



Parent Roadmap

Macmillan/McGraw-Hill

Parent Roadmap Introduction

Dear Parent:

The Parent Roadmaps are designed to give you a step-by-step look at which California Reading/Language Arts standards your child is learning each week of instruction. The roadmaps correspond to the Student Book selections your child is reading in school. They can give you an idea of which skills to focus on when reading or working with your child at home. At the end of each unit, your child will take a Unit Assessment on these skills. For more information on ways to help your child throughout the year, see the Parent section of the California Treasures web site at www.macmillanmh.com/California.

Grade 1 Parent Roadmap

This Parent Roadmap is a weekly guide for parents and guardians to what children are learning in their Student Books and the related vocabulary, comprehension, text features, grammar, and writing standards being covered.

START SMART

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Start Smart S1-S35	Children learn the high-frequency words <i>can, I, we, like, see, the, go, to, have</i> and <i>a</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.1, R 1.1.3, R 1.1.4, R 1.1.6, R 1.1.10, R 1.1.11, R 1.2.2, R 1.2.3, R 1.2.7, R 1.3.1
	Children write using sentence frames.	LC 1.1.1 Write and speak in complete, coherent sentences.	W 1.1.3 LC 1.1.1 LAS 1.1.1, LAS 1.1.4, LAS 1.2.1
Unit 1, Week 2, pp.S36-S65)	Children learn high-frequency words <i>play, you, he, is, she, and said, are, do</i> and <i>this</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.1, R 1.1.3, R 1.1.4, R 1.1.6, R 1.1.8, R 1.1.10, R 1.1.11, R 1.2.7, R 1.3.1
	Children write using sentence frames.	LC 1.1.1 Write and speak in complete, coherent sentences.	W 1.1.3 LC 1.1.1 LAS 1.1.1, LAS 1.2.1
Unit 1, Week 3, pp. S66-S97	Children learn the high-frequency words <i>what, for, here, little, was, my, look, has, where, with, and me</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.1, R 1.1.3, R 1.1.4, R 1.1.6, R 1.1.8, R 1.1.9, R 1.1.10, R 1.1.11, R 1.2.1, R 1.2.3, R 1.2.6, R 1.2.7, R 1.3.2
	Children write using sentence frames.	LC 1.1.1 Write and speak in complete, coherent sentences.	W 1.1.3 LC 1.1.1, LC 1.1.7 LAS 1.1.1, LAS 1.2.1, LAS 1.2.2, LAS 1.2.3, LAS 1.2.7

UNIT 1

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 1, pp. 6-33 (<i>Pam and Sam</i>)	Children learn high-frequency words <i>jump</i> , <i>up</i> , and <i>not</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.15, R 1.1.16, R 1.2.2, R 1.2.7 W 1.1.1, W 1.1.3 LC 1.1.7, LC 1.1.8, LAS 1.1.1, LAS 1.2.1, LAS 1.2.3
	Children will be able to identify the character and setting in the fantasy <i>Pam and Sam</i> .	R 1.3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle and ending.	
	Children get information from photographs as they read about the days of the week in a nonfiction article, "Our Best Days." Children learn the content vocabulary <i>neighbor</i> , <i>family</i> , and <i>friends</i> .	R 1.1.1 Identify text that uses sequence or other logical order.	
	Children identify sentences as complete thoughts.	LC 1.1.1 Write and speak in complete coherent sentences.	
	Children write one sentence about themselves.	W 1.2.1 Write brief narratives describing an experience.	
Unit 1, Week 2, pp. 34-61 (<i>I Can, Too!</i>)	Children learn high-frequency words <i>over</i> , <i>it</i> , and <i>too</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.3, R 1.1.4, R 1.1.6, R 1.1.8, R 1.1.10, R 1.1.15, R 1.1.16, R 1.2.2, R 1.2.5, R 1.2.7, R 1.3.1, R 1.3.2 W 1.1.3 LC 1.1.8 LAS 1.1.1, LAS 1.2.1
	Children focus on the sequence of the events in the rhyming story <i>I Can, Too!</i>	R 1.2.1 Identify text that uses sequence or other logical order.	
	Children read labels as they compare actions of animals and people in a nonfiction article, "Run! Jump! Swim!"	R 1.2.6 Relate prior knowledge to textual information.	
	Children review word order in sentences.	LC 1.1.1 Write and speak in complete, coherent sentences.	
	Children write one sentence about themselves	W 1.2.1 Write brief narratives describing an experience.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 3, pp. 62-77 (<i>How You Grew</i>)	Children learn the high-frequency words <i>run, ride, and be</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.5, R 1.1.6, R 1.1.7, R 1.1.8, R 1.1.10, R 1.1.11, R 1.1.15, R 1.1.16, R 1.2.2, R 1.2.5, R 1.2.7, R 1.3.3 W 1.1.2 LC 1.1.1, LC 1.1.4, LC 1.1.7, LC 1.1.8 LAS 1.1.1, LAS 1.2.1
	Children focus on the sequence of the events in the <i>Time for Kids</i> magazine article <i>How You Grew</i> .	R 1.2.1 Identify text that uses sequence or other logical order.	
	Children write a statement.	W 1.1.1 Select a focus when writing.	
Unit 1, Week 4, pp. 78-105 (<i>Flip</i>)	Children learn the high-frequency words <i>come, down, pull, and good</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.7, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.16, R 1.2.5, R 1.2.6, R 1.2.7, R 1.3.2, R 1.3.3 W 1.2.1 LC 1.1.1, LC 1.1.5, LC 1.1.8 LAS 1.1.1, LAS 1.1.5, LAS 1.2.1, LAS 1.2.3
	Children understand the plot at the beginning, middle and end of the fantasy <i>Flip</i> .	R 1.3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	
	Children get information from a list as they read the science article "What Pets Need." Children learn the content vocabulary <i>need, living things, and care</i> .	R 1.2.3 Follow one-step written instructions.	
	Children review what an exclamation is and the use of the exclamation mark.	LC 1.1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	
	Children write an exclamatory sentence.	W 1.1.2 Use descriptive words when writing.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 5, pp. 106-131 (<i>Soccer</i>)	Children learn the high-frequency words <i>help, now, use, and very.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.7, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.15, R 1.1.16, R 1.2.5, R 1.3.3 W 1.1.1, W 1.2.1 LC 1.1.1, LC 1.1.5, LC 1.1.8 LAS 1.1.1, LAS 1.2.2
	Children will look into the author's purpose for writing the nonfiction selection <i>Soccer.</i>	R 1.3.2 Describe the roles of authors and illustrators and their contributions to print materials.	
	Children identify words that rhyme as they read the poem "Guess What!"	LAS 1.2.1 recite poems, rhymes, songs, and stories.	
	Children review writing sentences.	LC 1.1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	
	Children write about playing with friends.	W.1.1.2 Use descriptive words when writing.	

UNIT 2

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 2, Week 1, pp. 6-35 (<i>Animal Moms and Dads</i>)	Children learn the high-frequency words <i>two, our, her, and they.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.8, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.15, R 1.1.16, R 1.2.5, R 1.2.6, R 1.3.1, R 1.3.2, R 1.3.3 W 1.1.1 LC 1.1.6, LC 1.1.8 LAS 1.1.1, LAS 1.1.5, LAS 1.2.1, LAS 1.2.2, LAS 1.2.3
	Children practice identifying the main idea and details in the nonfiction selection <i>Animal Moms and Dads.</i>	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	
	Children identify the rhythmic pattern as they read the poem "Over in the Meadow."	LAS 1.2.1 Recite poems, rhymes, songs, and stories.	
	Children explain what a noun is and identify a noun in a sentence.	LC 1.1.2 Identify and correctly use singular and plural nouns.	
	Children write about families.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	
Unit 2, Week 2, pp. 36-65 (<i>Little Red Hen</i>)	Children learn the high-frequency words <i>who, no, some, of, and eat.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.6, R 1.1.7, R 1.1.8, R 1.1.10, R 1.1.11, R 1.1.13, R 1.1.15, R 1.1.16, R 1.2.4, R 1.2.5, R 1.3.1, R 1.3.2, R 1.3.3 W 1.1.1 LC 1.1.1, LC 1.1.6, LC 1.1.8 LAS 1.1.1, LAS 1.1.5, LAS 1.2.1, LAS 1.2.2, LAS 1.2.3
	Children practice retelling the events that happen in the folktale <i>Little Red Hen.</i>	R 1.2.7 Retell the central ideas of simple expository or narrative passages	
	Children interpret a diagram as they read the nonfiction article "From Wheat to Bead." Children learn the content vocabulary words <i>grow, kernels, and factory.</i>	R 1.2.1 Identify text that uses sequence or other logical order.	
	Children review adding -s to write plural nouns.	LC 1.1.2 Identify and correctly use singular and plural nouns.	
	Children write about how to make something.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 2, Week 3, pp. 66-81 (<i>On the Map</i>)	Children learn the high-frequency words <i>live, place, many, and out.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.7, R 1.1.8, R 1.1.10, R 1.1.11, R 1.1.16, R 1.2.2, W 1.2.2 LC 1.1.1, LC 1.1.2, LC 1.1.8 LAS 1.1.1
	Children identify the main ideas and details of the <i>Time for Kids</i> magazine article <i>On the Map.</i>	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	
	Children write a report.	W 1.1.1 Select a focus when writing.	
Unit 2, Week 4, pp. 82-111 (<i>The Pigs, the Wolf, and the Mud</i>)	Children learn high-frequency words <i>again, could, make, one, three, and then.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.5, R 1.1.6, R 1.1.8, R 1.1.10, R 1.1.11, R 1.1.15, R 1.1.16, R 1.2.1, R 1.2.5, R 1.2.7 W 1.1.2, W 1.1.3, W 1.2.1 LC 1.1.8 LAS 1.1.1, LAS 1.2.1, LAS 1.3.2
	Children identify the plot in the fantasy <i>The Pigs, the Wolf, and the Mud.</i>	R 1.3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	
	Children use photographs to help understand text as they read a nonfiction article, "Homes Around the World." Children learn the content vocabulary words <i>homes, build, and shelter.</i>	R 1.2.6 Relate prior knowledge to textual information.	
	Children correctly use and capitalize proper nouns.	LC 1.1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I.</i>	
	Children write a story using character and setting.	W 1.1.1 Select a focus when writing.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 2, Week 5, pp. 112-141 (<i>Beth and the Band</i>)	Children learn high-frequency words <i>want, put, show, together, under, and all.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.7, R 1.1.8, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.15, R 1.1.16, R 1.3.2,
	Children retell the events in the realistic fiction story <i>Beth and the Band.</i>	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	W 1.1.1, W 1.1.2 LC 1.1.8
	Children follow directions as they read a nonfiction article, "Shake a Rattle!" Children learn the content vocabulary words <i>instruments, rattles, and music.</i>	R 1.2.3 Follow one-step written instructions.	LAS 1.1.1, LAS 1.2.1, LAS 1.2.2
	Children review that the days of the week, months of the year, and names of holidays are proper nouns.	LC 1.1.6 Use the knowledge of the basic rules of punctuation and capitalization when writing.	
	Children write about having fun in a neighborhood.	W.1.2.1 Write brief narratives describing an experience.	

UNIT 3

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 1, pp. 6-35 (<i>On My Way to School</i>)	Children learn high-frequency words <i>why, school, today, away, and way.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.7, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.15, R 1.1.16, R 1.2.5, R 1.3.2
	Children practice retelling the rhyming story <i>On My Way to School.</i>	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	W 1.1.1, W 1.1.2, W 1.1.3 LC 1.1.4, LC 1.1.8
	Children interpret road signs as they read the humorous riddle "Take a Riddle Ride.	R 1.2.6 Relate prior knowledge to textual information.	LAS 1.1.1, LAS 1.1.5, LAS 1.2.1, LAS 1.2.3, LAS 1.2.4
	Children identify verbs.	LC 1.1.1 Write and speak in complete coherent sentences.	
	Children write a rhyme.	W 1.2.1 Write brief narratives describing an experience.	
Unit 3, Week 2, pp. 36-65 (<i>Smile, Mike!</i>)	Children learn high-frequency words <i>how, there, so, more, funny, and call.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.7, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.15, R 1.1.16, R 1.2.7, R 1.3.1, R 1.3.2, R 1.3.3
	Children practice predicting what will happen in the play, <i>Smile, Mike!</i>	R 1.2.5 Confirm predictions about what will happen next in a text by identifying key words.	W 1.1.1, W 1.1.2, W 1.1.3, W 1.2.1
	Children interpret a chart as they read the nonfiction article "Healthy Eating." Children learn the content vocabulary words <i>healthful, foods, and energy.</i>	R 1.2.6 Relate prior knowledge to textual information.	LC 1.1.4, LC 1.1.6, LC 1.1.7, LC 1.1.8 LAS 1.1.1, LAS 1.2.1
	Children review present-tense verbs.	LC 1.1.1 Write and speak in complete, coherent sentences.	
	Children make a poster.	LC 1.1.5 Use a period, exclamation point, or question mark at the end of sentences.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 3, pp. 66-81 (<i>Masks! Masks! Masks!</i>)	Children learn high-frequency words <i>people, every, from, your, into, and soon.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.6, R 1.1.8, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.14, R 1.1.16, R 1.2.5, R 1.2.7, R 1.3.1, R 1.3.2,
	Children practice retelling the <i>Time for Kids</i> magazine article <i>Masks! Masks! Masks!</i>	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	W 1.1.1, W 1.2.2
	Children write an invitation.	W 1.1.1 Select a focus when writing.	LC 1.1.1, LC 1.1.6, LC 1.1.8 LAS 1.1.1, LAS 1.2.1, LAS 1.1.5
Unit 3, Week 4, pp. 82-115 (<i>Rose Robot Cleans Up</i>)	Children learn high-frequency words <i>done, old, new, find, work, and after.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.5, R 1.1.6, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.15, R 1.1.16, R 1.2.5, R 1.2.7, R 1.3.2, R 1.3.3
	Children draw conclusions about characters and events in the fantasy, <i>Rose Robot Cleans Up.</i>	R 1.2.4 Use context to resolve ambiguities about word and sentence meanings.	W 1.1.1, W 1.1.3, LC 1.1.6, LC 1.1.8
	Children interpret a floor plan to trace the steps of a process in the nonfiction article "A Bottle Takes a Trip." Children learn the content vocabulary words <i>recycling, sort, and plastic.</i>	R 1.2.1 Identify text that uses sequence or other logical order.	LAS 1.2.1, LAS 1.1.5
	Children review the verbs <i>is</i> and <i>are</i> .	LC 1.1.1 Write and speak in complete, coherent sentences.	
	Children write descriptive sentences about making something.	W 1.1.2 Use descriptive words when writing.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 5, pp. 116-147 (<i>Kids Have Fun!</i>)	Children learn high-frequency words <i>boy, does, any, water, girl, by, and friends.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.2, R 1.1.4, R 1.1.9, R 1.1.10, R 1.1.11, R 1.2.7
	Children compare and contrast children from around the world in the nonfiction selection, <i>Kids Have Fun!</i>	R 1.2.1 Identify text that uses sequence or other logical order.	W 1.1.1, W 1.1.3 LC 1.1.1, LC 1.1.8
	Children read the poems "The Sky Is Busy," "The Sea," and "Sun Rise" from <i>Kids' Poems From Around the World</i> and learn how the poet's choice of words can affect the sound and meaning of a poem.	LAS 1.1.5 Use descriptive words when speaking about people, places, things, and events. LAS 1.2.1 Recite poems, rhymes, songs, and stories.	LAS 1.1.1, LAS 1.2.3, LAS 1.2.4
	Children review contractions with the word <i>not</i> .	LC 1.1.3 Identify and correctly use contractions and singular possessive pronouns in writing and speaking.	
	Children write about having fun at school.	W.1.1.2 Use descriptive words when writing.	

UNIT 4

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 1, pp. 6-35 (<i>Drakes Tail</i>)	Children learn high-frequency words <i>once, upon, saw, eight, across, carry, and walked</i> . Children learn the vocabulary words <i>trip</i> and <i>borrow</i> .	R 1.1.11 Read common, irregular sight words.	R. 1.1.2, R 1.1.4, R 1.1.5, R 1.1.6, R 1.1.9, R 1.1.10, R 1.1.11, R 1.2.2, R 1.2.7, R 1.3.2 W 1.1.1
	Children practice predicting what will happen in the folktale <i>Drakes Tail</i> .	R 1.2.5 Confirm predictions about what will happen next in a text by identifying key words.	LC 1.1.8 LAS 1.1.2, LAS 1.2.1
	Children get information from captions and photographs as they read the nonfiction article "Busy As a Bee." Children learn the content vocabulary words <i>worker, honey, and queen</i> .	R 1.2.1 Identify text that uses sequence or other logical order.	
	Children use the verbs <i>was</i> and <i>were</i> correctly.	LC 1.1.1 Write and speak in complete coherent sentences.	
	Children write a personal narrative about being on a team.	W 1.2.1 Write brief narratives describing an experience.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 2, pp. 36-65 (<i>Gram and Me</i>)	Children learn high-frequency words <i>give, were, says, pretty, about,</i> and <i>write</i> . Children learn the vocabulary words <i>splendid</i> and <i>concentrate</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.4, R 1.1.9, R 1.1.10, R 1.1.11, R 1.2.4, R 1.2.7, R 1.3.3 W 1.1.1 LC 1.1.8
	Children practice predicting identifying the characters and the setting in the realistic story <i>Gram and Me</i> .	R 1.3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	LAS 1.1.1, LAS 1.1.2, LAS 1.1.5, LAS 1.2.1, LAS 1.2.2
	Children follow a numbered list as they read the nonfiction article "Chinese New Year." Children learn the content vocabulary words <i>celebrate, relatives,</i> and <i>parade</i> .	R 1.2.1 Identify text that uses sequence or other logical order.	
	Children use the verbs <i>has</i> and <i>have</i> correctly.	LC 1.1.1 Write and speak in complete, coherent sentences.	
	Children create numbered lists of items.	R 1.1.17 Classify grade-appropriate categories of words.	
	Children write about something they have done with a family member.	W 1.2.1 Write brief narratives describing an experience.	
Unit 4, Week 3, pp. 66-81 (<i>Cesar Chavez</i>)	Children learn high-frequency words <i>change, better, move,</i> and <i>buy</i> . Children learn the vocabulary words <i>ripe</i> and <i>difficult</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.5, R 1.1.8, R 1.1.10, R 1.1.11, R 1.1.15, R 1.2.4 W 1.1.1
	Children practice retelling the <i>Time for Kids</i> magazine article <i>Cesar Chavez!</i>	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	LC 1.1.1, LC 1.1.8 LAS 1.1.1, LAS 1.2.1
	Children write a report about someone they admire.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 4, pp. 82-115 (<i>The Kite</i>)	Children learn high-frequency words <i>ball, head, should, shout, and never</i> . Children learn the vocabulary words <i>perhaps</i> and <i>meadow</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.4, R 1.1.10, R 1.1.11, R 1.2.4, R 1.2.5, R 1.3.2, R 1.3.3 W 1.1.1
	Children find and discuss the problem and solution in the fantasy <i>The Kite</i> from <i>Days with Toad and Frog</i> .	R 1.3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	LC 1.1.8 LAS 1.1.1, LAS 1.1.5, LAS 1.2.1
	Children interpret a chart as they read a biography, "The Wright Brothers." Children learn the content vocabulary words <i>invented, machine, and airplane</i> .	R 1.2.1 Identify text that uses sequence or other logical order.	
	Children review the verbs <i>see</i> and <i>saw</i> .	LC 1.1.1 Write and speak in complete, coherent sentences.	
	Children write a story about animal friends about making something.	W 1.1.2 Use descriptive words when writing.	
Unit 4, Week 5, pp. 110-136 (<i>Animal Teams</i>)	Children learn high-frequency words <i>or, because, also, other, until, and blue</i> . Children learn the vocabulary words <i>danger</i> and <i>beautiful</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.4, R 1.1.7, R 1.1.10, R 1.1.11, R 1.1.15, R 1.1.16, R 1.2.2, R 1.2.4, R 1.3.1 W 1.1.1, W 1.1.3
	Children practice retelling the nonfiction selection <i>Animal Teams</i> .	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	LC 1.1.8 LAS 1.1.1
	Children learn how repetition of words is used to create an effect in the poem "Where?"	LAS 1.2.1 Recite poems, rhymes, songs, and stories.	
	Children review contractions with the word <i>not</i> .	LC 1.1.3 Identify and correctly use contractions and singular possessive pronouns in writing and speaking.	
	Children write a report about animals.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	

UNIT 5

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 5 Week 1, pp. 6-51 (<i>Kitten's First Full Moon</i>)	Children learn high-frequency words <i>poor, through, climbed, another, and full</i> . Children learn the vocabulary words <i>leaped and lucky</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.4, R 1.1.5, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.12, R 1.1.16, R 1.2.7 W 1.1.1, W 1.1.3
	Children practice identifying the cause and effect of events in the story <i>Kitten's First Full Moon</i> .	R 1.2.1 Identify text that uses sequence or other logical order.	LC 1.1.8 LAS 1.1.1, LAS 1.1.2, LAS 1.1.5, LAS 1.2.1, LAS 1.2.2,
	Children use photographs to clarify text as they read a biography "Ellen Ochoa in Space." Children learn the content vocabulary words <i>astronaut, planet, and weightless</i> .	R 1.2.6 Relate prior knowledge to textual information.	
	Children use adjectives correctly.	LC 1.1.1 Write and speak in complete coherent sentences.	
	Children write descriptive sentences about the sky.	W 1.1.2 Use descriptive words when writing.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 5, Week 2, pp. 52-81 (<i>Meet Ben Franklin</i>)	Children learn high-frequency words <i>grew, knew, would,</i> and <i>house</i> . Children learn the vocabulary words <i>curious</i> and <i>idea</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.4, R 1.1.6, R 1.1.7, R 1.1.12, R 1.1.15, R 1.2.7 W 1.1.1, W 1.1.3
	Children practice making inferences as they read a biography, <i>Meet Ben Franklin</i> .	R 1.2.4 Use context to resolve ambiguities about word or sentence meaning.	LC 1.1.8 LAS 1.1.1, LAS 1.2.1,
	Children use bold print and enlarged photographs to increase understanding of text as they read a nonfiction article, "A Close Look." Children learn the content vocabulary words <i>scientists, microscope,</i> and <i>photograph</i> .	R 1.2.6 Relate prior knowledge to textual information.	
	Children use adjectives that compare things correctly.	LC 1.1.1 Write and speak in complete, coherent sentences.	
	Children write a report about an invention.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	
Unit 5, Week 3, pp. 82-97 (<i>Stormy Weather</i>)	Children learn high-frequency words <i>warm, sound, their, know,</i> and <i>great</i> . Children learn the vocabulary words <i>extreme</i> and <i>predict</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.4, R 1.1.10, R 1.2.4, W 1.1.1, W 1.1.2 LC 1.1.6, LC 1.1.8, LC 1.1.9
	Children practice retelling the <i>Time for Kids</i> magazine article <i>Stormy Weather</i> .	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	LAS 1.1.1, LAS 1.2.1, LAS 1.2.2, LAS 1.2.4
	Children a report about a storm.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 5, Week 4, pp. 98-125 (<i>Happy Fall!</i>)	Children learn high-frequency words <i>yellow, orange, against, below, fall,</i> and <i>sure</i> . Children learn the vocabulary words <i>wondered</i> and <i>season</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.4, R 1.1.7, R 1.1.10, R 1.1.15, R 1.1.16, R 1.2.4, R 1.2.6, R 1.2.7, R 1.3.2, R 1.3.3 W 1.1.1
	Children tell the sequence of events in the fantasy, <i>Happy Fall!</i> from <i>Pinwheel Days</i> .	R 1.2.1 Identify text that uses sequence or other logical order.	LC 1.1.1, LC 1.1.8 LAS 1.1.1, LAS 1.1.6
	Children interpret a diagram as they read the nonfiction article "Seasons." Children learn the content vocabulary words <i>summer, winter,</i> and <i>animals</i> .	R 1.2.1 Identify text that uses sequence or other logical order.	
	Children review color words.	LAS 1.1.5 Use descriptive words when speaking about people, places, things, and events.	
	Children write a poem about a season.	W 1.1.2 Use descriptive words when writing.	
Unit 5, Week 5, pp. 126-158 (<i>A Tiger Cub Grows Up</i>)	Children learn high-frequency words <i>eyes, learn, open, enough, and air</i> . Children learn the vocabulary words <i>cub</i> and <i>wild</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.8, R 1.1.9, R 1.1.10, R 1.1.16, R 1.2.2, R 1.2.4, R 1.3.2, R 1.3.3 W 1.1.1
	Children practice retelling the nonfiction selection <i>A Tiger Cub Grows Up</i> .	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	LC 1.1.8 LAS 1.1.1
	Children learn about the use of word play in the poem <i>The Tiger</i> .	LAS 1.2.1 Recite poems, rhymes, songs, and stories.	
	Children review number words.	LAS 1.1.5 Use descriptive words when speaking about people, places, things, and events.	
	Children write about how vets help animals.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	

UNIT 6

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 6, Week 1, pp. 6-40 (<i>Olivia</i>)	Children learn high-frequency words <i>always, mother, father, love, and four</i> . Children learn the vocabulary words <i>firm</i> and <i>supposed</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.3, R 1.1.6, R 1.1.9, R 1.1.10, R 1.1.11, R 1.1.15, R 1.2.4 W 1.1.1, W 1.1.3
	Children practice retelling the fantasy <i>Olivia</i> .	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	LC 1.1.8
	Children relate captions and photographs to what they read “Cats in Art,” a nonfiction article organized around questions and answers. Children learn the content vocabulary words <i>artists, colors, and sculpture</i> .	R 1.2.2 Respond to <i>who, what, when, where, and how</i> questions.	LAS 1.1.1, LA 1.1.5, LAS 1.1.8, LAS 1.2.1, LAS 1.2.3.
	Children identify and use subjects and predicates.	LC 1.1.1 Write and speak in complete coherent sentences.	
	Children write a report about a place.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 6, Week 2, pp. 42-80 (<i>Whistle for Willie</i>)	Children learn high-frequency words <i>early, instead, thought, nothing, and along.</i> Children learn the vocabulary words <i>errand</i> and <i>suddenly.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.4, R 1.1.5, R 1.1.7, R 1.1.10, R 1.1.12, R 1.2.4, R 1.2.7 W 1.1.1, W 1.1.3 LC 1.1.8
	Children practice making inferences about the events in a selection of realistic fiction, <i>Whistle for Willie.</i>	R 1.2.6 Relate prior knowledge to textual information.	LAS 1.1.1, LAS 1.1.2, LAS 1.1.5, LAS 1.2.1
	Children get information from a list as they read the nonfiction article "Seeing-Eye Dogs." Children learn the content vocabulary words <i>guide, harness, and commands.</i>	R 1.2.6 Relate prior knowledge to textual information.	
	Children review pronouns.	LC 1.1.1 Write and speak in complete, coherent sentences.	
	Children write a how-to article about a favorite game.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	
Unit 6, Week 3, pp. 82-96 (<i>Cool Jobs</i>)	Children learn high-frequency words <i>only, laugh, build, and goes.</i> Children learn vocabulary words <i>interesting, and ordinary.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.4, R 1.1.7, R 1.1.9, R 1.1.10, R 1.1.16, R 1.2.2, W 1.1.1 LC 1.1.1, LC 1.1.8,
	Children practice retelling the <i>Time for Kids</i> magazine article <i>Cool Jobs.</i>	R 1.2.7 Retell the central ideas of simple expository or narrative passages.	LAS 1.1.1, LAS 1.2.1
	Children write a report about an interesting job.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 6, Week 4, pp. 98-134 (<i>Dot and Jabber and the Big Bug Mystery</i>)	Children learn high-frequency words <i>gone, been, before,</i> and <i>searching</i> . Children learn the vocabulary words <i>clues</i> and <i>invisible</i> .	R 1.1.11 Read common, irregular sight words.	R 1.1.9, R 1.1.10, R 1.2.4, R 1.2.7, R 1.3.2, R 1.3.3, W 1.1.1, W 1.1.3 LC 1.1.8,
	Children review how to make predictions about events in the mystery, <i>Dot and Jabber and the Big Bug Mystery</i> .	R 1.2.5 Confirm predictions about what will happen next in a text by identifying key words.	LAS 1.1.1, LAS 1.2.1, LAS 1.2.3, LAS 1.2.4
	Children use headings and labeled diagrams to guide them as they read the nonfiction article "The World of Insects." Children learn the content vocabulary words <i>insects, protects,</i> and <i>senses</i> .	R 1.2.6 Relate prior knowledge to textual information.	
	Children review the pronouns <i>I</i> and <i>me</i> .	LC 1.1.1 Write and speak in complete, coherent sentences.	
	Children write a how-to article about making something.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	

Unit/Week	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 6, Week 5, pp. 136-166 (<i>Super Oscar</i>)	Children learn high-frequency words <i>around, brought, straight, certain, minutes, and begin.</i> Children learn the vocabulary words <i>daydream</i> and <i>cancel.</i>	R 1.1.11 Read common, irregular sight words.	R 1.1.7, R 1.1.9, R 1.1.10, R 1.1.16, R 1.2.1, R 1.2.4 W 1.1.1, W 1.1.3, W 1.2.1 LC 1.1.8
	Children identify and discuss the characters, setting, and plot of the story <i>Super Oscar.</i>	R 1.3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	LAS 1.1.1
	Children learn about rhyming patterns in poetry in the poem <i>Dancing Paper.</i>	LAS 1.2.1 Recite poems, rhymes, songs, and stories.	
	Children combine sentences.	LC 1.1.1 Write and speak in complete, coherent sentences.	
	Children write a letter about a special day.	W 1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	

* Please refer to the back of the Student Book for a complete wording of the California standards.