

AWARD Reading Grade 1 2008 Teachers' Guides Correlation to The Virginia English Standards of Learning

Grade One

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading age-appropriate materials across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction selections through classroom discussion and will begin to communicate ideas in writing. The student will become an independent reader by the end of first grade.

Oral Language

All AWARD texts are available as Audio CDs and Interactive CD-ROMs. Each text is followed by interactive extension activities that cover letter, word, and writing skills. AWARD integrates print with technology.

- 1.1** The student will continue to demonstrate growth in the use of oral language.
and reciting short poems, rhymes, songs, and stories with repeated patterns
AWARD Rhyme, Song, and Play genre books come as Big and small books and on Audio CD.
Yellow T.E. pgs 159, 249, 253, 273; Blue T.E. pgs 45, 143;
Green T.E. pgs 139, 241, 296
- a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
Yellow T.E. pgs 48, 90, 134, 158, 306; Blue T.E. pgs 90, 104, 176, 220, 306
Green T.E. pgs 72, 134, 190, 244, 294
- b) Tell and retell stories and events in logical order.
Yellow T.E. pgs 72, 122, 158, 348; Blue T.E. pgs 262, 276;
Green T.E. pgs 104, 135, 208, 276, 294
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
Yellow T.E. pgs 85, 171, 256, 342; Blue T.E. pgs 45, 143, 289
Green T.E. pgs 73, 335
- d) Express ideas orally in complete sentences.
Yellow T.E. pgs 342, 171; Blue T.E. pgs 256, 283; Green T.E. pg 60, 84
- 1.2** The student will continue to expand and use listening and speaking vocabularies.
- a) Increase oral descriptive vocabulary.
Oral language vocabulary development is a part of every lesson in AWARD, for example, Yellow T.E. pg 53, Blue T.E. pg 113
- b) Begin to ask for clarification and explanation of words and ideas.
Yellow T.E. pg 289; Blue T.E. pg 85; Green T.E. pg 288
- c) Follow simple two-step oral directions.
Yellow T.E. pg 289; Blue T.E. pg 203; Green T.E. pg 288
- d) Give simple two-step oral directions.
Same as "c" above
- e) Use singular and plural nouns.
Yellow T.E. pgs 221, 315; Green T.E. pgs 285

- 1.3** The student will adapt or change oral language to fit the situation.
- Initiate conversation with peers and adults.
Taught in Kindergarten and reinforced in first grade.
Yellow T.E. pgs 84, 288; Blue T.E. pgs 85, 171; Green T.E. pgs 84, 288
 - Follow rules for conversation.
Sand as “a” above.
 - Use appropriate voice level in small-group settings.
Yellow T. E. pgs 80, 94, 166; Blue T.E. pg 252; Green T.E. pg 338
 - Ask and respond to questions in small-group settings
Yellow T.E. pg 289; Blue T.E. pg 85; Green T.E. pg 288.
- 1.4** The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.
- Count phonemes (sounds) in syllables or words with a maximum of three syllables.
Yellow T.E. pgs 56, 101, 327; Blue T.E. pgs 77, 273, 327, 350;
Green T.E. pgs 45, 92, 178, 229
 - Add or delete phonemes (sounds) orally to change syllables or words.
Yellow T.E. pgs 135, 241, 264; Blue T.E. pgs 53, 92, 311;
Green T.E. pg 221
 - Create rhyming words orally.
Blue T.E. pgs 167, 277
 - Blend sounds to make word parts and words with one to three syllables.
Yellow T.E. pgs 77, 199, 277; Blue T.E. pgs 77, 225, 249, 273, 363
Green T.E. pgs 69, 163, 195

Reading

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- 1.5** The student will apply knowledge of how print is organized and read.
- Read from left to right and from top to bottom.
This objective is taught in Kindergarten but reviewed in first grade.
Yellow T.E. pg 45
 - Match spoken words with print.
Yellow T.E. pgs 45, 69; Blue T.E. pg 339; Green T.E. pgs 273, 307
 - Identify letters, words, and sentences.
Yellow T.E. pgs 77, 109, 113, 163, 178; Blue T.E. pgs 77, 281, 327, 331;
Green T.E. pgs 77, 101, 113, 245, 315
- 1.6** The student will apply phonetic principles to read and spell.
- The letter combination and word family packs provide stories in book format, audio CD and on CD-ROM with interactive skills activities.*
- Use beginning and ending consonants to decode and spell single-syllable words.
Yellow T.E. pgs 53, 81, 296; Blue T.E. 73. 315, 331; Green T.E. pg 229
 - Use two-letter consonant blends to decode and spell single-syllable words.
Yellow T.E. pgs 105, 167, 191, 245; Blue T.E. pgs 49, 105, 187, 191;
Green T.E. pgs 124, 331, 382
 - Use beginning consonant digraphs to decode and spell single-syllable words.
Blue T.E. pgs 124, 195, 210, 363; Green T.E. pg 210
 - Use short vowel sounds to decode and spell single-syllable words
Yellow T.E. pg 229; Blue T.E. pg 143; Green T.E pgs 105, 113, 277, 311

- e) Blend beginning, middle, and ending sounds to recognize and read words.
Yellow T.E. pgs 69, 77, 101, 167, 273; Blue T.E. pgs 109, 195, 327; Green T. E. pgs 77, 101, 155, 187, 359
- f) Use word patterns to decode unfamiliar words.
Yellow T.E. pgs 159, 253, 277; Blue T.E. pgs 69, 73, 101, 249; Green T. E. pgs 69, 109, 163, 199, 241, 327
- g) Use compound words.
Yellow T.E. pg 217; Blue T.E. pg 350; Green T.E. pgs 57, 131
- h) Read and spell common, high-frequency sight words, including *the*, *said*, and *come*.
Yellow T.E. pgs 45 (and is taught), 61, 77, 109, 113; Blue T.E. pg 77 (the and come are taught in Kindergarten, Magenta Level (said is taught in Kindergarten, Red Level)

1.7 The student will use meaning clues and language structure to expand vocabulary when reading.

- a) Use titles and pictures.
Yellow T.E. pg 374; Blue T.E. pg 374; Green T.E. pg 228
- b) Use knowledge of the story and topic to read words.
Yellow T.E. pgs 122, 276, 362; Blue T.E. pgs 134, 158, 221, 362; Green T.E. pgs 306, 362, 380
- c) Use knowledge of sentence structure.
Yellow T.E. pgs 104, 244, 262; Blue T.E. pgs 72, 122, 208, 276; Green T.E. pgs 72, 122, 244, 276, 306
- d) Reread and self-correct.
This concept is covered during shared reading, whole group small group and individual instruction.

1.8 The student will read familiar stories, poems, and passages with fluency and expression.

Yellow T.E. pgs 56, 126, 180, 198; Blue T.E. pgs 94, 112, 198, 384; Green T.E. pgs 56, 80, 180, 284

1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.

- a) Preview the selection.
First grade students always preview each selection in the lesson Plan section called “Walk and Talk the Text”
- b) Set a purpose for reading. *Also covered in “Walk and Talk the Text”*
Yellow T.E. pg 208; Green T.E. pgs 104, 158
- c) Relate previous experiences to what is read.
Yellow T.E. pg 362; Blue T.E. pgs 296, 348; Green T.E. pg 362
- d) Make predictions about content. *Predicting is always part of the lessons.*
Yellow T.E. pg 348
- e) Ask and answer who, what, when, where, why, and how questions about what is read.
Yellow T.E. pgs 48, 90, 104, 135, 306; Blue T.E. pgs 90, 104, 122, 244, 306; Green T.E. pgs 48, 72, 134, 190, 262
- f) Identify characters, setting, and important events.
Yellow T.E. pgs 190, 244, 262, 348; Blue T.E. pgs 262, 276; Green T.E. pgs 104, 135, 294
- g) Retell stories and events, using beginning, middle, and end.
Yellow T.E. pg 72; Blue T.E. pg 289
- h) Identify the topic or main idea.
Yellow T.E. pg 90; Blue T.E. pgs 134, 208; Green T.E. pg 307

1.10 The student will use simple reference materials.

- a) Use knowledge of alphabetical order by first letter.
ABC order is taught thoroughly in Kindergarten and reinforced in first grade. Yellow T.E. pg 139, 225; Blue T.E. pg 45; Green T.E. pg 296
- b) Use a picture dictionary to find meanings of unfamiliar words.
Green T.E. pg 296

Writing

1.11 The student will print legibly.

- a) Form letters.
Letter formation is taught in Kindergarten and reinforced in First Grade.
- b) Space words and sentences.
Yellow T.E. pgs 212, 285; Blue T.E. pgs 81, 281, 285, 335, 371; Green T.E. pgs 81, 113, 167, 199, 253, 285, 339

1.12 The student will write to communicate ideas.

- a) Generate ideas.
Yellow T.E. pgs 81, 133, 253, 285; Blue T.E. pgs 81, 281, 61; Green T.E. pgs 81, 85, 113, 289,
- b) Focus on one topic.
Blue T.E. pg 61; Green T.E. pgs 85, 117
- c) Use descriptive words when writing about people, places, things, and events.
Yellow T.E. pgs 117, 203, 311; Blue T.E. pgs 53, 167, 199, 264; Green T.E. pgs 77, 109, 178, 202
- d) Use complete sentences in final copies
Yellow T.E. pgs 81, 113, 199, 371, 285; Blue T.E. pgs 81, 285, 335, 343; Green T.E. pgs 81, 113, 167, 253, 339, 371
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
This skill is covered in the shared reading lessons in Kindergarten and First Grade. Writing follows as a response to the reading and proper punctuation of sentences is stressed.
- f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
Yellow T.E. pgs 57, 61, 371; Blue T.E. pgs 109, 163, 195;
- g) Share writing with others.
Small group activities following the reading allows for shared writing opportunities and sharing with the group or whole class is encouraged.
- h) Use available technology.
AWARD Reading includes text and technology in the teaching of literacy. Yellow T.E. pgs 228, 314; Blue T.E. pgs 143, 229, 315; Green T.E. pgs 228, 314

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