

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
Reading Literature: Key Ideas and Details				
ELAGSE1RL1	Ask and answer questions about key details in a text.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 81, 114-115, 132-133, 146-147, 152-153 Unit 1: pp. 14-15, 18-19, 22-23 Unit 2: pp. 42-43, 97-99 Unit 4: pp. 6-7, 22-23, 24-25, 34-35, 38-39, 42-43, 56-59, 60-63, 64-67, 68-71, 72-75, 76-79, 80-83, 84-87, 88-91, 92-95, 96-99, 104-107, 100-103 Unit 5: pp. 96-99, 100-103 Unit 6: pp. 8-9, 22-23, 42-43, 56-59, 60-63, 64-66, 72-75, 76-79, 80-83, 84-87, 88-91 Unit 7: pp. 6-7, 72-75, 76-79, 80-83, 84-87, 88-91, 96-99, 100-103, 104-107, Unit 8: pp. 72-75, 76-79, 80-83, 88-91 Unit 9: pp. 6-7, 22-23, 42-43, 72-75, 76-79, 80-83 Unit 10: pp. 22-23, 34-35, 42-43, 96-99, 100-103		
ELAGSE1RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 60-63, 76-79, 92-95 Unit 4: pp. 56-59, 88-91 Unit 5: pp. 4-15, 18-19, 24-25, 32-33, 34-35, 38-39, 92-95 Unit 6: pp. 16-17, 30-31, 32-33, 36-39, 40-43, 60-63, 80-83, 88-91 Unit 8: pp. 6-7, 20-21, 26-27, 36-37, 40-41, 42-43 Unit 9: pp.16-17, 26-27, 32-33 36-37, 40-41, 42-43, 76-79, Unit 10: pp. 36-37, 42-43		
ELAGSE1RL3	Describe characters, settings, and major events in a story, using key details.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. pp. 42-43 Unit 2: pp. pp. 6-7, 8-9, 36-37, 40-41, 42-43, 56-59, 60-63, 64-67, 72-75, 76-79 80-83, 88-91, 92-95, 96-99, 104-107 Unit 3: pp. 42-43 Unit 4: pp. 4-5, 6-7, 8-9, 42-43, 56-59, 68-71, 80-83, 92-95, 100-103 Unit 5: pp. 8-9, 96-99, 100-103 Unit 6: pp. 4-5, 6-7, 30-31, 60-63, 72-75, 76-79, 80-83 Unit 7:pp. 6-7, 88-91, 92-95, 96-99, 100-103 Unit 8: pp. 6-7 Unit 9: pp. 6-7, 80-83 Unit 10: pp. 92-95		
Reading Literature: Craft and Structure				
ELAGSE1RL4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 22-23 Unit 2: pp. 14-15, 18-19, 22-23, 24-25, 28-29, 32-33,34-35, 38-39, 64-67 Unit 4: pp. 8-9, 22-23, 68-71, 92-95 Unit 6: pp. 22-23 Unit 7: pp. 88-91 Unit 10: pp. 8-9		TEACHER'S RESOURCE SYSTEM: Volume 5: Mini-Lessons 1-5: pp. 10-29
ELAGSE1RL5	Explain major difference between texts that tell stories and texts that give information.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 146-147 Unit 8: pp. 80-83 Unit 9: pp. 88-91		
ELAGSE1RL6	Identify who is telling the story at various points in a text.	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 60-62, 96-99 Unit 7: pp. 72-75 Unit 8: pp. 88-91 Unit 9: pp. 72-75 Unit 10: pp. 100-103		

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
Reading Literature: Integration of Knowledge and Ideas				
ELAGSE1RL7	Use illustrations and details in a story to describe its characters, setting, or events.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 4-5, 6-7, 8-9, 36-37, 40-41, 48-49, 56-59, 60-63, 64-67, 72-75, 80-83, 96-99, 104-107 Unit 3: pp. 42-43 Unit 4: pp. 4-5, 6-7, 18-19, 24-25, 48-49, 64-67, 68-71, 92-95 Unit 6: pp. 72-75, 76-79 Unit 7: pp. 76-79, 88-91, 100-103, 104-108 Unit 8: pp. 72-75 Unit 9: pp. 76-79, 80-84 Unit 10: pp. 92-95		
ELAGSE1RL8	Compare and contrast the adventures and experiences of characters in stories.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 88-91, 104-107 Unit 4: pp. 80-83, 100-103 Unit 6: pp. 34-35, 38-39		
Reading Literature: Range of Reading and Level of Text Complexity				
ELAGSE1RL10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Students interact independently with text each day. See the Independent Reading section in every mini-lesson.		
Reading Foundational Skills: Print Concepts				
ELAGSE1RF1	Demonstrate understanding of the organization and basic features of print.			
ELAGSE1RF1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 24-25 Unit 3: pp. 28-29, 34-35 Unit 4: pp. 28-29		GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 4: Planning and Writing Sentences: pp. 98-99, 104-105, 114-117, 125-127 Focus Area 5: Capitals and End Marks: pp. 130-159
Reading Foundational Skills: Phonological Awareness				
ELAGSE1RF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
ELAGSE1RF2.a	Distinguish long from short vowel sounds in spoken single-syllable words.		TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-7, 12-14, 18-21, 26-28, 32-35, 36-39, 40-42 Unit 3: pp. 96-99 Unit 5: pp. 188-191, 192-195, 196-198, 202-205, 206-209, 210-212 Unit 6: pp. 4-7, 8-11, 12-14, 18-21, 22-25, 26-28, 32-35, 36-39, 40-42 Unit 7: pp. 50-53, 54-57, 58-60, 64-67, 68-71, 72-74, 78-81, 82-85, 86-88 Unit 10: pp. 192-195, 224-226	

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1RF2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-7, 8-11, 12-14, 18-21, 22-25, 26-28, 30-31, 32-35, 36-39, 40-42, 44-46 Unit 3: pp. 96-99, 100-103, 104-106, 108-109, 110-113, 114-117, 118-120, 122-123, 124-127, 128-131, 132-134, 136-138 Unit 4: pp. 142-145, 146-149, 150-152, 154-155, 156-159, 160-163, 164-166, 168-169, 170-173, 174-177, 178-180 Unit 5: pp. 188-191, 192-195, 196-198, 200-201, 202-205, 206-209, 210-212, 214-215, 216-219, 220-223, 224-226 Unit 6: pp. 4-7, 8-11, 12-14, 18-21, 22-25, 26-28, 30-31, 32-35, 36-39, 40-42, 44-46 Unit 7: pp. 50-53, 54-57, 62-63, 64-67, 68-71, 72-74, 76-77, 78-81, 82-85, 86-88, 90-92, 100-103 Unit 8: pp. 100-103, 104-106, 114-117, 118-120, 128-131, 132-134 Unit 9: pp. 142-144, 146-149, 150-152, 154-155, 156-159, 160-163, 164-166, 170-173, 174-177, 178-180, 182-184 Unit 10: pp. 192-195, 200-201, 206-209	
ELAGSE1RF2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 41, 46, 55, 60-61 Unit 1: pp. 12-13, 26-28, 40-42 Unit 2: pp. 58-60, 72-74, 86-88 Unit 3: pp. 104-106, 118-120, 132-134 Unit 4: pp. 150-152, 166-168, 178-180 Unit 5: pp. 196-198, 210-212 224-226 Unit 6: pp. 12-14 Unit 7: pp. 58-60, 72-74, 86-88 Unit 8: pp. 104-106, 118-120 Unit 9: pp. 150-152, 164-166, 178-180 Unit 10: pp. 196-198, 210-212	
ELAGSE1RF2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 41, 46, 55, 60-61 Unit 1: pp. 12-13, 26-28, 40-42 Unit 2: pp. 58-60, 72-74, 86-88 Unit 3: pp. 104-106, 118-120, 132-134 Unit 4: pp. 150-152, 166-168, 178-180 Unit 5: pp. 196-198, 210-212 224-226 Unit 6: pp. 12-14 Unit 7: pp. 58-60, 72-74, 86-88 Unit 8: pp. 104-106, 118-120 Unit 9: pp. 150-152, 164-166, 178-180 Unit 10: pp. 196-198, 210-212	
Reading Foundational Skills: Phonics and Word Recognition				
ELAGSE1RF3	Know and apply grade-level phonics and word analysis skills in decoding words.			
ELAGSE1RF3.a	Know the spelling-sound correspondences for common consonant digraphs.	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 16-17, 26-27, 30-31 Unit 6: pp. 26-27 Unit 7: pp. 20-21	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 16-17, 30-31 Unit 4: pp. 142-145, 146-149, 154-155, 156-159, 160-163, 168-169, 174-177, 182-184 Unit 5: pp. 200-201 Unit 7: pp. 54-57, 68-71 Unit 9: pp. 182-184 Unit 10: pp. 206-209, 214-215, 228-230	

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1RF3.b	Decode regularly spelled one-syllable words.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 26-27, 36-37, 40-41 Unit 2: pp. 16-17, 20-21,30-31, 40-41 Unit 3: pp. 26-27 Unit 7: pp. 26-27 Unit 8: pp. 16-17, 20-21 Unit 10: pp. 30-31	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 6-17, 30-31 Unit 3: pp. 100-103, 108-109, 114-117, 122-123, 128-131, 136-138 Unit 4: pp. 142-145, 146-149, 154-155, 168-169, 174-177 Unit 5: pp. 200-201, 214-215 Unit 6: pp. 22-25, 30-31, 36-39 Unit 7: pp. 54-57 Unit 9: pp. 154-155, 174-177	
ELAGSE1RF3.c	Know final -e and common vowel team conventions for representing long vowel sounds.	TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 16-17, 20-21, 30-31 Unit 6: pp. 16-17, 20-21, 30-31, 36-37, 40-41 Unit 7: pp. 20-21, 30-31, 36-37, 40-41 Unit 9: pp. 20-21, 36-37, 40-41	TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 192-195, 202-205, 206-209 Unit 8: pp. 108-109, 122-123, 136-138	
ELAGSE1RF3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 160-163	
ELAGSE1RF3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.	TEACHER'S RESOURCE SYSTEM: Unit 6: pp. 16-17, 30-31, 36-37, 40-41 Unit 7: pp. 30-31, 40-41 Unit 8: pp. 40-41 Unit 9: pp. 20-21 Unit 10: pp. 30-31, 40-41	TEACHER'S RESOURCE SYSTEM: Unit 4: pp. 160-163 Unit 8: pp. 110-113, 124-127	
ELAGSE1RF3.f	Read words with inflectional endings.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 26-27	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 128-131, 132-134 Unit 4: pp. 146-149	
Reading Foundational Skills: Fluency				
ELAGSE1RF4	Read with sufficient accuracy and fluency to support comprehension.			
ELAGSE1RF4.a	Read on-level text with purpose and understanding.	Teacher's support: See the Bridge to Transfer section of every mini-lesson.	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 7-8, 34-35, 36-37, 48-49, 62-63 Unit 1: pp. 14-17, 26-31, 40-45 Unit 2: pp. 58-63, 72-77, 86-91 Unit 3: pp. 104-109, 118-123, 132-137 Unit 4: pp. 150-155, 164-169, 178-183 Unit 5: pp. 196-201,210-215, 224-229 Unit 6: pp. 2-17, 26-31, 40-45 Unit 7: pp. 58- 63, 72-77, 86-91 Unit 8: pp. 104-109, 118-123, 132-137 Unit 9: pp. 150-155, 164-169, 178-183 Unit 10: pp. 196-201, 210-215, 224-229 Decodable Lap Books My Reading and Writing Interactive Big Books	

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1RF4.b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 16-17, 20-21, 26-27, 30-31, 36-37, 40-41 Unit 2: pp. 16-17, 20-21, 26-27, 30-31, 32-33, 36-37, 40-41, 42-43 Unit 3: pp. 16-17, 20-21, 26-27, 30-31, 32-33, 36-37, 40-41 Unit 4: pp. 16-17, 20-21, 26-27, 30-31, 32-33, 36-37, 40-41 Unit 5: pp. 16-17, 20-21, 26-27, 30-31, 32-33, 36-37, 40-41 Unit 6: pp. 26-27, 30-31, 40-41, 42-43 Unit 7: pp. 26-27, 30-31, 32-33, 36-37,40-41 Unit 8: pp. 16-17, 26-27, 28-29, 30-31, 32-33, 36-37, 40-41 Unit 9: pp. 16-17, 20-21, 26-27, 30-31, 32-33, 36-37, 40-41 Unit 10: pp. 16-17, 20-21, 26-27, 30-31, 32-33, 36-37, 40-41	TEACHER'S RESOURCE SYSTEM: Launching the Phonics & Word Study Workshop: pp. 7-8, 34-36, 48-49, 63 Unit 1: pp. 16, 30, 44, Unit 2: pp. 62, 76, 90 Unit 3: pp. 108, 122, Unit 5: pp. 200, 214, 228 Unit 6: pp. 16, 30, 44 Unit 7: pp. 60, 62,76, 90 Unit 8: pp. 108, 122, 136 Unit 9: pp. 154, 168, 180, 182 Unit 10: pp. 200, 214, 228 Decodable Lap Books My Reading and Writing Interactive Big Books	
ELAGSE1RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 30-31, 32-33 Unit 5: pp. 30-31 Unit 6: pp. 30-31 Unit 7: pp. 14-15, 18-19, 24-25, 56-59, 76-79 Unit 8: pp. 20-21 Unit 9: pp. 20-21 26-27 Unit 10: pp. 32-33		
ELAGSE1RF4.d	Read grade-appropriate irregularly spelled word.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 2: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 3: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 4: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 5: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 6: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 7: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 8: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 9: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39 Unit 10: pp. 14-15, 18-19, 24-25, 28-29, 34-35, 38-39	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-7, 8-11 Unit 3: pp. 96-99, 104-106, 107, 113, 114-117, 118-120, 121, 122-123, 124-127, 132-134, 135, 136-138 Unit 4: pp. 142-145, 146-149, 150-152, 153, 154-155, 156-159, 160-163, 164-166, 167, 168-169, 170-173, 174-177, 178-180, 181, 182-184 Unit 5: pp. 188-191, 192-195, 196-198, 199, 200-201, 202, 206-209, 210-212, 213, 214-215, 216-219, 220-223, 224-226, 227, 228-230 Unit 6: pp. 4-7, 8-11, 12-14, 15, 16-17, 18-21, 22-25, 26-28, 29, 30-31, 32-35, 36-39, 40-42, 43, 44-46 Unit 7: pp. 50-53, 54-57, 58-60, 61, 62-63, 64-67, 68-71, 72-74, 75, 76-77, 78-81, 82-85, 86-88, 89, 90-92 Unit 8: pp. 96-99, 100-103, 104-106, 107, 108-109, 110-113, 114-117, 118-120, 121 Unit 9: pp. 122-123, 124-127, 128-131, 132-134, 160-163, 164-166, 167, 168-169, 181, 182-184 Unit 10: pp. 210-212, 213, 214-215, 216-219, 220-223, 224-226, 227, 228-230	
Reading Standards for Informational Text: Key Ideas and Details				
ELAGSE1RI1	Ask and answer questions about key details in a text	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-9, 24-25, 28-29, 52-53, 60-63, 72-75 Unit 3: pp. 6-7, 52-55, 72-75, 76-79, 80-83, 84-87, 100-103 Unit 5: pp. 4-5, 6-7, 80-83 Unit 7: pp. 60-63, 68-71 Unit 8: pp. 56-59, 68-71 Unit 9: pp. 108-111 Unit 10: pp. 56-59		
ELAGSE1RI2	Identify the main topic and retell key details of a text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 26-27, 30-31, 64-67, 96-99, 100-103 Unit 3: pp. 20-21, 30-31, 60-63, 72-75, 80-83, 96-99 Unit 5: pp. 28-29, 56-59 Unit 8: pp. 20-21, 28-29, 30-31,56-59 Unit 10: pp. 20-21, 40-41		

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1RI3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 76-79, 100-103 Unit 5: pp 56-59 Unit 6: pp. 8-9 Unit 7: pp. 60-63, 68-71 Unit 8: pp. 28-29, 96-99		
Reading Standards for Informational Text: Craft and Structure				
ELAGSE1RI4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 4-5, 6-7, 64-67, 84-87, 92-95, 104-107 Unit 5: pp. 4-5, 64-67, 76-79 Unit 7: pp. 4-5, 40-41, 64-67 Unit 8: pp. 4-5, 8-9 Unit 9: pp. 4-5, 68-71, 104-107 Unit 10: pp. 64-67, 76-79		
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.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 56-59, 84-87 Unit 3: pp. 4-5, 6-7, 8-9, 68-71, 100-103 Unit 5: pp. 4-5, 6-7, 56-59, 60-63, 68-71,72-75, 80-83 Unit 7: pp. 4-5 Unit 8: pp. 4-5, 8-9, 60-63, 68-71, 100-103 Unit 9: pp. 4-5, 8-9, 56-59, 64-67, 100-103 Unit 10: pp. 4-5, 6-7, 60-63, 72-75		
ELAGSE1RI6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	TEACHER'S RESOURCE SYSTEM: Unit 3: pp. 4-5, 6-7, 68-71, 100-103 Unit 5: pp. 60-63		
Reading Standards for Informational Text: Integration of Knowledge and Ideas				
ELAGSE1RI7	Use illustrations and details in a text to describe its key ideas.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 56-59, 84-87 Unit 3: pp. 4-5, 6-7, 8-9, 68-71, 72-75, 76-79, 100-103 Unit 5: pp. 4-5, 6-7, 56-59, 68-71, 72-75, 80-83 Unit 8: pp. 4-5, 8-9, 60-63, 68-71, 100-103 Unit 9: pp. 4-5, 56-59, 64-67, 96-99, 100-103 Unit 10: pp. 4-5, 6-7, 56-59, 60-63, 72-75		
ELAGSE1RI8	Identify the reasons an author gives to support points in a text.	TEACHER'S RESOURCE SYSTEM: Unit 6: pp. 92-95, 100-103 Unit 10: pp. 14-15		
ELAGSE1RI9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 88-91 Unit 3: pp. 88-91 Unit 5: pp. 60-63, 84-87 Unit 9: pp. 88-91 Unit 10: pp. 80-83		
Reading Standards for Informational Text: Range of Reading and Level of Text Complexity				
ELAGSE1RI10	With prompting and support, read informational texts appropriately complex for grade 1.	Students interact independently with text each day. See the Independent Reading section in every mini-lesson.		
Writing: Text Types and Purposes				
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.			TEACHER'S RESOURCE SYSTEM: Volume 4: Mini-Lessons 1-30: pp. 10-135

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1W2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 5-10, 11-14, 16-20: pp. 60-85, 112-127, 132-151 Volume 2: Mini-Lessons 1, 6-30: pp. 10-11, 32-133 Volume 6: Mini-Lessons 6-30: pp. 32-133
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.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 6-10, 11-14, 16-20: pp. 66-85, 112-127, 132-151 Volume 3: Mini-Lessons 1, 6-30: pp. 32-133 PERSONAL NARRATIVE MINI-VOLUME: Volume 1: Mini-Lessons 22-30: pp. 156-191
Writing: Production and Distribution of Writing				
W.1.4	Begins in Grade 3			
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.			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 9, 12-15, 16-18, 20: pp. 78-81, 116-131, 132-143, 148-151 Volume 2: Mini-Lessons 12-15, 17-28: pp. 56-71, 76-123 Volume 3: Mini-Lessons 8-25: pp. 40-111 Volume 4: Mini-Lessons 11-15, 17-18, 22-30: pp. 52-71, 76-87, 96-135 Volume 5: Mini-Lessons 6-13: pp. 32-63 Volume 6: Mini-Lessons 8-27: pp. 40-119 Personal Narrative Mini-Volume Volume 1: Mini-Lessons 24-28: pp. 164-183
ELAGSE1W5.a	May include oral or written prewriting (graphic organizers).			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 9, 12-15, 18: pp. 78-81, 116-131, 140-143 Volume 2: Mini-Lessons 12, 18, 20, 22, 24, 26: pp. 56-59, 80-83, 88-91, 96-99, 104-107, 112-115 Volume 3: Mini-Lessons 8, 11, 17, 22: pp. 40-43, 52-55, 76-79, 96-99 Volume 4: Mini-Lessons 16, 19, 26-27: pp. 72-75, 84-87, 112-119 Volume 5: Mini-Lessons 6-7, 10: pp. 32-39, 48-51 Volume 6: Mini-Lessons 9-10, 18, 22: pp. 44-47, 80-83, 96-99
ELAGSE1W6	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51 Unit 3: pp. 50-51 Unit 4: pp. 50-51 Unit 5: pp. 50-51 Unit 6: pp. 50-51 Unit 7: pp. 50-51 Unit 8: pp. 50-51 Unit 9: pp. 50-51 Unit 10: pp. 50-51		
Writing: Research to Build and Present Knowledge				
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).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51 Unit 3: pp. 50-51 Unit 4: pp. 50-51 Unit 5: pp. 50-51 Unit 6: pp. 50-51 Unit 7: pp. 50-51 Unit 8: pp. 50-51 Unit 9: pp. 50-51 Unit 10: pp. 50-51		

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1W8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51 Unit 3: pp. 50-51 Unit 4: pp. 50-51 Unit 5: pp. 50-51 Unit 6: pp. 50-51 Unit 7: pp. 50-51 Unit 8: pp. 50-51 Unit 9: pp. 50-51 Unit 10: pp. 50-51		TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lessons 6-30: pp. 32-133 Volume 6: Mini-Lessons 6-28: pp. 32-123
W.1.9	Begins in Grade 4			
W.1.10	Begins in Grade 3			
Speaking and Listening: Comprehension and Collaboration				
ELAGSE1SL1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.			
ELAGSE1SL1.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).	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 76-84, 86-87, 91-93, 114-123, 126-139, 144-145, 148-149, 178-179 Unit 1: pp. 8-9, 14-15, 18-19, 22-23, 24-25, 28-29, 34-35, 38-39, 42-43, 50-51, 52-55, 60-63, 72-73, 108-111 Unit 3: pp. 4-9, 14-15, 18-19, 22-23, 24-25, 28-29, 32-33, 34-35, 38-39, 42-43, 52-55, 108-111 Unit 5: pp. 4-9, 14-15, 18-19, 22-23, 24-25, 28-29, 32-33, 34-35, 38-39, 42-43, 52-55, 108-111 Unit 6: pp. 4-9, 14-15, 18-19, 22-23, 24-25, 28-29, 32-33, 34-35, 38-39, 42-43, 52-55, 108-111 Unit 7: pp. 4-9, 14-15, 18-19, 22-23, 24-25, 28-29, 32-33, 34-35, 38-39, 42-43, 52-55, 108-111 Unit 8: pp. 4-9, 14-15, 18-19, 22-23, 24-25, 28-29, 32-33, 34-35, 38-39, 42-43, 52-55, 108-111 Unit 9: pp. 4-9, 14-15, 18-19, 22-23, 24-25, 28-29, 32-33, 34-35, 38-39, 42-43, 52-55, 108-111 Unit 10: pp. 4-9, 14-15, 16-17, 18-19, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 52-55, 108-111		TEACHER'S RESOURCE SYSTEM: Volume 3: Mini-Lessons 28-29: pp. 120-127 Volume 4: Mini-Lessons 23-24: pp. 100-107 Volume 5: Mini-Lessons 12-13: pp. 56-63
ELAGSE1SL1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 76-92, 110, 171-177 Unit 1: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 2: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 3: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 4: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 5: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 6: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 7: pp. 4-9, 14-20, 20-30, 30-43, 52-55, 108-111 Unit 8: pp. 4-9, 14-20, 21-30, 31-43, 42-43, 52-55, 108-111 Unit 9: pp. 4-9, 14-20, 21-30, 31-43, 52-55, 108-111 Unit 10: pp. 4-9, 22-25, 28-29, 34-35, 52-55, 108-111		TEACHER'S RESOURCES SYSTEM: Volume 3: Mini-Lesson 28-29: pp. 120-127
ELAGSE1SL1.c	Ask questions to clear up any confusion about the topics and texts under discussion.	TEACHER'S RESOURCE SYSTEM: Launching the Reader's Workshop: pp. 76-92, 110, 171-177 Unit 1: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 2: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 3: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 4: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 5: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 6: pp. 4-9, 14-20, 21-30, 31-40, 42-43, 52-55, 108-111 Unit 7: pp. 4-9, 14-19, 20-30, 30-43, 52-55, 108-111 Unit 8: pp. 4-9, 14-19, 20-30, 31-43, 42-43, 52-55, 108-111 Unit 9: pp. 4-9, 14-19, 20-30, 31-43, 52-55, 108-111 Unit 10: pp. 4-9, 22-25, 28-29, 34-35, 52-55, 108-111		

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1SL2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 14-15, 18-19, 22-23, 24-25, 28-29, 32-33, 50-51, 52-55, 60-64, 72-76, 108-111 Unit 2: pp. 4-5, 6-7, 8-9, 32-33, 36-37, 42-43, 50-51, 52-53 Unit 3: pp. 6-7, 8-9, 14-15, 18-19, 22-23, 24-25, 28-29, 32-33, 34-35, 38-39, 42-43, 50-51, 52-55 Unit 4: pp. 4-5, 6-7, 8-9, 32-33, 42-43, 50-51, 52-53		
ELAGSE1SL3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	TEACHER'S RESOURCE SYSTEM: Units 1-10: pp. 50-51, 108-111		
Speaking and Listening: Presentation of Knowledge and Ideas				
ELAGSE1SL4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51 Unit 3: pp. 50-51 Unit 4: pp. 50-51 Unit 5: pp. 50-51 Unit 6: pp. 50-51 Unit 7: pp. 50-51 Unit 8: pp. 50-51 Unit 9: pp. 50-51 Unit 10: pp. 50-51		TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 30: pp. 188-191 Volume 2: Mini-Lessons 26-30: pp. 112-133 Volume 3: Mini-Lesson 29: pp. 126-129 Volume 4: Mini-Lesson 27: pp. 116-119 Volume 5: Mini-Lesson 14: pp. 66-69 Volume 6: Mini-Lessons 27-28: pp. 116-123
ELAGSE1SL5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51 Unit 3: pp. 50-51 Unit 4: pp. 50-51 Unit 5: pp. 50-51 Unit 6: pp. 50-51 Unit 7: pp. 50-51 Unit 8: pp. 50-51 Unit 9: pp. 50-51 Unit 10: pp. 50-51		
ELAGSE1SL6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 50-51, 52-55, 60-63, 72-75, 108-111 Unit 2: pp. 50-51, 52-55, 60-63, 72-75, 108-111 Unit 3: pp. 50-51, 52-55, 108-111 Unit 4: pp. 50-51, 52-55, 108-111 Unit 5: pp. 50-51, 52-55, 108-111 Unit 6: pp. 50-51, 52-55, 108-111 Unit 7: pp. 50-51 52-55, 108-111 Unit 8: pp. 50-51 52-55, 108-111 Unit 9: pp. 50-51 52-55, 108-111 Unit 10: pp. 50-51 52-55, 108-111		TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 30: pp. 188-191 Volume 2: Mini-Lessons 26-30: pp. 112-133 Volume 3: Mini-Lesson 29: pp. 126-129 Volume 4: Mini-Lesson 27: pp. 116-119 Volume 5: Mini-Lesson 14: pp. 66-69 Volume 6: Mini-Lessons 27-28: pp. 116-123

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
Language Standards: Conventions of Standards English				
ELAGSE1L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
ELAGSE1L1.a	Print all upper- and lowercase letters.	Handwriting Practice Pages (Digital Only)		TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 12-13, 15: pp. 116-123, 128-131 Volume 3: Mini-Lesson 9: pp. 44-47 Volume 4: Mini-Lesson 10: pp. 48-51 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 3: Using Sounds and Letters We Know: pp. 76-95
ELAGSE1L1.b	Use common, proper, and possessive nouns.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 1: Using Shapes to Communicate: pp. 2-9, 12-29 Focus Area 2: Writing in the "Right Direction": pp. 34-35, 36-37, 44-45, 60-61, 62-63 Focus Area 4: Planning and Writing Our Own Sentences: pp. 98-99, 106-107, 118-119, 124-125 Focus Area 6: Expanding Sentences with Special Words: pp. 162-163, 164-165, 174-175, 176-177, 182-183 Focus Area 7: Bossy Punctuation: pp. 198-199, 208-209
ELAGSE1L1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 1: Using Shapes to Communicate: pp. 10-11, 12-13, 28-29 Focus Area 2: Writing in the "Right Direction": pp. 48-49, 56-57, 60-61 Focus Area 3: Using Sounds and Letters We Know: pp. 74-75 Focus Area 4: Planning and Writing Our Own Sentences: pp. 102-103, 114-115, 120-121 Focus Area 6: Expanding Sentences with Special Words: pp. 166-167, 172-173, 184-185, 188-189, 190-191 Focus Area 7: Bossy Punctuation: pp. 194-195, 198-199, 214-215
ELAGSE1L1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 2: Writing in the "Right Direction": pp. 50-51, 52-53, 62-63 Focus Area 3: Using Sounds and Letters We Know: pp. 76-77, 82-83 Focus Area 4: Planning and Writing Our Own Sentences: pp. 110-111, 124-125 Focus Area 5: Capitals and Endmarks Are the Best of Friends: pp. 130-131, 136-137, 140-141, 146-147, 152-153 Focus Area 6: Expanding Sentences with Special Words: pp. 164-165, 180-181

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1L1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).			TEACHER'S RESOURCES SYSTEM: Volume 1: Mini-Lesson 7: pp. 70-73 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 3: Using Sounds and Letters We Know: pp. 70-71, 84-85 Focus Area 4: Planning and Writing Our Own Sentences: pp. 112-113, 116-117 Focus Area 6: Expanding Sentences with Special Words: pp. 162-163, 174-175, 176-177, 182-183 Focus Area 7: Bossy Punctuation: pp. 202-203
ELAGSE1L1.f	Use frequently occurring adjectives.			TEACHER'S RESOURCE SYSTEM: Volume 5: Mini-Lessons 7-9: pp. 36-47 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 1: Using Shapes to Communicate: pp. 6-7, 14-15, 16-17, 20-21, 24-25, 30-31 Focus Area 2: Writing in the "Right Direction": pp. 54-55, 56-57 Focus Area 3: Using Sounds and Letters We Know: pp. 88-89, 92-93 Focus Area 4: Planning and Writing Our Own Sentences: pp. 102-103, 110-111, 112-113, 122-123 Focus Area 6: Expanding Sentences with Special Words: pp. 170-171, 172-173, 174-175, 184-185, 188-189 Focus Area 7: Bossy Punctuation: pp. 200-201, 210-211
ELAGSE1L1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 6: Expanding Sentences with Special Words: pp. 178-179, 190-191 Focus Area 7: Bossy Punctuation: pp. 206-207, 216-217
ELAGSE1L1.h	Use determiners (e.g., articles, demonstratives).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 3: Using Sounds and Letters We Know: pp. 86-87, 90-91 Focus Area 7: Bossy Punctuation: pp. 210-211
ELAGSE1L1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).			TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lesson 7: pp. 70-73 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 2: Writing in the "Right Direction": pp. 40-41, 42-43, 46-47, 52-53, 58-59 Focus Area 3: Using Sounds and Letters We Know: pp. 72-73 Focus Area 4: Planning and Writing Our Own Sentences: pp. 100-101, 106-107, 110-111 Focus Area 6: Expanding Sentences with Special Words: pp. 168-169, 186-187

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1L1.j	Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 2: Writing in the "Right Direction": pp. 48-49, 56-57, 58-59, 60-61 Focus Area 3: Using Sounds and Letters We Know: pp. 66-67, 68-69, 74-75, 78-79, 94-95 Focus Area 4: Planning and Writing Our Own Sentences: pp. 102-103, 104-105, 114-115, 120-121 Focus Area 5: Capitals and Endmarks Are the Best of Friends: pp. 132-133, 134-135, 142-143, 144-145, 150-151, 154-155, 156-157, 158-159 Focus Area 6: Expanding Sentences with Special Words: pp. 166-167, 172-173, 184-185, 188-189, 190-191 Focus Area 7: Bossy Punctuation: pp. 194-195, 198-199, 204-205, 206-207, 208-209, 212-213, 214-215, 216-217, 220-221, 222-223
ELAGSE1L1.k	Print with appropriate spacing between words and sentences.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 2: Writing in the "Right Direction": pp. 48-49, 54-55 Focus Area 3: Using Sounds and Letters We Know: pp. 82-83 Focus Area 4: Planning and Writing Our Own Sentences: pp. 102-103, 112-113, 122-123
ELAGSE1L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
ELAGSE1L2.a	Capitalize dates and names of people.			TEACHER'S RESOURCE SYSTEM: Volume 3_Mini-Lessons 1, 14, 23, 30: pp. 10-11, 64-67, 130-133 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 5: Capitals and Endmarks Are the Best of Friends: pp. 130-131, 136-137, 140-141, 146-147, 152-153, 158-159 Focus Area 7: Bossy Punctuation: pp. 196-197, 202-203
ELAGSE1L2.b	Use end punctuation for sentences.			TEACHER'S RESOURCE SYSTEM: Volume 2: Mini-Lesson 1, 30: pp. 10-11, 130-133 Volume 3: Mini-Lesson 1, 14, 22-24, 30: pp. 10-11, 64-67, 96-107, 130-133 GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 4: Planning and Writing Our Own Sentences: pp. 98-99, 104-105, 116-117, 126-127 Focus Area 5: Capitals and Endmarks Are the Best of Friends: pp. 130-131, 132-133, 134-135, 136-137, 138-139, 142-143, 144-145, 146-147, 148-149, 150-151, 154-155, 156-157, 158-159 Focus Area 6: Expanding Sentences with Special Words: pp. 166-167 Focus Area 7: Bossy Punctuation: pp. 194-195, 198-199, 200-201, 204-205, 206-207, 208-209, 212-213, 214-215, 216-217, 218-219, 220-221, 222-223

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1L2.c	Use commas in dates and to separate single words in a series.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 7: Bossy Punctuation: pp. 202-203, 210-211, 220-221
ELAGSE1L2.c	Use commas in dates and to separate single words in a series.			GRAMMAR STUDY TEACHER'S RESOURCE SYSTEM: Focus Area 7: Bossy Punctuation: pp. 196-197, 210-211, 220-221
ELAGSE1L2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 24-25, 26-27, 28-29, 30-31, 32-33 Unit 2: pp. 38-39, 40-41, 43, 45, 47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67 Unit 3: pp. 48-49, 50-51, 53, 55, 57, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92, 93, 94-95, 96-97, 98-99, 100-101 Unit 4: pp. 106-107, 108-109, 110-111, 112-113, 114-115 Unit 5: pp. 140-141, 142-143, 145, 147, 149, 155, 157, 159 Unit 6: pp. 15, 17, 18-19, 21, 23 Unit 7: pp. 48-49, 50-51, 52-53, 55, 57 Unit 8: pp. 72-73, 74-75, 76-77, 78-79, 80-81, 86-87, 94-95, 96-97, 99, 101 Unit 9: pp. 107, 109-110, 111-113, 115, 116-117, 122, 124, 126-127, 128-129, 130-131,132-133, 134-135 Unit 10: pp. 120-121, 130-131, 143,145, 146, 147, 148-149, 151, 153, 155, 157, 159, 160-161, 163, 165, 166-167, 169	TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 5, 8, 12, 15: pp. 60-63, 74-77, 116-119, 128-131 Volume 2: Mini-Lesson 10: pp. 48-51 Volume 3: Mini-Lessons 1, 9, 23-24, 30: pp. 10-11, 44-47, 100-107, 130-133 Volume 4: Mini-Lesson 22: pp. 96-99 Volume 5: Mini-Lesson 11: pp. 52-55
ELAGSE1L2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21 24-25, 26-27, 28-29, 30-31, 32-33 Unit 2: pp. 38-39, 40-41, 43, 45, 47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67 Unit 3: pp. 48-49, 50-51, 53, 55, 57, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92, 93, 94-95, 96-97, 98-99, 100-101 Unit 4: pp. 106-107, 108-109, 110-111, 112-113, 114-115 Unit 5: pp. 140-141, 142-143, 145, 147, 149, 155, 157, 159 Unit 6: pp. 15, 17, 18-19, 21, 23 Unit 7: pp. 48-49, 50-51, 52-53, 55, 57 Unit 8: pp. 72-73, 74-75, 76-77, 78-79, 80-81, 86-87, 94-95, 96-97, 99, 101 Unit 9: pp. 107, 109-110, 111-113, 115, 116-117, 122, 124, 126-127, 128-129, 130-131,132-133, 134-135 Unit 10: pp. 120-121, 130-131, 143,145, 146, 147, 148-149, 151, 153, 155, 157, 159, 160-161, 163, 165, 166-167, 169	TEACHER'S RESOURCE SYSTEM: Volume 1: Mini-Lessons 5, 8, 12, 15: pp. 60-63, 74-77, 116-119, 128-131 Volume 2: Mini-Lesson 10: pp. 48-51 Volume 3: Mini-Lessons 1, 9, 23-24, 30: pp. 10-11, 44-47, 100-107, 130-133 Volume 4: Mini-Lesson 22: pp. 96-99 Volume 5: Mini-Lesson 11: pp. 52-55
Vocabulary Acquisition and Use				
ELAGSE1L4	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.			
ELAGSE1L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 68-71 Unit 2: pp. 84-87 Unit 3: pp. 22-23, 64-67, 84-87,104-107 Unit 4: pp. 20-21, 36-37 Unit 5: pp. 76-79 Unit 6: pp. 20-21, 22-23, 84-87 Unit 7: pp. 40-41, 64-67, 104-107 Unit 9: pp. 68-71, 104-107 Unit 10: pp. 64-67, 76-79, 104-107		

Indicator	Description	Reader's Workshop	Phonics Word Study Workshop	Writer's Workshop
ELAGSE1L4.b	Use frequently occurring affixes as a clue to the meaning of a word.	TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 104-107 Unit 8: pp. 84-87, 104-107 Unit 10: pp. 40-41		
ELAGSE1L4.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	TEACHER'S RESOURCE SYSTEM: Unit 5: pp. 104-107 Unit 8: pp. 84-87, 104-107 Unit 10: pp. 40-41		
ELAGSE1L5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.			
ELAGSE1L5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 80-83, 104-107 Unit 2: pp. 68-71, 100-103 Unit 3: pp. 40-41 Unit 4: pp. 64-67, 84-87, 104-107 Unit 5: pp. 40-41, 88-91 Unit 7: pp. 84-87 Unit 8: pp. 30-31 Unit 9: pp. 84-87		
ELAGSE1L5.b	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).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 6-7, 80-83, 104-107 Unit 2: pp. 68-71, 100-103 Unit 3: pp. 40-41 Unit 4: pp. 64-67, 84-87, 104-107 Unit 5: pp. 40-41, 88-91 Unit 7: pp. 84-87 Unit 8: pp. 30-31 Unit 9: pp. 84-87 Unit 10: pp. 20-21		
ELAGSE1L5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	TEACHER'S RESOURCES SYSTEM: Unit 3: pp. 64-67, 92-95 Unit 6: pp. 64-67, 84-87 Unit 8: pp. 64-67		
ELAGSE1L5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	TEACHER'S RESOURCE SYSTEM: Unit 2: pp. 68-71, 100-103 Unit 6: pp. 104-107 Unit 10: pp. 14-15		
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 named my hamster Nibblet because she nibbles too much because she likes that).	TEACHER'S RESOURCE SYSTEM: Unit 1: pp. 68-71 Unit 2: pp. 68-71, 84-87,100-103 Unit 3: pp. 64-67, 84-87, 92-95, 104-107 Unit 4: pp. 64-67, 84-87, 104-107 Unit 5: pp. 64-67, 76-79, 104-107 Unit 6: pp. 64-67, 84-87, 104-107 Unit 7: pp. 64-67, 84-87, 104-107 Unit 8: pp. 64-67, 84-87, 104-107 Unit 9: pp. 60-63, 68-71, 84-87, 104-107 Unit 10: pp. 64-67, 76-79, 104-107		