T397 <b>Unit 3:</b> Differentiated Support, T405 <b>Unit 4:</b> Differentiated Support, T413 <b>Unit 5:</b> Differentiated Support, T405

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<p>ELAGSE1W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p>	<p><b>Unit 1:</b>  Minilesson: Explore Digital Tools We Can Use, T160  Writing Support, T160  Minilesson: Apply Digital Tools We Can Use, T161  Share Back, T161  Writing Support, T161  Minilesson: Digital Tools We Can Use Together, T162  Writing Support, T376  Independent Writing, T376  Minilesson: Prepare for Celebration, T376  Incorporate Media/Revise/Edit, T410</p> <p><b>Unit 2:</b>  Independent Writing, T366  Writing Support, T366  Share Back, T366  Minilesson: Prepare for Celebration, T366</p> <p><b>Unit 3:</b>  Independent Writing, T374  Minilesson: Prepare for Celebration, T374  Writing Support, T374  Share Back, T374</p> <p><b>Unit 4:</b>  Minilesson: Prepare for Celebration, T382  Writing Support, T382  Independent Writing, T382  Share Back, T382  Minilesson: Celebrate, T383</p>

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<b>Research to Build and Present Knowledge</b>	
<p>ELAGSE1W7 Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p><b>Unit 1:</b> Procedural Text, T330-T331 Read Like a Writer, Write for a Reader, T364-T365 Conduct Research, T406</p> <p><b>Unit 2:</b> Conduct Research, T396</p> <p><b>Unit 3:</b> Introduce the Project, T400 NEXT STEPS, T401 NEXT STEPS, T403 Conduct Research, T404</p> <p><b>Unit 4:</b> Conduct Research, T412</p> <p><b>Unit 5:</b> NEXT STEPS, T403 Conduct Research, T404 Create a Fact Sheet, T406</p>
<p>ELAGSE1W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Unit 1:</b> Use Print Sources, T406 CUSTOMIZE IT!, T406 Identify Relevant Sources, T408 Incorporate Media, T410</p> <p><b>Unit 2:</b> CRITICAL LITERACY: Build Background, T392 Use Print and Digital Sources, T396 CUSTOMIZE IT!, T396 CRITICAL LITERACY: Compare Viewpoints, T398 Search Online, T398</p> <p><b>Unit 3:</b> Critical Literacy: Build Background, T400 Use Audio and Video Sources, T404 Audio Recording, T404 Video Recording, T404</p> <p><b>Unit 4:</b> Critical Literacy: Build Background, T408 Interview a Person, T412</p> <p><b>Unit 5:</b> Critical Literacy: Build Background, T400 Search Online, T404 Critical Literacy: Compare Viewpoints, T406</p>

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ELAGSE1W9 ( <i>Begins in grade 4</i> ).	Begins in grade 4 according to the Georgia Standards of Excellence
<b>Range of Writing</b>	
ELAGSE1W10 ( <i>Begins in grade 3</i> ).	Begins in grade 3 according to the Georgia Standards of Excellence
<b>Speaking and Listening SL</b>	
<b>Comprehension and Collaboration</b>	
ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Writing Support, T158</p> <p><b>Unit 2:</b> WRITING CLUB, T158-T159 WRITING CLUB, T228-T229 My View, T262 Minilesson: Active Listening, T278 WRITING CLUB, T298-T299</p> <p><b>Unit 3:</b> My View, T200</p> <p><b>Unit 4:</b> My View, T348</p> <p><b>Unit 5:</b> My View, T194 My View, T268</p>

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<p>a. 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).</p>	<p><b>Unit 1:</b>  Turn, Talk, and Share, T37  Reflect and Share, T212-T213  Turn, Talk, and Share, T238  Minilesson: How to Celebrate, T377  Book Club Routine, T416  Book Club, T418-T419</p> <p><b>Unit 2:</b>  Turn, Talk, and Share, T37  Reflect and Share, T138-T139  Minilesson: Active Listening, T278  Book Club, T408-T411  Book Club, T412-T413</p> <p><b>Unit 3:</b>  Whole Group, T193  Reflect and Share, T146-T147  Reflect and Share, T216-T217  Book Club: T422-T423  Book Club: T428-T429</p> <p><b>Unit 4:</b>  Reflect and Share, T72-T73  Share, T418  Book Club, T420-T421  Book Club, T426-T427</p> <p><b>Unit 5:</b>  Reflect and Share, T68-T69  Whole Group, T199  Reflect and Share, T284-T285  Book Club, T412-T413  Book Club, T426-T427</p>
<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p><b>Unit 1:</b>  Minilesson: Describe Personal Connections, T288</p> <p><b>Unit 2:</b>  Reflect and Share: Talk About It, T278  Writing Club, T299</p> <p><b>Unit 4:</b>  Minilesson: Talk About It, T218  Writing Club, T313</p>

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c. Ask questions to clear up any confusion about the topics and texts under discussion.	<p><b>Unit 1:</b> Writing Club, T163 Writing Club, T233 Minilesson: Describe Personal Connections, T288 Writing Club, T309 Celebrate and Reflect: Share, T412</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T138 Introduce the Project: Collaborate, T392 Celebrate and Reflect: Share, T402</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T146 Introduce the Project: Collaborate, T400</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T292 Celebrate and Reflect: Share, T418</p>
ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p><b>Unit 1:</b> Critical Literacy: Build Background, T402 Celebrate and Reflect: Share, T412</p> <p><b>Unit 2:</b> Writing Club, T87 Reflect and Share: Talk About It, T138 Celebrate and Reflect: Share, T402</p> <p><b>Unit 3:</b> Writing Club, T89 Reflect and Share: Talk About It, T146 Writing Club, T237</p> <p><b>Unit 4:</b> Writing Club, T169 My View, T276 Reflect and Share: Talk About It, T292 Writing Club, T313 Celebrate and Reflect: Share, T418</p> <p><b>Unit 5:</b> Writing Club, T161 Writing Club, T305</p>

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ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>Unit 1:</b> Minilesson: Describe Personal Connections, T288 Celebrate and Reflect: Share, T412 <b>Unit 2:</b> Reflect and Share: Talk About It, T138 Celebrate and Reflect: Share, T402 <b>Unit 3:</b> Reflect and Share: Talk About It, T146 <b>Unit 4:</b> Reflect and Share: Talk About It, T292 Celebrate and Reflect: Share, T418 <b>Unit 5:</b> Writing Club, T161 Writing Club, T305
<b>Presentation of Knowledge and Ideas</b>	
ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>Unit 1:</b> Minilesson: How to Celebrate, T377 <b>Unit 2:</b> Reflect and Share: Talk About It, T278 <b>Unit 3:</b> Reflect and Share: Talk About It, T216 Independent Writing, T374 Minilesson: Publish and Celebrate, T375 <b>Unit 4:</b> Reflect and Share: Talk About It, T72 Reflect and Share: Talk About It, T292 <b>Unit 5:</b> Reflect and Share: Talk About It, T356
ELAGSE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>Unit 1:</b> Extend Research: Incorporate Media, T410 <b>Unit 2:</b> Extend Research: Incorporate Media, T400 <b>Unit 3:</b> Extend Research: Incorporate Media, T408 <b>Unit 4:</b> Extend Research: Write a Thank-You Note, T416 <b>Unit 5:</b> Extend Research: Explore Props and Costumes, T408

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<p>ELAGSE1SL6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	<p><b>Unit 1:</b> Strategy Group: Describe Characters, T58 Lessons 2-5: Simple Sentences, T222-T223 Minilesson: Model and Practice, T330</p> <p><b>Unit 2:</b> Strategy Group: Compare Texts, T68</p> <p><b>Unit 3:</b> Celebrate and Reflect: Share, T410</p> <p><b>Unit 4:</b> Celebrate and Reflect: Share, T418</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T68 Weekly Question, T69 Genre Immersion Lesson: Model and Practice, T85</p>



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<b>Language L</b>	
<b>Conventions of Standard English</b>	
ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print all upper- and lowercase letters.	<p><b>Unit 1:</b> Minilesson: Phonics: Decode and Write Words with Short a and Consonants Mm, Ss, Tt, T28 Handwriting: Letters L and l, T362 Handwriting: Letters I and i, T364</p> <p><b>Unit 2:</b> Handwriting: Letters T and t, T70 Handwriting: Letters O and o, T142 Handwriting: Letters C and c, T144 Handwriting: Appropriate Spacing Between Letters in Words, T212 Handwriting: Letters A and a, T214 Handwriting: Letters D and d, T282 Handwriting: Letters E and e, T284 Handwriting: Letters Ff, T352 Handwriting: Write Words, T354</p> <p><b>Unit 3:</b> Handwriting: Letters G and g, T72 Handwriting: Letters J and j, T74 Handwriting: Letters Q and q, T150 Handwriting: Letters U and u, T152 Handwriting: Letters S and s, T220 Handwriting: Letters B and b, T222 Handwriting: Letters P and p, T292 Handwriting: Letters R and r, T360 Handwriting: Letters N and n, T362</p> <p><b>Unit 4:</b> Handwriting: Letters M and m, T76 Handwriting: Letters H and h, T78 Handwriting: Write Sentences with Appropriate Spacing, T152 Handwriting: Letters V and v, T154 Handwriting: Letters Y and y, T222 Handwriting: Letters W and w, T224 Handwriting: Letters X and x, T296 Handwriting: Letters K and k, T298 Handwriting: Letters Z and z, T368</p> <p><b>Unit 5:</b> Handwriting: Write Sentences, T216 Write Answers, T290</p>

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b. Use common, proper, and possessive nouns.	<p><b>Unit 1:</b>  Minilesson: First Person-Text, T72  LESSON 1: Spiral Review: Nouns, T152  Lessons 2-5: Nouns, Verbs, and Adjectives, T368-T369</p> <p><b>Unit 2:</b>  Minilesson: Explore Singular, Plural, Common, Proper, and Possessive Nouns, T295  Share Back, T295  Writing Support, T295  Independent Writing, T295  Share Back, T296  Minilesson: Apply Singular, Plural, Common, Proper, and Possessive Nouns, T296  Writing Support, T296  Independent Writing, T296</p> <p><b>Unit 3:</b>  Possible Teaching Point: Language and Conventions: Common and Proper Nouns, T123  Possible Teaching Point: Language and Conventions: Common Nouns, T126  LESSON 1: Common and Proper Nouns, T226-T227  Minilesson: Pronouns, T302  Independent Writing, T372  Share Back, T372  Writing Support, T372  Minilesson: Edit for Nouns, T372</p>

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c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).	<p><b>Unit 1:</b> ELL Targeted Support: Edit Writing, T222 ELL Targeted Support, T411</p> <p><b>Unit 2:</b> ELL Targeted Support: Apply Complete Sentences with Subject-Verb Agreement, T293 Minilesson: Explore Complete Sentences with Subject-Verb Agreement, T297 Independent Writing, T297 Share Back, T297 Minilesson: Apply Complete Sentences with Subject-Verb Agreement, T298</p> <p><b>Unit 3:</b> Minilesson: Edit for Complete Sentences with Subject-Verb Agreement, T373 Share Back, T373 Writing Support, T373 DIFFERENTIATED SUPPORT: Intervention/Extend, T409 ELL Targeted Support, T409</p> <p><b>Unit 4:</b> ELL Targeted Support: Edit Writing, T82</p>
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i> ).	<p><b>Unit 1:</b> Minilesson: First Person-Text, T72</p> <p><b>Unit 3:</b> Lessons 2-5: Pronouns, T226-T227 Lessons 2-5: Pronouns <i>I</i> and <i>me</i>, T296-T297 Minilesson: Pronouns, T302</p> <p><b>Unit 4:</b> Minilesson: Edit for Pronouns, T380</p>

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e. 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> ).	<p><b>Unit 1:</b> Possible Teaching Point: Language and Conventions: Present-Tense Verbs, T120 Lessons 2-5: Present Tense Verbs, T152-T153 LESSON 1: Present Tense Verbs, T222</p> <p><b>Unit 4:</b> Possible Teaching Point: Language and Conventions: Past-Tense Verbs, T128 LESSONS 2-5: Past Verb Tense, T158-T159 Possible Teaching Point: Language &amp; Conventions: Verbs, T201 LESSONS 1-5: Verbs, T228-T229 LESSONS 1-5: Future Tense Verbs, T302-T303 Share Back, T311 Minilesson: Explore Verbs, T311 Writing Support, T311 Independent Writing, T311 Minilesson: Apply Verbs, T312 WRITING CLUB, T312</p> <p><b>Unit 5:</b> Edit, T408</p>
f. Use frequently occurring adjectives.	<p><b>Unit 1:</b> Possible Teaching Point: Language and Conventions: Adjectives and Articles, T270 Possible Teaching Point: Language and Conventions: Sentences with Nouns, Verbs, and Adjectives, T340 Lesson 1: Adjectives and Articles, T368 Lessons 2-5: Nouns, Verbs, and Adjectives, T368-T369</p> <p><b>Unit 2:</b> Lesson 1: Nouns, Verbs, and Adjectives, T76</p> <p><b>Unit 4:</b> Minilesson: Edit for Adjectives and Articles, T381 Writing Support, T381 Independent Writing, T381 Share Back, T381</p> <p><b>Unit 5:</b> ELL Language Transfer, T400</p>

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g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	<b>Unit 5:</b> Lesson 1: Compound Sentences, T78 Possible Teaching Point: Language and Conventions: Conjunctions, T122 Lessons 2-5: Transitions and Conjunctions, T150-T151 Lesson 1: Transitions and Conjunctions, T220
h. Use determiners (e.g., articles, demonstratives).	<b>Unit 1:</b> Lessons 2-5: Adjectives and Articles, T298-T299 Lesson 1: Adjectives and Articles, T368 <b>Unit 4:</b> Minilesson: Edit for Adjectives and Articles, T381 Writing Support, T381 Independent Writing, T381 Share Back, T381
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	<b>Unit 5:</b> Possible Teaching Point: Language and Conventions: Prepositions, T193 Lessons 2-5: Prepositions, T220-T221 Possible Teaching Point: Language and Conventions: Prepositional Phrases, T263 Lesson 1: Prepositions, T294 Minilesson: Prepositions, T300 Independent Writing, T300 Writing Support, T300 Share Back, T300 Minilesson: Edit for Prepositions, T373 Independent Writing, T373 Writing Support, T373 Share Back, T373

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<p>j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p>	<p><b>Unit 1:</b> Lessons 2-5: Simple Sentences, T222-T223 Lesson 1: Simple Sentences, T298</p> <p><b>Unit 2:</b> Possible Teaching Point: Language and Conventions: Simple Sentences, T45 Possible Teaching Point: Language and Conventions: Simple Sentences, T49 Lessons 2-5: Simple Sentences, T76-T77 Possible Teaching Point: Language and Conventions: Declarative Sentences, T116 Lessons 1-5: Simple and Declarative Sentences, T148-T149 Possible Teaching Point: Language and Conventions: Interrogative Sentences, T188 Lessons 1-5: Declarative and Interrogative Sentences, T218-T219 Lessons 1-5: Declarative and Interrogative Sentences, T218-T219 Lessons 1-5: Interrogative and Exclamatory Sentences, T288-T289 Possible Teaching Point: Language and Conventions: Imperative Sentences, T328 Lessons 1-5: Exclamatory and Imperative Sentences, T358-T359</p> <p><b>Unit 3:</b> Lesson 1: Imperative Sentences, T78</p> <p><b>Unit 4:</b> Possible Teaching Point: Language and Conventions: Compound Sentences, T344 Lessons 2-5: Compound Sentences, T374-T375</p> <p><b>Unit 5:</b> Lesson 1: Compound Sentences, T78</p>

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k. Print with appropriate spacing between words and sentences.	<b>Unit 3:</b> Handwriting, Write Words, T290-T291 <b>Unit 4:</b> Handwriting: Write Sentences with Appropriate Spacing, T152-T153 Handwriting: Write Sentences, T370-T371 <b>Unit 5:</b> Handwriting: Write Sentences, T216-T217
ELAGSE1L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize dates and names of people.	<b>Unit 2:</b> Minilesson: Edit for Capitalization, T294 Independent Writing, T294 Share Back, T294 Writing Support, T294 Minilesson: Edit for Capitalization, T364 Independent Writing, T364 Share Back, T364 Writing Support, T364 <b>Unit 3:</b> Possible Teaching Point: Language and Conventions: Pronouns I and me, T267 LESSONS 2-5: Pronouns I and me, T296-T297 Possible Teaching Point: Language and Conventions: Capitalization, T336 LESSONS 1-5: Capitalize I and Proper Names, T366-T367 <b>Unit 4:</b> LESSON 1: Capitalize I and Proper Names, T82 Writing Support, T308 Share Back, T308 Minilesson: Capitalization, T308

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b. Use end punctuation for sentences.	<p><b>Unit 2:</b>  Lessons 2-5: Declarative Sentences, T148-T149  Lessons 2-5: Interrogative Sentences, T218-T219  Lessons 2-5: Exclamatory Sentences, T288-T289  Lessons 2-5: Imperative Sentences, T358-T359</p> <p><b>Unit 4:</b>  Writing Support, T309  Share Back, T309  Independent Writing, T309  Share Back, T310  Minilesson: Apply Punctuation Marks, T310  Independent Writing, T310  Writing Support, T310</p> <p><b>Unit 5:</b>  Writing Support, T303  Share Back, T303  Independent Writing, T303  Minilesson: Explore Punctuation Marks, T303  Minilesson: Apply Punctuation Marks, T304  WRITING CLUB, T304</p>
c. Use commas in dates and to separate single words in a series.	<p><b>Unit 2:</b>  Minilesson: Edit for Commas, T365  Share Back, T365  Writing Support, T365  Independent Writing, T365</p> <p><b>Unit 5:</b>  Possible Teaching Point: Language and Conventions: Commas in Sentences, T335  LESSONS 2-5: Commas in Dates and Sentences, T366-T367</p>



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d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<p><b>Unit 1:</b>  Lessons 1-5: Spell Words with Short a, T74-T75  Lessons 1-5: Spell Short i Words, T150-T151  Lessons 1-5: Spell short o words, T220-T221  Minilesson: High-Frequency Words, T245  Lessons 1-5: Spell Words with Short e, T296-T297  Lessons 1-5: Spell Words with Short u, T366-T367  Minilesson: High-Frequency Words, T393</p> <p><b>Unit 2:</b>  Minilesson: High-Frequency Words, T27  Lessons 1-5: Spell Words with Initial Consonant Blends, T74-T75  Lessons 1-5: Spell Words with Consonant Pattern -ck, T146-T147  Lessons 1-5: Spelling Words with Final Consonant Blends, T216-T217  Minilesson: High-Frequency Words, T241  Lessons 1-5: Spell Words with Consonant Digraphs sh, th, T286-T287  Minilesson: High-Frequency Words, T311  Lessons 1-5: Spell Long a Words, T356-T357  Lessons 1-5: Spelling: Spell Long i Words, T376  Minilesson: High-Frequency Words, T383</p> <p><b>Unit 3:</b>  Minilesson: High-Frequency Words, T27  Lessons 1-5: Spell Words with Digraphs and Trigraphs and High Frequency Words Which and Said, T76-T77  Minilesson: High-Frequency Words, T101  Minilesson: High-Frequency Words, T179  Lesson 1-5: Spelling Long e Words and High-Frequency Words Live and Work, T224-T225  Minilesson: High-Frequency Words, T249  Minilesson: Explore Spelling Patterns and Rules, T303  Minilesson: Apply Spelling Patterns and Rules, T304  Minilesson: High-Frequency Words, T319  Minilesson: High-Frequency Words, T391</p>

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<p><b>Continued</b> d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p><b>Continued</b> <b>Unit 4:</b> Minilesson: High-Frequency Words, T27 Lessons 1-5: Spell Words with r-Controlled Vowel ar, T80-T81 Minilesson: High-Frequency Words, T105 Lesson 1-5: Spell Words with r-Controlled er, ir, ur, T156-T157 Minilesson: High-Frequency Words, T181 Lessons 1-5: Spell Words That Compare, -er, -est, T226-T227 Minilesson: High-Frequency Words, T251 Lessons 1-5: Spell Words with Diphthongs ow, ou, T300-T301 Minilesson: High-Frequency Words, T325 Lessons 1-5: Spell Words with Diphthongs oi, oy, T372-T373 <b>Unit 5:</b> Minilesson: High-Frequency Words, T27 Lessons 1-5: Spell Words with Long o Spelled oa, ow, oe, T76-T77 Minilesson: High-Frequency Words, T101 Lessons 1-5: Spell Long i Words, T148-T149 Minilesson: High-Frequency Words, T173 Lessons 1-5: Spell Words with Vowel Teams ue, ew, ui, T218-T219 Minilesson: High-Frequency Words, T243 Lessons 1-5: Spell Long i and Long o Words, T292-T293 Lessons 1-5: Spell Words with the Vowel Sound in foot, T384-T385 Minilesson: High-Frequency Words, T391</p>

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<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p><b>Unit 1:</b>  Minilesson: Phonics: Decode and Write Words with Short a and Consonants Mm, Ss, Tt, T28  Minilesson: Phonics: Decode and Write Words with Consonants Cc, Pp, Nn, T100  Lesson 4: Spell short a words, letters m, s, t, T151  Minilesson: Phonics: Decode and Write Words with Consonants Dd, Ll, Hh, T246  Minilesson: Phonics: Decode and Write Words with Consonants Rr, Ww, Jj, Kk, T322  Minilesson: Phonics: Decode and Write Words with Consonants Vv, Yy, Zz, T394  <b>Unit 2:</b>  Lesson 4: Spell Words with Letters qu, v, y, z, T75  Lessons 1-5: Spell Words with Consonant Pattern -ck, T146-T147  Minilesson: Phonics: Decode and Write Words with Consonants c /s/ and g /j/, T384  <b>Unit 3:</b>  Lessons 1-5: Spell Words with the Vowel Sounds of y, T294-T295  Apply Spelling Patterns and Rules, T304  <b>Unit 4:</b>  Lessons 1-5: Spell Words with r-Controlled Vowel ar, T80-T81  Lessons 1-5: Spell Words with Endings  <b>Unit 5:</b>  ELL Targeted Support: Letter-Sound Relationships, T107  Spelling: Spell Words with Vowel Teams ue, ew, ui, T218-T219</p>
<b>Knowledge of Language</b>	
<p>ELAGSE1L3 (<i>begins in grade 2</i>).</p>	<p>Begins in grade 2 according to the Georgia Standards of Excellence</p>

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<b>Vocabulary Acquisition and Use</b>	
ELAGSE1L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><b>Unit 1:</b>  Close Read: Describe a Character/Vocabulary in Context, T47  Close Read: Vocabulary in Context, T117  Minilesson: Context Clues, T216-T217  Close Read: Find Graphics/Vocabulary in Context, T341  Strategy Group: DEVELOP VOCABULARY, T346</p> <p><b>Unit 2:</b>  Close Read: Vocabulary in Context, T47  Close Read: Vocabulary in Context, T121  Close Read: Vocabulary In Context, T189  Minilesson: Context Clues, T212  Minilesson: Develop Vocabulary, T262  Strategy Group: DEVELOP VOCABULARY, T266</p> <p><b>Unit 3:</b>  Close Read: Vocabulary in Context, T123  Possible Teaching Point: Academic Vocabulary: Context Clues, T197  Minilesson: Context Clues, T220  Minilesson: Develop Vocabulary, T270  Strategy Group: DEVELOP VOCABULARY, T274  Strategy Group: DEVELOP VOCABULARY, T344</p> <p><b>Unit 4:</b>  Close Read: Vocabulary in Context, T45  Close Read: Vocabulary in Context, T127  Minilesson: Context Clues, T222  Close Read: Vocabulary in Context, T271  ELL Access: Context Clues, T340  Close Read: Vocabulary in Context, T345</p> <p><b>Unit 5:</b>  Close Read: Vocabulary in Context, T51  Minilesson: Context Clues, T214  Close Read: Vocabulary in Context, T263  Close Read: Vocabulary in Context, T337</p>

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<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p><b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary: Word Parts, T271 Minilesson: Word Parts, T292</p> <p><b>Unit 2:</b> Minilesson: Word Parts, T282</p> <p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T45 Possible Teaching Point: Academic Vocabulary: Related Words, T48 Minilesson: Word Parts, T290</p> <p><b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary: Related Words, T49 Minilesson: Word Parts, T296</p> <p><b>Unit 5:</b> Minilesson: Decode Words with Suffixes -er, -or, T100 Minilesson: Decode and Write Words with Suffixes -er, -or, T102 ELL Access, T104 Minilesson: Decode Words with Prefixes re-, un-, T172 Minilesson: Decode and Write Words with Prefixes re-, un-, T174 Minilesson: Spiral Review Long i Spelled igh; Suffixes -er, -or, T178 Minilesson: Decode and Write Words with Suffixes -ly, -ful, T242 Minilesson: Decode and Write Words with Suffixes -ly, -ful, T244 Minilesson: Spiral Review Vowel Teams ue, ew, ui; Prefixes re-, un-, T248 Minilesson: Word Parts, T288</p>

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<p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p><b>Unit 2:</b>  Minilesson: Phonics: Decode Words with Inflectional Ending -s, T170  Minilesson: Phonics: Decode and Write Words with Inflectional Ending -ing, T242  Word Work Strategy Group: INFLECTIONAL ENDING -ing, T274</p> <p><b>Unit 3:</b>  Minilesson: Decode Words with Inflectional Ending -ed, T178  Minilesson: Decode and Write Words with Inflectional Ending -ed, T180  Word Work Strategy Group: INFLECTIONAL ENDING -ed, T212  Minilesson: Spiral Review Long e Spelled e, ee; Inflectional Ending -ed, T254</p> <p><b>Unit 4:</b>  Minilesson: Decode Words with Inflectional Ending -es, Plural -es, T26  Minilesson: Decode and Write Words with Inflectional Ending -es, Plural -es, T28  Minilesson: Decode Words with Endings -ed, -ing, T104  Word Work Strategy Group: ENDINGS -ed, -ing, T144  Minilesson: Decode Words with Comparative Endings, T176  Minilesson: Decode and Write Words with Comparative Endings, T178  Minilesson: Word Parts, T296  Minilesson: Decode Words with Endings, T390</p> <p><b>Unit 5:</b>  Minilesson: Decode and Write Words with Suffixes -er, -or, T102  Word Work Strategy Group: SUFFIXES -er, -or, T136  Minilesson: Spiral Review Long i Spelled igh; Suffixes -er, -or, T178  Minilesson: Decode and Write Words with Suffixes -ly, -ful, T244  Word Work Strategy Group: SUFFIXES -ly, -ful, T280</p>

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ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<p><b>Unit 1:</b> Academic Vocabulary: Synonyms, T146 Minilesson: Word Work, T400</p> <p><b>Unit 2:</b> Possible Teaching Point: Academic Vocabulary: Synonyms, T119</p> <p><b>Unit 3:</b> Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T124</p> <p><b>Unit 4:</b> Possible Teaching Point: Academic Vocabulary: Antonyms, T129</p> <p><b>Unit 5:</b> Academic Vocabulary: Antonyms, T144-T145</p>
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	<p>For related content, please see:</p> <p><b>Unit 1:</b> Preview Vocabulary, T42 Preview Vocabulary, T114 Preview Vocabulary, T260 ELL Targeted Support: Preteach Vocabulary, T261</p> <p><b>Unit 2:</b> Preview Vocabulary, T42 Preview Vocabulary, T186 Preview Vocabulary, T256 Strategy Group: Develop Vocabulary, T336</p> <p><b>Unit 3:</b> Preview Vocabulary, T116 Preview Vocabulary, T264 Conferring: Develop Vocabulary, T275 Preview Vocabulary, T334</p> <p><b>Unit 4:</b> ELL Targeted Support: Preteach Vocabulary, T245 Preview Vocabulary, T266 Preview Vocabulary, T272 Preview Vocabulary, T340</p> <p><b>Unit 5:</b> Minilesson: Develop Vocabulary, T52 Preview Vocabulary, T116 Preview Vocabulary, T188 Preview Vocabulary, T332</p>

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c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<p><b>Unit 1:</b>  Preview Vocabulary, T42  Preview Vocabulary, T114  Preview Vocabulary, T190  Preview Vocabulary, T336</p> <p><b>Unit 2:</b>  Preview Vocabulary, T42  Preview Vocabulary, T186  Preview Vocabulary, T326</p> <p><b>Unit 3:</b>  Preview Vocabulary, T42  Preview Vocabulary, T116  Preview Vocabulary, T194  Preview Vocabulary, T334</p> <p><b>Unit 4:</b>  Preview Vocabulary, T42  Preview Vocabulary, T120  Preview Vocabulary, T196  Preview Vocabulary, T340</p> <p><b>Unit 5:</b>  Preview Vocabulary, T42  Preview Vocabulary, T116  Preview Vocabulary, T188  Preview Vocabulary, T332</p>
d. 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.	<p><b>Unit 1:</b>  Academic Vocabulary: Synonyms, T146-T147</p> <p><b>Unit 2:</b>  Academic Vocabulary: Synonyms, T142-T143  Minilesson: Develop Vocabulary, T332  Option 2: Use Independent Text, T333  Strategy Group: Develop Vocabulary, T336  Conferring: Develop Vocabulary, T337</p> <p><b>Unit 3:</b>  Possible Teaching Point, Academic Vocabulary, T124  Academic Vocabulary: Synonyms and Antonyms, T150-T151</p>



**A Correlation of myView Literacy ©2020, Grade 1 to the  
English Language Arts Georgia Standards of Excellence (GSE)**

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<p>ELAGSE1L6 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>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p>	<p><b>Unit 1:</b> Academic Vocabulary: Oral Vocabulary Routine, T14 Minilesson: Oral Language, T362 Use Academic Words, T402</p> <p><b>Unit 2:</b> Academic Vocabulary: Oral Language, T352 Use Academic Words, T392</p> <p><b>Unit 3:</b> Academic Vocabulary: Oral Vocabulary Routine, T14 Language of the Genre, T36 Use Academic Words, T400</p> <p><b>Unit 4:</b> Language of the Genre, T36 Minilesson: Related Words, T76 ELL Access, T152 Minilesson: Oral Language, T368 Academic Vocabulary: Oral Language, T368 Use Academic Words, T408 ELL Access, T418</p> <p><b>Unit 5:</b> Academic Vocabulary: Oral Vocabulary Routine, T14 Language of the Genre, T36 Language of the Genre, T182 Language of the Genre, T252 Use Academic Words, T400</p>