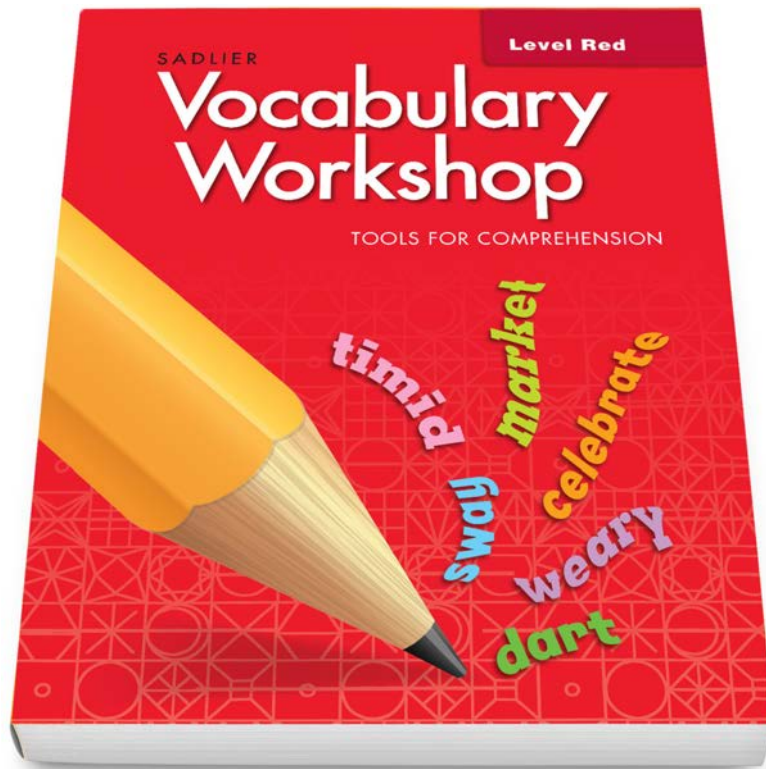


Vocabulary Workshop

Tools for Comprehension

Correlation to the North Carolina English Language Arts
Standard Course of Study

Grade 1



Key Aligned Content

Language Standards: Vocabulary Acquisition and Use 2

Additional Aligned Content

Reading Standards for Literature 8

Reading Standards for Informational Text 13

Reading Foundational Skills 16

Writing Standards 21

Speaking and Listening Standards 23

Language Standards 26

Key Aligned Content

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Vocabulary Acquisition and Use

L.1.4 Determine and/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: **context clues**, **word parts** and **word relationships**.

CONTEXT CLUES

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words

Introducing **Introducing the Words**, the ten Unit words are presented in the context of a read-aloud selection passage. These selections can be found in the Teacher's Edition and are available at SadlierConnect.com.

A variety of genres and themes are represented. The teacher reads the selection aloud twice. After the first reading, **Introducing the Words** activities introduce the first five Unit words in the context of complete sentences, each reinforced with its own **Picture Card**.

During the second reading, the teacher calls attention to the first five Unit words as they occur in context. Following the second reading, **Introducing the Words** activities are used to introduce the second set of five Unit words in the context of complete sentences, again reinforced with a **Picture Card** for each word.

- Unit 1 "The Most Precious Gift" (Folktales)—SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b
- Unit 2 "A Trip to Muir Woods" (Realistic Fiction)—SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b
- Unit 3 "A Day at Chicago's Green City Market" (Narrative Nonfiction)—SE pp. 24–25/TE pp. T24a–T24b, T24–T25, T28a–T28b
- Unit 4 "An Emperor Penguin Grows Up" (Informational Text)—SE pp. 32–33/TE pp. T32a–T32b, T32–T33, T36a–T36b
- Unit 5 "The Skating Lesson" (Poem)—SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b
- Unit 6 "The Amazing Jumping Spider" (Informational Text)—SE pp. 50–51/TE pp. T50a–T50b, T50–T51, T54a–T54b
- Unit 7 "In Tune with the P.S. 101 Chorus" (Realistic Fiction)—SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b
- Unit 8 "Anansi, The Spider of Wisdom" (Trickster Tale)—SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b
- Unit 9 "Let's Make Art!" (Narrative Nonfiction)—SE pp. 78–79/TE pp. T78a–T78b, T78–T79, T82a–T82b
- Unit 10 "The Fisherman and the Bear" (Tall Tale)—SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b
- Unit 11 "Ida Lewis: The Lighthouse Keeper" (Biography)—SE pp. 96–97/TE pp. T96a–T96b, T96–T97, T100a–T100b
- Unit 12 "Wind and Sun" (Fable)—SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b

continued

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Vocabulary Acquisition and Use

continued

L.1.4 Determine and/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: **context clues**, **word parts** and **word relationships**.

continued

continued

CONTEXT CLUES (*continued*)

STUDENT EDITION/TEACHER'S EDITION

Completing the Sentence

For Units 1 through 6, the **Completing the Sentence** lesson has children listen to five Unit words in the context of a complete sentence (provided in **Discuss the Words** in the Teacher's Edition).

Next, children listen to teacher-dictated sentences (found in **Use the Words**) before using context clues to determine which of two Next, children listen to teacher-dictated sentences (found in **Use the Words**) before using context clues to determine which of two Unit words best completes the **Completing the Sentence** exercise. They circle the correct choice then write the word in the lined space provided.

Beginning in Unit 7, each **Completing the Sentence** exercise contains two sentences. The first sentence provides a restatement context clue to help children determine which of two given Unit words best completes the second sentence. As in Units 1 through , they circle the correct word then write it in the lined space provided.

- Units 1-6: Unit 1, SE pp. 9, 11; Unit 2, SE pp. 17, 19; Unit 3, SE pp. 27, 29; Unit 4, SE pp. 35, 37; Unit 5, SE pp. 45, 47; Unit 6, SE pp. 53, 55; Units 7-12: Unit 7, SE pp. 63, 65; Unit 8, SE pp. 71, 73; Unit 9, SE pp. 81, 83; Unit 10, SE pp. 89, 91; Unit 11, SE pp. 99, 101; Unit 12, SE pp. 107, 109

Review the Meanings

For **Review the Meanings**, children see the Unit words in context then fill in the Yes bubble if the sentence makes sense or the No bubble if it does not make sense.

Additional review sentences with Unit words in context are provided in the **Discuss the Words** section of the lesson plan in the Teacher's Edition.

- Unit 1, SE pp. 12-13; Unit 2, SE pp. 20-21; Unit 3, SE pp. 30-31; Unit 4, SE pp. 38-39; Unit 5, SE pp. 48-49; Unit 6, SE pp. 56-57; Unit 7, SE pp. 66-67; Unit 8, SE pp. 74-75; Unit 9, SE pp. 84-85; Unit 10, SE pp. 92-93; Unit 11, SE pp. 102-103; Unit 12, SE pp. 110-111

Word Study

Context Clues

Children use other words in a sentence to figure out the meaning of an unknown word.

- Unit 10, SE p. 94/TE p. T94

TEACHER'S EDITION

Introducing the Words

Follow-Up Activities

To complete the **Follow-Up Activities: Sentence Stems** exercises, students use context clues to explain Unit words.

- Sentence Stems—TE pp. T6, T10a, T14, T18a, T24, T28a, T32, T36a, T42, T46a, T50, T54a, T60, T64a, T68, T72a, T78, T82a, T86, T90a, T96, T100a, T104

Word Study

Context Clues

For **Optional Activity: Find Unknown Words in Readers**, each child works with a partner to search for two or three unfamiliar words in a reader. They use context clues to help figure out the meaning of the unfamiliar words.

- Find Unknown Words in Readers—Unit 10, TE p. T94

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Vocabulary Acquisition and Use

| | |
|--|--|
| <p style="text-align: center;"><i>continued</i></p> <p>L.1.4 Determine and/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: context clues, word parts and word relationships.</p> | <p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">WORD PARTS</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study In Word Study, children apply word-learning strategies, such as using word parts (affixes and inflected endings) and references (a glossary) and using context clues to figure out word meanings.</p> <ul style="list-style-type: none"> • Word Endings -s, -ed—SE p. 40/TE p. T40 • Suffixes—SE p. 77/TE p. T77 <p style="text-align: center;">WORD RELATIONSHIPS</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study Children learn about the relationships between words, as well as nuances in meaning.</p> <ul style="list-style-type: none"> • Antonyms—SE p. 23/TE p. T23 • Multiple-Meaning Words—SE p. 41/TE p. T41 • Synonyms—SE p. 58/TE p. T58 • Word Choice (<i>cry, whimper, sob</i>)—SE p. 95/TE p. T95 • Word Choice (<i>mad, angry, furious</i>)—SE p. 113/TE p. T113 <p><u>DIGITAL RESOURCES*/TEACHER'S EDITION</u> Units 1-12 Interactive Graphic Organizers Graphic organizers are valuable tools for learning new vocabulary. Children connect words they already know to related words, such as synonyms and antonyms.</p> <ul style="list-style-type: none"> • Concept Circle • Word Map • Word Square • Word Web |
| <p>L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings.</p> | |
| <p>a. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study Children learn about words that go together and then sort them into categories.</p> <ul style="list-style-type: none"> • Sorting—SE p. 22/TE p. T22; SE p. 112/TE p. T112 <p><u>TEACHER'S EDITION</u> Word Study Optional Activity</p> <ul style="list-style-type: none"> • Four Square Chart—TE pp. T22, T85 Brainstorm a list of categories with children, such as number, pet, food, cars, weather, and clothes. Ask children to select one of the categories for each square. Have them draw and label an item that fits each category. • Word Hunt—TE p. T112 Instruct children to work with a partner to look through a collection of easy readers to find words that are related. Have children focus on a topic or theme. |

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Vocabulary Acquisition and Use

c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

STUDENT EDITION/TEACHER'S EDITION

Word Study

Children learn about the relationships between words, as well as nuances in meaning.

- Antonyms—SE p. 23/TE p. T23
- Multiple-Meaning Words—SE p. 41/TE p. T41
- Synonyms—SE p. 58/TE p. T58
- Word Choice (*cry, whimper, sob*)—SE p. 95/TE p. T95
- Word Choice (*mad, angry, furious*)—SE p. 113/TE p. T113

L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

STUDENT EDITION/TEACHER'S EDITION

Vocabulary Workshop: Tools for Comprehension

Vocabulary Workshop is designed to promote language acquisition with an instructional approach that is supported by research and best practices as prescribed by vocabulary scholars.

At the heart of *Vocabulary Workshop*, Level Red are the 120 Unit words. The word list is selected from an extensive research base, including

- words in academic texts and in literature (Tier 2 words)
- words that appear in written and verbal interactions with more mature language users
- words that pertain to a broad spectrum of content areas
- words that apply to standardized tests:

Ten words per Unit are introduced with explanations of word meanings and examples of usage. Detailed Picture Cards paired with verbal prompts provide an explicit visual example of Unit word meanings. Over the course of a Unit, children actively use each taught word at least five times in meaningful ways.

In each Unit, children acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

Learning activities for each Unit include—

- Introducing the Words (read-aloud selection) Group I
 - Build Background
 - Read the Selection
 - Part One
 - Part Two
 - Part Three
- Completing the Sentence Group I
- Match the Meaning Group I
- Introducing the Words (read-aloud selection) Group II
 - Build Background
 - Read the Selection
 - Part One
 - Part Two

Part Three

- Match the Meaning Group II
- Completing the Sentence Group II

continued

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Vocabulary Acquisition and Use

continued

L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

continued

continued

- Review Unit
 - Review the Meanings
 - Discuss the Words
 - Use the Words
 - Cumulative Review
 - Writing
 - Write
 - Follow-Up Activities (two per Unit)
 - Tell Me a Clue
 - Picture Word Web
 - Word Associations
 - Word Square
 - Concept Circle
 - Make a Match
 - Word Web
 - Play Unit Word Bingo
 - Create a Brochure
 - Act It Out

Following every two Units—

- Word Study

DIGITAL RESOURCES*

Digital Resources for *Vocabulary Workshop* Level Red are available to students and teachers at SadlierConnect.com. Students and families may use these digital resources without a username and password.

- Audio of Introducing the Words (Unit Read-Aloud Selection)
Listen to a recording of each Unit's introductory selection.
- *iWords* Audio Program
Encourage children to see and hear each vocabulary word and word meaning to reinforce modeling and context.
- Interactive Activities
Review the Unit vocabulary through fun and engagement.
- Interactive Graphic Organizers
Support and extend learning of Unit words with interactive graphic organizers, including Concept Circle, Word Map, Word Square, and Word Web.
- Interactive Flash Cards
Reinforce word meaning by having children flip from the image on the front of the card to the word and meaning on the back of the card.
- Family Letters
Extend word-learning to the home.
- Picture Cards
Picture Cards with visuals and illustrative sentences help explain the meanings of the words.
- Assessments
Level Red provides several opportunities to assess children's understanding of Unit words. Both formative and summative assessment tools offer insight into children's understanding of word meanings.

continued

LANGUAGE STRAND

Language Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Vocabulary Acquisition and Use

continued

L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

continued

Vocabulary Workshop: Tools for Comprehension is also available in a fully interactive format.

- **Interactive Edition** (optional purchase)
Vocabulary Workshop Interactive Edition provides all of the program's print components, including the program's ancillary component (Unit Test Booklet), in a fully interactive online format.
Vocabulary Workshop Interactive Edition includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions.
Vocabulary Workshop Interactive Edition also provides personalized student learning by allowing teachers to build custom assessments that meet the varying needs of students. Teachers have the ability to adjust instruction and track student progress based on data reports.

Additional Aligned Content

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Key Ideas and Evidence

| | |
|--|--|
| <p>RL.1.1 Ask and answer questions about key details in a text.</p> | <p>STUDENT EDITION/TEACHER'S EDITION Introducing the Words In Introducing the Words, the ten Unit words are presented in the context of a read-aloud selection passage. These selections can be found in the Teacher's Edition and are available at SadlierConnect.com. A variety of genres and themes are represented. The teacher reads the selection aloud twice. After the first reading, Introducing the Words activities introduce the first five Unit words in the context of complete sentences, each reinforced with its own Picture Card. During the second reading, the teacher calls attention to the first five Unit words as they occur in context. Following the second reading, Introducing the Words activities are used to introduce the second set of five Unit words in the context of complete sentences, again reinforced with a Picture Card for each word.</p> <ul style="list-style-type: none"> • Unit 1 "The Most Precious Gift" (Folktale)—SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b • Unit 2 "A Trip to Muir Woods" (Realistic Fiction)—SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b • Unit 5 "The Skating Lesson" (Poem)—SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b • Unit 7 "In Tune with the P.S. 101 Chorus" (Realistic Fiction)—SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b • Unit 8 "Anansi, The Spider of Wisdom" (Trickster Tale)—SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b • Unit 10 "The Fisherman and the Bear" (Tall Tale)—SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b • Unit 12 "Wind and Sun" (Fable)—SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b |
| <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> | <p>STUDENT EDITION/TEACHER'S EDITION Introducing the Words Use the Words Instruct the children to use the illustrations to retell the story. Prompt them to include the first five newly learned unit words.</p> <ul style="list-style-type: none"> • Unit 1, "The Most Precious Gift" (Folktale)—SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b; Unit 2, "A Trip to Muir Woods" (Realistic Fiction)—SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b; Unit 5, "The Skating Lesson" (Poem)—SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b; Unit 7, "In Tune with the P.S. 101 Chorus" (Realistic Fiction)—SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b; Unit 8, "Anansi, The Spider of Wisdom" (Trickster Tale)—SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b; Unit 10, "The Fisherman and the Bear" (Tall Tale)—SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b; Unit 12, "Wind and Sun" (Fable)—SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b |

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Key Ideas and Evidence

RL.1.3 Describe characters, settings, and major events in a story, using key details.

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words

Read the Selection

To monitor children's understanding of characters, settings, and major events, stop after each part and ask questions provided.

- Unit 1, "The Most Precious Gift" (Folktale)—SE pp. 6-7/TE pp. T6a-T6b, T6-T7, T10a-T10b; Unit 2, "A Trip to Muir Woods" (Realistic Fiction)—SE pp. 14-15/TE pp. T14a-T14b, T14-T15, T18a-T18b; Unit 5, "The Skating Lesson" (Poem)—SE pp. 42-43/TE pp. T42a-T42b, T42-T43, T46a-T46b; Unit 7, "In Tune with the P.S. 101 Chorus" (Realistic Fiction)—SE pp. 60-61/TE pp. T60a-T60b, T60-T61, T64a-T64b; Unit 8, "Anansi, The Spider of Wisdom" (Trickster Tale)—SE pp. 68-69/TE pp. T68a-T68b, T68-T69, T72a-T72b; Unit 10, "The Fisherman and the Bear" (Tall Tale)—SE pp. 86-87/TE pp. T86a-T86b, T86-T87, T90a-T90b; Unit 12, "Wind and Sun" (Fable)—SE pp. 104-105/TE pp. T104a-T104b, T104-T105, T108a-T108b

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Craft and Structure

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words

Discuss the Words

- Unit 1, "The Most Precious Gift" (Folktale)—SE pp. 6-7/TE pp. T6a-T6b, T6-T7, T10a-T10b; Unit 2, "A Trip to Muir Woods" (Realistic Fiction)—SE pp. 14-15/TE pp. T14a-T14b, T14-T15, T18a-T18b; Unit 5, "The Skating Lesson" (Poem)—SE pp. 42-43/TE pp. T42a-T42b, T42-T43, T46a-T46b; Unit 7, "In Tune with the P.S. 101 Chorus" (Realistic Fiction)—SE pp. 60-61/TE pp. T60a-T60b, T60-T61, T64a-T64b; Unit 8, "Anansi, The Spider of Wisdom" (Trickster Tale)—SE pp. 68-69/TE pp. T68a-T68b, T68-T69, T72a-T72b; Unit 10, "The Fisherman and the Bear" (Tall Tale)—SE pp. 86-87/TE pp. T86a-T86b, T86-T87, T90a-T90b; Unit 12, "Wind and Sun" (Fable)—SE pp. 104-105/TE pp. T104a-T104b, T104-T105, T108a-T108b

RL.1.5 Explain major differences between books that tell stories and books that give information.

This expectation is beyond the scope of a supplemental vocabulary development program.

RL.1.6 Identify who is telling the story at various points in a text.

This expectation is beyond the scope of a supplemental vocabulary development program.

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Integration of Ideas and Analysis

| | |
|--|--|
| <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Read the Selection Read aloud the selection twice. Ask children to follow along by looking at the illustrations. Explain that the selection is divided into three parts: beginning, middle, and end. Have children place a finger next to the corresponding illustration as you read each section aloud. Discuss the Words/Use the Words In Discuss the Words below, introduce the Unit words in the context of the selection. Then display and discuss the Picture Cards to reinforce the word meanings.</p> <ul style="list-style-type: none"> Unit 1, "The Most Precious Gift" (Folktale)—SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b; Unit 2, "A Trip to Muir Woods" (Realistic Fiction)—SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b; Unit 5, "The Skating Lesson" (Poem)—SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b; Unit 7, "In Tune with the P.S. 101 Chorus" (Realistic Fiction)—SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b; Unit 8, "Anansi, The Spider of Wisdom" (Trickster Tale)—SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b; Unit 10, "The Fisherman and the Bear" (Tall Tale)—SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b; Unit 12, "Wind and Sun" (Fable)—SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b <p>A Research-Based Program Picture Cards Detailed Picture Cards paired with verbal prompts provide an explicit visual example of Unit word meanings.</p> <ul style="list-style-type: none"> Picture Cards—TE p. vi <p><u>DIGITAL RESOURCES*</u> Picture Cards Picture Cards, one for each of the 120 Unit words, consist of clear and colorful visuals of the words. The Picture Cards can help jump-start conversations about the words and their meanings. They can also help children recall the words' meanings. Directions for integrating the Picture Card for each Unit word are included in the Teacher's Edition. Picture Cards can be displayed or printed.</p> |
| <p>RL.1.8 Not applicable to literature.</p> | |
| <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> | <p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p> |

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Range of Reading and Level of Complexity

| | |
|---|---|
| <p>RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Read the Selection To monitor children's comprehension of the selection, stop after each part and ask questions provided.</p> <ul style="list-style-type: none"> Unit 1, "The Most Precious Gift" (Folktale)—SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b; Unit 2, "A Trip to Muir Woods" (Realistic Fiction)—SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b; Unit 5, "The Skating Lesson" (Poem)—SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b; Unit 7, "In Tune with the P.S. 101 Chorus" (Realistic Fiction)—SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b; Unit 8, "Anansi, The Spider of Wisdom" (Trickster Tale)—SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b; Unit 10, "The Fisherman and the Bear" (Tall Tale)—SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b; Unit 12, "Wind and Sun" (Fable)—SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b |
| <p>RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.</p> <p style="text-align: right;"><i>continued</i></p> | <p><u>TEACHER'S EDITION</u> Building Vocabulary Through Literature (TE p. xxiv) Effective read-alouds offer an opportunity to introduce complex texts and promote vocabulary growth. When children listen to high-quality fiction and nonfiction texts, they are immersed in varied and interesting words. Through discussions and elaborations of embedded concepts, children can develop a deeper understanding of the new words and their meanings. Select titles from the list of contemporary and classic titles below to ensure multiple encounters with the Unit words learned in Vocabulary Workshop, Level Red.</p> <p style="text-align: center;">BOOKS TO READ ALOUD</p> <ul style="list-style-type: none"> Atwater, Richard and Florence, <i>Mr. Popper's Penguins</i> (Animal Fantasy) Bang, Molly, <i>The Paper Crane</i> (Folktale) Bishop, Nic, <i>Nic Bishop Spiders</i> (Nonfiction) dePaola, Tomie, <i>Fin M'Coul: The Giant of Knockmany Hill</i> (Folktale) Dorros, Arthur, <i>Follow the Water from Brook to Ocean</i> (Informational Text) Flatt, Lizann, <i>The Nature Treasury: A First Look at the Natural World</i> (Nonfiction) Forest, Heather, <i>The Contest Between the Sun and the Wind: An Aesop's Fable</i> (Fable) Garza, Carmen Lomas, <i>Family Pictures: Cuadros de Familia</i> (Memoir) Haley, Gail E., <i>A Story, A Story</i> (Trickster Tale) Hamilton, Martha and Mitch Weiss, <i>Priceless Gifts: A Tale from Italy</i> (Folktale) Henkes, Kevin, <i>Kitten's First Full Moon</i> (Fiction) Howe, James, <i>Horace and Morris Join the Chorus (but what about Dolores?)</i> (Animal Fantasy) Jansson, Tove, <i>Finn Family Moomintroll</i> (Fiction) Isadora, Rachel, <i>Sophie Skates</i> (Realistic Fiction) Brett, Paul, <i>Johnson Farmers' Market</i> (Realistic Fiction) Katz, Alan, <i>Oops!</i> (Poetry) Kellogg, Steven, <i>Sally Ann Thunder Ann Whirlwind Crockett</i> (Tall Tale) Krull, Kathleen, <i>M Is for Music</i> (Nonfiction) Maltbie, P.I., <i>Picasso and Minou</i> (Realistic Fiction) <p style="text-align: right;"><i>continued</i></p> |

READING STRAND

Reading Standards for Literature

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Range of Reading and Level of Complexity

| <i>continued</i> | <i>continued</i> |
|--|---|
| <p>RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.</p> | <ul style="list-style-type: none"> • McCloskey, Robert, <i>Time of Wonder</i> (Realistic Fiction) • McDermott, Gerald, <i>Anansi the Spider: A Tale from the Ashanti</i> (Trickster Tale) • Nivola, Claire, <i>Planting the Trees of Kenya: The Story of Wangari Maathai</i> (Informational Text) • Olson, Arielle, <i>The Lighthouse Keeper's Daughter</i> (Realistic Fiction) • Pfeffer, Wendy, <i>From Seed to Pumpkin</i> (Informational Text) • Pinkney, Jerry, <i>The Lion & the Mouse</i> (Fable) • Rylant, Cynthia, <i>When I Was Young in the Mountains</i> (Realistic Fiction) • Simon, Seymour, <i>Penguins</i> (Nonfiction) • White, E.B., <i>Charlotte's Web</i> (Fiction) • Ingalls, Laura Wilder, <i>Little House in the Big Woods</i> (Realistic Fiction) • Young, Ed, <i>Lon Po Po: A Red-Riding Hood Story from China</i> (Folktale) |

READING STRAND

Reading Standards for Informational Text

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Key Ideas and Evidence

| | |
|---|--|
| <p>RI.1.1 Ask and answer questions about key details in a text.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words In Introducing the Words, the ten Unit words are presented in the context of a read-aloud selection passage. These selections can be found in the Teacher's Edition and are available at SadlierConnect.com. A variety of genres and themes are represented. The teacher reads the selection aloud twice. After the first reading, Introducing the Words activities introduce the first five Unit words in the context of complete sentences, each reinforced with its own Picture Card. During the second reading, the teacher calls attention to the first five Unit words as they occur in context. Following the second reading, Introducing the Words activities are used to introduce the second set of five Unit words in the context of complete sentences, again reinforced with a Picture Card for each word.</p> <ul style="list-style-type: none"> Unit 3, "A Day at Chicago's Green City Market" (Narrative Nonfiction)—SE pp. 24-25/TE pp. T24a-T24b, T24-T25, T28a- T28b; Unit 4, "An Emperor Penguin Grows Up" (Informational Text)—SE pp. 32-33/TE pp. T32a-T32b, T32-T33, T36a-T36b; Unit 6, "The Amazing Jumping Spider" (Informational Text)—SE pp. 50-51/TE pp. T50a-T50b, T50-T51, T54a-T54b; Unit 9, "Let's Make Art!" (Narrative Nonfiction)—SE pp. 78-79/ TE pp. T78a-T78b, T78-T79, T82a-T82b; Unit 11, "Ida Lewis: The Lighthouse Keeper" (Biography)—SE pp. 96-97/TE pp. T96a-T96b, T96-T97, T100a-T100b |
| <p>RI.1.2 Identify the main topic and retell key details of a text.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Read the Selection To monitor children's comprehension of the selection, stop after each part and ask questions provided.</p> <ul style="list-style-type: none"> Unit 3, "A Day at Chicago's Green City Market" (Narrative Nonfiction)—SE pp. 24-25/TE pp. T24a-T24b, T24-T25, T28a- T28b; Unit 4, "An Emperor Penguin Grows Up" (Informational Text)—SE pp. 32-33/TE pp. T32a-T32b, T32-T33, T36a-T36b; Unit 6, "The Amazing Jumping Spider" (Informational Text)—SE pp. 50-51/TE pp. T50a-T50b, T50-T51, T54a-T54b; Unit 9, "Let's Make Art!" (Narrative Nonfiction)—SE pp. 78-79/ TE pp. T78a-T78b, T78-T79, T82a-T82b; Unit 11, "Ida Lewis: The Lighthouse Keeper" (Biography)—SE pp. 96-97/TE pp. T96a-T96b, T96-T97, T100a-T100b |
| <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p> |

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

READING STRAND

Reading Standards for Informational Text

| | |
|---|--|
| NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY | VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1 |
|---|--|

Craft and Structure

| | |
|--|--|
| <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Discuss the Words/Use the Words</p> <ul style="list-style-type: none"> Unit 3, "A Day at Chicago's Green City Market" (Narrative Nonfiction)—SE pp. 24–25/TE pp. T24a–T24b, T24–T25, T28a– T28b; Unit 4, "An Emperor Penguin Grows Up" (Informational Text)—SE pp. 32–33/TE pp. T32a–T32b, T32–T33, T36a–T36b; Unit 6, "The Amazing Jumping Spider" (Informational Text)—SE pp. 50–51/TE pp. T50a–T50b, T50–T51, T54a–T54b; Unit 9, "Let's Make Art!" (Narrative Nonfiction)—SE pp. 78–79/ TE pp. T78a–T78b, T78–T79, T82a–T82b; Unit 11, "Ida Lewis: The Lighthouse Keeper" (Biography)—SE pp. 96–97/TE pp. T96a–T96b, T96–T97, T100a–T100b |
| <p>RI.1.5 Know and use various text features to locate key facts or information in a text.</p> | <p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p> |
| <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Discuss the Words/Display Picture Cards</p> <ul style="list-style-type: none"> Unit 3, "A Day at Chicago's Green City Market" (Narrative Nonfiction)—SE pp. 24–25/TE pp. T24a–T24b, T24–T25, T28a– T28b; Unit 4, "An Emperor Penguin Grows Up" (Informational Text)—SE pp. 32–33/TE pp. T32a–T32b, T32–T33, T36a–T36b; Unit 6, "The Amazing Jumping Spider" (Informational Text)—SE pp. 50–51/TE pp. T50a–T50b, T50–T51, T54a–T54b; Unit 9, "Let's Make Art!" (Narrative Nonfiction)—SE pp. 78–79/ TE pp. T78a–T78b, T78–T79, T82a–T82b; Unit 11, "Ida Lewis: The Lighthouse Keeper" (Biography)—SE pp. 96–97/TE pp. T96a–T96b, T96–T97, T100a–T100b |

| | |
|---|--|
| NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY | VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1 |
|---|--|

Integration of Ideas and Analysis

| | |
|---|---|
| <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p style="text-align: right;"><i>continued</i></p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Read the Selection/Discuss the Words/Use the Words Read aloud the selection twice. Ask children to follow along by looking at the illustrations. Have children place a finger next to the corresponding illustration as you read each section aloud. Display and discuss the Picture Cards to reinforce the word meanings.</p> <ul style="list-style-type: none"> Unit 3, "A Day at Chicago's Green City Market" (Narrative Nonfiction)—SE pp. 24–25/TE pp. T24a–T24b, T24–T25, T28a– T28b; Unit 4, "An Emperor Penguin Grows Up" (Informational Text)—SE pp. 32–33/TE pp. T32a–T32b, T32–T33, T36a–T36b; Unit 6, "The Amazing Jumping Spider" (Informational Text)—SE pp. 50–51/TE pp. T50a–T50b, T50–T51, T54a–T54b; Unit 9, "Let's Make Art!" (Narrative Nonfiction)—SE pp. 78–79/ TE pp. T78a–T78b, T78–T79, T82a–T82b; Unit 11, "Ida Lewis: The Lighthouse Keeper" (Biography)—SE pp. 96–97/TE pp. T96a–T96b, T96–T97, T100a–T100b <p style="text-align: right;"><i>continued</i></p> |
|---|---|

READING STRAND

Reading Standards for Informational Text

| | |
|---|--|
| NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY | VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1 |
|---|--|

Integration of Ideas and Analysis

| | |
|---|--|
| <i>continued</i> | <i>continued</i> |
| <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> | <p><u>TEACHER'S EDITION</u> A Research-Based Program Picture Cards Detailed Picture Cards paired with verbal prompts provide an explicit visual example of Unit word meanings.</p> <ul style="list-style-type: none"> • Picture Cards—TE p. vi <p><u>DIGITAL RESOURCES*</u> Picture Cards Picture Cards, one for each of the 120 Unit words, consist of clear and colorful visuals of the words. The Picture Cards can help jump-start conversations about the words and their meanings. They can also help children recall the words' meanings. Directions for integrating the Picture Card for each Unit word are included in the Teacher's Edition. Picture Cards can be displayed or printed.</p> |
| <p>RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Writing Review the meanings of the words, and point out the features of a paragraph, such as a topic sentence and supporting details.</p> <ul style="list-style-type: none"> • Unit 3, "A Day at Chicago's Green City Market" (Narrative Nonfiction)—TE p. T31 |
| <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p> | <p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p> |

| | |
|---|--|
| NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY | VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1 |
|---|--|

Range of Reading and Level of Complexity

| | |
|---|--|
| <p>RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words Read the Selection To monitor children's comprehension of the selection, stop after each part and ask questions provided.</p> <ul style="list-style-type: none"> • Unit 3, "A Day at Chicago's Green City Market" (Narrative Nonfiction)—SE pp. 24–25/TE pp. T24a–T24b, T24–T25, T28a–T28b; Unit 4, "An Emperor Penguin Grows Up" (Informational Text)—SE pp. 32–33/TE pp. T32a–T32b, T32–T33, T36a–T36b; Unit 6, "The Amazing Jumping Spider" (Informational Text)—SE pp. 50–51/TE pp. T50a–T50b, T50–T51, T54a–T54b; Unit 9, "Let's Make Art!" (Narrative Nonfiction)—SE pp. 78–79/TE pp. T78a–T78b, T78–T79, T82a–T82b; Unit 11, "Ida Lewis: The Lighthouse Keeper" (Biography)—SE pp. 96–97/TE pp. T96a–T96b, T96–T97, T100a–T100b |
|---|--|

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

| NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY | | VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1 |
|---|---|---|
| <i>Print Concepts</i> | | |
| RF.1.1 | Demonstrate understanding of the organization and basic features of print. | |
| | a. Recognize and use capitalization and ending punctuation. | <p>TEACHER'S EDITION Word Web Help children create a Word Web using one of the Unit words. Remind children that telling sentences begin with a capital letter and end with a period.</p> <ul style="list-style-type: none"> • Word Web—TE p. T67 |
| NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY | | VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1 |
| <i>Handwriting</i> | | |
| RF.1.2 | Print all upper- and lowercase letters legibly. | <i>This expectation is beyond the scope of a supplemental vocabulary development program.</i> |
| NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY | | VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1 |
| <i>Phonological Awareness</i> | | |
| RF.1.3 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| | a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | <i>This expectation is beyond the scope of a supplemental vocabulary development program.</i> |

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Phonics and Word Recognition

| | |
|---|--|
| <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> | |
| <p>a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> | <p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p> |
| <p>f. Read words with inflectional endings.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study Word Endings Children learn how to add endings to action words to make new words. • Unit 4, SE p. 40/TE p. T40</p> |
| <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> | <p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p> |

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Fluency

| | |
|---|---|
| <p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension.</p> | |
| <p>a. Read on-level text with purpose and understanding.</p> | <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words: Reading Selections</p> <ul style="list-style-type: none"> Unit 1, "The Most Precious Gift" (Folktale)—SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b; Unit 2, "A Trip to Muir Woods" (Realistic Fiction)—SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b; Unit 5, "The Skating Lesson" (Poem)—SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b; Unit 7, "In Tune with the P.S. 101 Chorus" (Realistic Fiction)—SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b; Unit 8, "Anansi, The Spider of Wisdom" (Trickster Tale)—SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b; Unit 10, "The Fisherman and the Bear" (Tall Tale)—SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b; Unit 12, "Wind and Sun" (Fable)—SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b; Unit 3, "A Day at Chicago's Green City Market" (Narrative Nonfiction)—SE pp. 24–25/TE pp. T24a–T24b, T24–T25, T28a–T28b; Unit 4, "An Emperor Penguin Grows Up" (Informational Text)—SE pp. 32–33/TE pp. T32a–T32b, T32–T33, T36a–T36b; Unit 6, "The Amazing Jumping Spider" (Informational Text)—SE pp. 50–51/TE pp. T50a–T50b, T50–T51, T54a–T54b; Unit 9, "Let's Make Art!" (Narrative Nonfiction)—SE pp. 78–79/TE pp. T78a–T78b, T78–T79, T82a–T82b; Unit 11, "Ida Lewis: The Lighthouse Keeper" (Biography)—SE pp. 96–97/TE pp. T96a–T96b, T96–T97, T100a–T100b |
| <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p><i>Teacher observation.</i></p> |
| <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p style="text-align: right;"><i>continued</i></p> | <p style="text-align: center;">CONTEXT CLUES</p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Introducing the Words</p> <p>Introducing Introducing the Words, the ten Unit words are presented in the context of a read-aloud selection passage. These selections can be found in the Teacher's Edition and are available at SadlierConnect.com.</p> <p>The teacher reads the selection aloud twice. After the first reading, Introducing the Words activities introduce the first five Unit words in the context of complete sentences, each reinforced with its own Picture Card.</p> <p>During the second reading, the teacher calls attention to the first five Unit words as they occur in context. Following the second reading, Introducing the Words activities are used to introduce the second set of five Unit words in the context of complete sentences, again reinforced with a Picture Card for each word.</p> <p style="text-align: right;"><i>continued</i></p> |

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Fluency

RF.1.5 Read with sufficient accuracy and fluency to support comprehension.

continued

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

continued

continued

CONTEXT CLUES (*continued*)

- Unit 1 “The Most Precious Gift” (Folktale)—SE pp. 6–7/TE pp. T6a–T6b, T6–T7, T10a–T10b; Unit 2 “A Trip to Muir Woods” (Realistic Fiction)—SE pp. 14–15/TE pp. T14a–T14b, T14–T15, T18a–T18b; Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction)—SE pp. 24–25/TE pp. T24a–T24b, T24–T25, T28a–T28b; Unit 4 “An Emperor Penguin Grows Up” (Informational Text)—SE pp. 32–33/TE pp. T32a–T32b, T32–T33, T36a–T36b; Unit 5 “The Skating Lesson” (Poem)—SE pp. 42–43/TE pp. T42a–T42b, T42–T43, T46a–T46b; Unit 6 “The Amazing Jumping Spider” (Informational Text)—SE pp. 50–51/TE pp. T50a–T50b, T50–T51, T54a–T54b; Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction)—SE pp. 60–61/TE pp. T60a–T60b, T60–T61, T64a–T64b; Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale)—SE pp. 68–69/TE pp. T68a–T68b, T68–T69, T72a–T72b; Unit 9 “Let’s Make Art!” (Narrative Nonfiction)—SE pp. 78–79/TE pp. T78a–T78b, T78–T79, T82a–T82b; Unit 10 “The Fisherman and the Bear” (Tall Tale)—SE pp. 86–87/TE pp. T86a–T86b, T86–T87, T90a–T90b; Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography)—SE pp. 96–97/TE pp. T96a–T96b, T96–T97, T100a–T100b; Unit 12 “Wind and Sun” (Fable)—SE pp. 104–105/TE pp. T104a–T104b, T104–T105, T108a–T108b

Completing the Sentence

For Units 1 through 6, the **Completing the Sentence** lesson has children listen to five Unit words in the context of a complete sentence (provided in **Discuss the Words** in the Teacher’s Edition).

Next, children listen to teacher-dictated sentences (found in **Use the Words**) before using context clues to determine which of two Next, children listen to teacher-dictated sentences (found in Use the Words) before using context clues to determine which of two Unit words best completes the Completing the Sentence exercise. They circle the correct choice then write the word in the lined space provided.

Beginning in Unit 7, each **Completing the Sentence** exercise contains two sentences. The first sentence provides a restatement context clue to help children determine which of two given Unit words best completes the second sentence. As in Units 1 through , they circle the correct word then write it in the lined space provided.

- Units 1–6: Unit 1, SE pp. 9, 11; Unit 2, SE pp. 17, 19; Unit 3, SE pp. 27, 29; Unit 4, SE pp. 35, 37; Unit 5, SE pp. 45, 47; Unit 6, SE pp. 53, 55; Units 7–12: Unit 7, SE pp. 63, 65; Unit 8, SE pp. 71, 73; Unit 9, SE pp. 81, 83; Unit 10, SE pp. 89, 91; Unit 11, SE pp. 99, 101; Unit 12, SE pp. 107, 109

continued

READING FOUNDATIONAL SKILLS

Reading Standards for Foundational Skills

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Fluency

RF.1.5 Read with sufficient accuracy and fluency to support comprehension.

continued

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

continued

Review the Meanings

For **Review the Meanings**, children see the Unit words in context then fill in the Yes bubble if the sentence makes sense or the No bubble if it does not make sense.

Additional review sentences with Unit words in context are provided in the **Discuss the Words** section of the lesson plan in the Teacher's Edition.

- Unit 1, SE pp. 12–13; Unit 2, SE pp. 20–21; Unit 3, SE pp. 30–31; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 56–57; Unit 7, SE pp. 66–67; Unit 8, SE pp. 74–75; Unit 9, SE pp. 84–85; Unit 10, SE pp. 92–93; Unit 11, SE pp. 102–103; Unit 12, SE pp. 110–111

Word Study

Context Clues

Children use other words in a sentence to figure out the meaning of an unknown word.

- Unit 10, SE p. 94/TE p. T94

TEACHER'S EDITION

Introducing the Words

Follow-Up Activities

To complete the **Follow-Up Activities: Sentence Stems** exercises, students use context clues to explain Unit words.

- Sentence Stems—TE pp. T6, T10a, T14, T18a, T24, T28a, T32, T36a, T42, T46a, T50, T54a, T60, T64a, T68, T72a, T78, T82a, T86, T90a, T96, T100a, T104

Word Study

Optional Activity

Each child works with a partner to search for two or three unfamiliar words in a reader. They use context clues to help figure out the meaning of the unfamiliar words.

- Find Unknown Words in Readers—Unit 10, TE p. T94

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Text Types, Purposes, and Publishing

| | |
|---|---|
| <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. 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.</p> | <p><i>Related content</i></p> <p>TEACHER'S EDITION Introducing the Words Briefly explain that a folktale is a traditional story that is passed down from one generation to another. Most folktales have a moral or life lesson. Invite children to share their favorite folktales.</p> <ul style="list-style-type: none"> Teaching Notes: Build Background—TE p. T6a <p>Follow-Up Activity Have children draw a picture that shows their favorite part of Wind and Sun.</p> <ul style="list-style-type: none"> Teaching Notes: Write About It—TE p. T6a |
| <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. 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.</p> | <p>TEACHER'S EDITION Writing For the Writing activity at the end of each Review Unit, children are encouraged to use Unit words in their writing, as well as include specific details from the Unit reading selection.</p> <ul style="list-style-type: none"> Unit 3 (a factual paragraph about gardens)—TE p. T31; Unit 6 (research and compile facts about spiders)—TE p. T57; Unit 7 (description)—TE p. T67; Unit 9 (directions)—TE p. T85; Unit 11 (use details from text to describe how Ida Lewis saved a life or rescued a ship)—TE p. T96 |
| <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. 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.</p> | <p>TEACHER'S EDITION Writing For the Writing activity at the end of each Review Unit, children are encouraged to use Unit words in their writing, as well as include specific details from the Unit reading selection.</p> <ul style="list-style-type: none"> Unit 1 (story about a sneaky animal)—TE p. T13; Unit 2 (realistic story about a family car trip)—TE p. T21; Unit 4 (brainstorm then write a story)—TE p. T39; Unit 5 (a list poem)—TE p. T49; Unit 8 (a new ending to the story)—TE p. T75; Unit 10 (retell the story from a different point of view)—TE p. T93; Unit 12 (brainstorm with partners then write a story)—TE p. T111 |
| <p>W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> | <p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p> |

WRITING STRAND

Writing Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Research

| | |
|---|--|
| <p>W.1.5 Participate in shared research and writing projects.</p> | <p><u>TEACHER'S EDITION</u> Writing Explain to children that there are over 40,000 different kinds of spiders in the world. Have them research and list facts about a spider. Review the meanings of the words as well as resources children can use to find factual information about spiders, such as the Internet and nonfiction books.</p> <ul style="list-style-type: none"> • Unit 6 (research and compile facts about spiders)—TE p. T57 |
| <p>W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p><i>Related content (sorting/organizing information)</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Word Study Children learn about words that go together and how to sort them into categories.</p> <ul style="list-style-type: none"> • Sorting—SE pp. 22, 122/TE pp. T22, T112 <p><u>DIGITAL RESOURCES*</u> Units 1-12</p> <ul style="list-style-type: none"> • Interactive Graphic Organizers <ul style="list-style-type: none"> ▫ Concept Circle ▫ Word Map ▫ Word Square ▫ Word Web |

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Collaboration and Communication

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.

continued

STUDENT EDITION/TEACHER'S EDITION

Introducing the Words

Discuss the Words

In each Unit, children listen as Unit words are introduced in context in teacher-read selections. Two practice pages are provided for each group of five words. Each word is presented, studied, and used by children in a variety of listening, speaking, reading, and writing exercises.

- Unit 1, SE pp. 8–9; Unit 2, SE pp. 18–19; Unit 3, SE pp. 28–29; Unit 4, SE pp. 38–39; Unit 5, SE pp. 48–49; Unit 6, SE pp. 58–59; Unit 7–pp. 70–71; Unit 8–pp. 80–81; Unit 9, SE pp. 90–91; Unit 10, SE pp. 100–101; Unit 11, SE pp. 110–111; Unit 12, SE pp. 120–121; Unit 13, SE pp. 132–133; Unit 14, SE pp. 142–143; Unit 15, SE pp. 152–153; Unit 16, SE pp. 162–163; Unit 17, SE pp. 172–173; Unit 18, SE pp. 182–183

TEACHER'S EDITION

Match the Meaning

Discuss the Words

Engage children in conversation that helps them understand the connection between Unit words and their real-life experiences.

- Unit 1, TE pp. T8, T10; Unit 2, TE pp. T16, T18; Unit 3, TE pp. T26, T28; Unit 4, TE pp. T34, T36; Unit 5, TE pp. T44, T46; Unit 6, TE pp. T52, T54; Unit 7, TE pp. T62, T64; Unit 8, TE pp. T70, T72; Unit 9, TE pp. T80, T82; Unit 10, TE pp. T88, T90; Unit 11, TE pp. T98, T100; Unit 12, TE pp. T106, T108

Completing the Sentence

Discuss the Words

Engage children in a decision-making activity using the Unit words then ask them to explain their answers.

- Unit 1, TE pp. T8, T10; Unit 2, TE pp. T16, T18; Unit 3, TE pp. T26, T28; Unit 4, TE pp. T34, T36; Unit 5, TE pp. T44, T46; Unit 6, TE pp. T52, T54; Unit 7, TE pp. T62, T64; Unit 8, TE pp. T70, T72; Unit 9, TE pp. T80, T82; Unit 10, TE pp. T88, T90; Unit 11, TE pp. T98, T100; Unit 12, TE pp. T106, T108

Follow-Up Activities

Talk About It

Children in a small group discuss a situation described by a Unit word.

- Unit 1, TE p. T8; Unit 7, TE p. T62; Unit 9, TE p. T82

Act It Out

Have children work in teams to act out the meaning of the Unit word using props or Picture Cards.

- Unit 1, TE p. T10b; Unit 2, TE p. T17; Unit 3, TE p. T29; Unit 4, TE p. T33; Unit 4, TE p. T36b; Unit 5, TE p. T43; Unit 6, TE p. T52; Unit 9, TE p. T79; Unit 10, TE p. T87; Unit 11, TE p. T100; Unit 12, TE p. T111

Picture Word Web

Share word webs in pairs or small groups to strengthen understanding.

- Unit 3 TE p. T26; Unit 5, TE p. T44

Tell Me a Story

Children work in small groups to create silly add-on stories.

- Unit 5, TE p. T55

continued

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Collaboration and Communication

| | |
|---|--|
| <i>continued</i> | <i>continued</i> |
| <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. | <p>Guess the Word Children in small groups write a list of three to five words related to the Unit word then read the list as clues for other groups to use in guessing the Unit word.</p> <ul style="list-style-type: none"> Unit 8, TE p. T69 <p>Puppet Show Groups of three children each work together to make stick puppets then use Unit words in their puppet shows.</p> <ul style="list-style-type: none"> Unit 8, TE p. T105 <p>Partner Writing Children work with a partner to write collaborative stories. One partner begins the story with a sentence that includes one of the Unit words. The other partner continues the story by adding another sentence.</p> <ul style="list-style-type: none"> Unit 12, TE p. T109 <p>Optional Activity Find Unknown Words in Readers Each child works with a partner to search for two or three unfamiliar words in a reader. They use context clues to help figure out the meaning of the unfamiliar words.</p> <ul style="list-style-type: none"> Unit 10, TE p. T94 |
| <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | <p>STUDENT EDITION/TEACHER'S EDITION Introducing the Words Read the Selection The teacher reads the selection aloud twice. To monitor children's comprehension of the selection, stop after each part and ask questions provided.</p> <ul style="list-style-type: none"> Unit 1, "The Most Precious Gift" (Folktale)—SE pp. 6-7/TE pp. T6a-T6b, T6-T7, T10a-T10b; Unit 2, "A Trip to Muir Woods" (Realistic Fiction)—SE pp. 14-15/TE pp. T14a-T14b, T14-T15, T18a-T18b; Unit 5, "The Skating Lesson" (Poem)—SE pp. 42-43/TE pp. T42a-T42b, T42-T43, T46a-T46b; Unit 7, "In Tune with the P.S. 101 Chorus" (Realistic Fiction)—SE pp. 60-61/TE pp. T60a-T60b, T60-T61, T64a-T64b; Unit 8, "Anansi, The Spider of Wisdom" (Trickster Tale)—SE pp. 68-69/TE pp. T68a-T68b, T68-T69, T72a-T72b; Unit 10, "The Fisherman and the Bear" (Tall Tale)—SE pp. 86-87/TE pp. T86a-T86b, T86-T87, T90a-T90b; Unit 12, "Wind and Sun" (Fable)—SE pp. 104-105/TE pp. T104a-T104b, T104-T105, T108a-T108b; Unit 3, "A Day at Chicago's Green City Market" (Narrative Nonfiction)—SE pp. 24-25/TE pp. T24a-T24b, T24-T25, T28a-T28b; Unit 4, "An Emperor Penguin Grows Up" (Informational Text)—SE pp. 32-33/TE pp. T32a-T32b, T32-T33, T36a-T36b; Unit 6, "The Amazing Jumping Spider" (Informational Text)—SE pp. 50-51/TE pp. T50a-T50b, T50-T51, T54a-T54b; Unit 9, "Let's Make Art!" (Narrative Nonfiction)—SE pp. 78-79/TE pp. T78a-T78b, T78-T79, T82a-T82b; Unit 11, "Ida Lewis: The Lighthouse Keeper" (Biography)—SE pp. 96-97/TE pp. T96a-T96b, T96-T97, T100a-T100b |

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

SPEAKING AND LISTENING STRAND

Speaking and Listening Standards

NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY

VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION — LEVEL RED / GRADE 1

Presentation of Knowledge and Ideas

| | |
|---|--|
| <p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | <p><i>This expectation is beyond the scope of a supplemental vocabulary development program.</i></p> |
| <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> | <p>TEACHER'S EDITION Follow-Up Activity: Draw and Write In response to the prompt, children draw pictures then dictate or write sentences. • Unit 1, TE pp. T9, T11; Unit 2, TE p. T19; Unit 3, TE p. T25; Unit 3, TE p. T28b; Unit 4, TE p. T35; Unit 6, TE pp T51, T53; Unit 8, TE p. T71</p> |

LANGUAGE STRAND

Language Standards

| NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY | | VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION – LEVEL RED / GRADE 1 |
|---|---|---|
| <i>Conventions of Standard English</i> | | |
| L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. (See Language Standards – Grammar Continuum page 8) | <i>This expectation is beyond the scope of a supplemental vocabulary development program.</i> |
| L.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. (See Language Standards – Conventions Continuum page 11) | <i>This expectation is beyond the scope of a supplemental vocabulary development program.</i> |
| NORTH CAROLINA ENGLISH LANGUAGE ARTS STANDARD COURSE OF STUDY | | VOCABULARY WORKSHOP: TOOLS FOR COMPREHENSION – LEVEL RED / GRADE 1 |
| <i>Knowledge of Language</i> | | |
| L.1.3 | (Begins in grade 2) | |