

**A Houghton Mifflin Harcourt Correlation Of On Our Way to English
To The Indiana Academic Standards**

GRADE ONE	
INDIANA ACADEMIC STANDARDS	ON OUR WAY TO ENGLISH TEACHER'S GUIDE
Language Arts	
Standard 1: Reading: Word Recognition, Fluency, and Vocabulary Development	
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.	
Concepts of Print	
1.1.1 Match oral words to printed words.	<u>Thematic Units</u> Sentence Level: pg. 47 <u>Guided Reading</u> Book Talk: pg. 6, 10, 14, 18, 22, 30, 38, 46, 50, 62, 66 Literacy Skills: pg. 15
1.1.2 Identify letters, words, and sentences.	<u>Guided Reading</u> Literacy Skills: pg. 19, 23, 39, 43, 79, 95 <u>Phonics</u> Developing Phonological Awareness: pg. 27, 41, 49
1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	<u>Thematic Units</u> Sentence Level: pg. 191 <u>Guided Reading</u> Literacy Skills: pg. 7, 19, 31, 47, 67, 91, 131, 151
Phonemic Awareness	
1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). Example: Tell the sound that comes at the beginning of the word sun. Tell the sound that comes at the end of the word cloud. Tell the sound that comes in the middle of the word boat.	<u>Thematic Units</u> Word Level: pg. 23, 47, 71, 95, 119, 143, 167, 191 <u>Guided Reading</u> Phonics in Context: pg. 7, 11, 15, 19, 23, 31, 35, 39, 47, 51, 54, 55, 59, 63, 67, 75, 79, 83, 87, 91, 95, 99, 107, 123, 127, 131 <u>Phonics</u> Developing Phonological Awareness: pg. 9, 21, 35, 55, 67
1.1.5 Recognize different vowel sounds in orally stated single-syllable words. Example: Say the sound that is in the middle of the word bit. Say the sound that is in the middle of the word bite. Tell whether this is the same sound or a different sound.	<u>Phonics</u> Recognizing the Sound: pg. 22, 34, 46, 56, 68
1.1.6 Recognize that vowels' sounds can be represented by different letters.	<u>Phonics</u> Recognizing the Sound: pg. 22, 34, 46, 56, 68
1.1.7 Create and state a series of rhyming words.	<u>Thematic Units</u> Sentence Level: pg. 23, 167 <u>Phonics</u> Developing Phonological Awareness: pg. 11, 29, 39, 61, 69
1.1.8 Add, delete, or change sounds to change words. Example: Tell what letter you would have to change to make the word cow into the word how. Tell what letter you would have to change to make the word pan into an.	<u>Phonics</u> Developing Phonological Awareness: pg. 17, 33, 43, 53, 65
1.1.9 Blend two to four phonemes (sounds) into recognizable words. Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /l/ /a/ /t/.	<u>Phonics</u> Developing Phonological Awareness: pg. 13, 48, 59, 71 Decoding the Words on the Chart Page: pg. 24, 36, 48, 58

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Decoding and Word Recognition	
1.1.10	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.
	<i>Guided Reading</i> Phonics in Context: pg. 103, 111, 135, 139, 143, 147, 163, 171, 175, 179 <i>Phonics</i> Recognizing the Sound: pg. 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70
1.1.19	Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.
	<i>Guided Reading</i> Literacy Skills: pg. 87
1.1.11	Read common sight words (words that are often seen and heard).
	<i>Guided Reading</i> Literacy Skills: pg. 23, 83, 87, 103
1.1.12	Use phonic and context clues as self-correction strategies when reading.
	<i>Thematic Units</i> Text Level: pg. 167 <i>Guided Reading</i> Comprehension Strategy: pg. 7, 11, 15, 19, 23, 31, 35, 39, 47, 51, 54, 55, 59, 63, 67, 75, 79, 83, 87, 91, 95, 99, 107, 123, 127, 131
1.1.13	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear). Example: Correctly read aloud the vowel sounds made in words, such as ear, eat, near, their, or wear.
	<i>Guided Reading</i> Phonics in Context: pg. 139, 171, 179
1.1.14	Read common word patterns (-ite, -ate). Example: Read words, such as gate, late, and kite.
	<i>Guided Reading</i> Phonics in Context: pg. 151, 155
1.1.15	Read aloud smoothly and easily in familiar text.
	<i>Guided Reading</i> Book Talk: pg. 6, 10, 14, 18, 22, 30, 34, 38, 46, 50, 53, 54, 58, 62, 66, 74, 78, 82, 86, 90, 94, 98, 106, 122, 126, 130
Vocabulary and Concept Development	
1.1.16	Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).
	<i>Guided Reading</i> Literacy Skills: pg. 123, 163
1.1.17	Read and understand root words (look) and their inflectional forms (looks, looked, looking). Example: Recognize that the s added to the end of chair makes it mean more than one chair. Recognize that adding ed to the end of jump makes it mean jumping that happened in the past.
	<i>Thematic Units</i> Grammar in Context: pg. 89 <i>Guided Reading</i> Literacy Skills: pg. 51, 103, 147
1.1.18	Classify categories of words. Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.
	<i>Guided Reading</i> Comprehension Strategy: pg. 43, 175

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Standard 2: Reading: Comprehension and Analysis of Nonfiction and Informational Text Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries).	
Structural Features of Informational and Technical Materials	
1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.	<i>Thematic Units</i> Text Level: pg. 71 <i>Guided Reading</i> Literacy Skills: pg. 35, 59, 75, 99, 171, 175
1.2.2 Identify text that uses sequence or other logical order. Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like The Bird Table by Pauline Cartwright.	<i>Guided Reading</i> Comprehension Strategy: pg. 67 Literacy Skills: pg. 43, 107, 111
Analysis of Grade-Level Appropriate Nonfiction and Informational Text	
1.2.3 Respond to who, what, when, where, why, and how questions and recognize the main idea of what is read. Example: After reading or listening to the science book Gator or Croc by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.	<i>Thematic Units</i> Big Book: pg. 65 <i>Guided Reading</i> Comprehension Strategy: pg. 15, 39, 51, 103, 135, 147
1.2.4 Follow one-step written instructions.	<i>Guided Reading</i> Book Talk: pg. 105 Literacy Skills: pg. 107
1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<i>Thematic Units</i> Big Book: pg. 137 <i>Guided Reading</i> Comprehension Strategy: pg. 31, 35, 39, 47, 51, 55, 59, 63, 107, 111, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 163, 167, 175
1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so). Example: Read Bats: Creatures of the Night by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.	<i>Thematic Units</i> Big Book: pg. 89 <i>Guided Reading</i> Comprehension Strategy: pg. 47, 87, 167
1.2.7 Relate prior knowledge to what is read. Example: Before reading How Much Is a Million by David Schwartz, discuss students' estimates of large quantities.	<i>Thematic Units</i> Big Book: pg. 17 <i>Guided Reading</i> Comprehension Strategy: pg. 7, 11, 35, 43, 59, 79, 95, 103, 107, 123, 127, 143, 163

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Language Arts	
Standard 3: Reading: Comprehension and Analysis of Literary Text Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.	
Analysis of Grade-Level Appropriate Text	
1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending. Example: Read a story, such as Arthur's Prize Reader by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.	<u>Thematic Units</u> Big Book: pg. 113 Text Level: pg. 23, 71, 191 <u>Guided Reading</u> Comprehension Strategy: pg. 63, 75, 91, 119, 131, 135, 171 Literacy Skills: pg. 55, 59, 79, 139
1.3.2 Describe the roles of authors and illustrators. Example: Read a book, such as The Very Hungry Caterpillar by Eric Carle or Where the Wild Things Are by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.	<u>Thematic Units</u> Sentence Level: pg. 71 <u>Guided Reading</u> Literacy Skills: pg. 35, 55, 99
1.3.3 Confirm predictions about what will happen next in a story. Example: Read part of a story, such as The Musicians of Bremen: A Tale from Germany by Jane Yolen or Lilly's Purple Plastic Purse by Kevin Henkes, and tell what might happen next and how the story might end.	<u>Thematic Units</u> Big Book: pg. 89 <u>Guided Reading</u> Comprehension Strategy: pg. 23, 167
1.3.4 Distinguish fantasy from reality.	<u>Guided Reading</u> Comprehension Strategy: pg. 67
1.3.5 Understand what is read by responding to questions (who, what, when, where, why, how).	<u>Thematic Units</u> Big Book: pg. 65 <u>Guided Reading</u> Comprehension Strategy: pg. 31, 55, 83, 103
Standard 4: Writing: Processes and Features Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.	
Organization and Focus	
1.4.1 Discuss ideas and select a focus for group stories or other writing.	<u>Thematic Units</u> Shared Writing: pg. 20, 44, 68, 92, 116, 140, 162, 188 Writing Resource Guide: pg. 22, 46, 70, 94, 118, 142, 166, 190
1.4.2 Use various organizational strategies to plan writing.	<u>Thematic Units</u> Shared Writing: pg. 19, 20, 42, 44, 66, 68, 91, 92, 114, 116, 138, 140, 162, 164, 186, 188 Writing Resource Guide: pg. 22, 25, 46, 49, 70, 73, 94, 97, 118, 121, 142, 145, 166, 169, 190, 193
Evaluation and Revision	
1.4.3 Revise writing for others to read.	N/A

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Standard 4: Writing: Processes and Features Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.	
Research Process and Technology	
1.4.4	Begin asking questions to guide topic selection and ask how and why questions about a topic of interest. <i>Thematic Units</i> Writing Resource Guide: pg. 2, 190, 193
1.4.5	Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles). <i>Thematic Units</i> Sentence Level: pg. 143 Text Level: pg. 143 <i>Guided Reading</i> Book Talk: pg. 105 Literacy Skills: pg. 91, 127
1.4.6	Organize and classify information by constructing categories on the basis of observation. <i>Thematic Units</i> Writing Resource Guide: pg. 22, 46, 94, 118, 142, 166, 190
Standard 5: Writing: Applications (Different Types of Writing and Their Characteristics) At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.	
1.5.1	Write brief narratives (stories) describing an experience. Example: Write a short story titled My Friend describing an experience that is real or imagined. <i>Thematic Units</i> Writing Resource Guide: pg. 70, 73, 118, 121, 166, 169, 190, 193
1.5.2	Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. Example: Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object. <i>Thematic Units</i> Writing Resource Guide: pg. 22, 25, 46, 49, 94, 97, 142, 145
1.5.3	Write simple rhymes. N/A
1.5.4	Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a sunny day or cloudy day. <i>Thematic Units</i> Writing Resource Guide: pg. 22, 25, 46, 49, 70, 73, 94, 97, 118, 121, 142, 145, 166, 169, 190, 193
1.5.5	Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store manager after a field trip to the local supermarket. <i>Guided Reading</i> Responding to the Text: pg. 7, 11, 15, 19, 23, 31, 35, 39, 47, 51, 54, 55, 59, 63, 67, 75, 79, 83, 87, 91, 95, 99, 107, 123, 127, 131
Standard 6: Writing: English Language Conventions Students write using Standard English conventions appropriate to this grade level.	
Handwriting	
1.6.1	Print legibly and space letters, words, and sentences appropriately. <i>Phonics</i> Writing Words: pg. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69
Sentence Structure	
1.6.2	Write in complete sentences. <i>Thematic Units</i> Writing Resource Guide: pg. 22, 46, 49, 73, 97, 118, 121

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Grammar	
1.6.3 Identify and correctly use singular and plural nouns (dog/dogs).	<u>Thematic Units</u> Grammar in Context: pg. 11, 59, 106 <u>Guided Reading</u> Oral Language Development: pg. 23, 39, 43, 55, 59, 131, 151, 155, 179
1.6.4 Identify and correctly write contractions (isn't, aren't, can't).	<u>Thematic Units</u> Grammar in Context: pg. 82 <u>Guided Reading</u> Oral Language Development: pg. 167 Literacy Skills: pg. 123, 163
1.6.5 Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).	<u>Thematic Units</u> Grammar in Context: pg. 116 <u>Guided Reading</u> Oral Language Development: pg. 7, 87 Literacy Skills: pg. 67, 75, 143, 147, 167
Punctuation	
1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.	<u>Thematic Units</u> Sentence Level: pg. 191 <u>Guided Reading</u> Literacy Skills: pg. 31, 47, 131
Capitalization	
1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.	<u>Guided Reading</u> Oral Language Development: pg. 162 Literacy Skills: pg. 19
Spelling	
1.6.8 Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).	<u>Thematic Units</u> Shared Writing: pg. 19, 21, 69, 93, 117, 141, 165
Standard 7: Listening and Speaking: Skills, Strategies, and Applications Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.	
Comprehension	
1.7.1 Listen attentively.	<u>Thematic Units</u> Listening Post: pg. 6, 30, 54, 78, 102, 126, 150, 174 Setting the Scene: pg. 7, 31, 55, 79, 103, 127, 151, 175 Extended Oral Language: pg. 13, 37, 61, 85, 109, 133, 157, 181 <u>Guided Reading</u> Build Background: pg. 32, 48, 52, 76, 92, 96, 100, 116, 136, 140, 160, 164 Introduce Math Content: pg. 60, 104 Introduce Science Content: pg. 132 Introduce Social Studies Content: pg. 12, 36, 124 Overview: pg. 4, 8, 12, 16, 20, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 72, 76, 80, 84, 88, 92, 96, 100, 104, 108, 116, 120, 124, 128, 132, 136, 140, 144, 148, 152, 160, 164, 168, 172, 176 <u>Guided Reading</u> Book Talk: pg. 5, 9, 13, 17, 21, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 73, 77, 81, 85, 89, 93, 97, 101, 105, 109, 117, 121, 125, 129, 133, 137, 141, 145, 149, 153, 161, 165, 169, 173, 177

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Comprehension	
1.7.2 Ask questions for clarification and understanding.	<i>Thematic Units</i> Big Book: pg. 185 <i>Guided Reading</i> Comprehension Strategy: pg. 31, 39, 55, 111
1.7.3 Give, restate, and follow simple two-step directions.	<i>Thematic Units</i> Extended Oral Language: pg. 13, 37, 61, 109, 133, 157, 181 TPR Cards: pg. 10 Writing Resource Guide: pg. 73 Language Practice Game: pg. 13 <i>Guided Reading</i> Oral Language Development: pg. 43
Organization and Delivery of Oral Communication	
1.7.4 Stay on the topic when speaking.	N/A
1.7.5 Use descriptive words when speaking about people, places, things, and events.	<i>Thematic Units</i> Big Book: pg. 17, 41, 89 Function Mini-Lesson: pg. 17, 131 <i>Guided Reading</i> Use Language: pg. 80, 100, 104 Responding to the Text: pg. 31, 55, 83, 95, 99, 139 <i>Phonics</i> Setting the Scene: pg. 34
Speaking Applications	
1.7.6 Recite poems, rhymes, songs, and stories.	<i>Thematic Units</i> Introducing the Audio CD: pg. 8, 32, 56, 80, 104, 128, 152, 176 Chanting the Poster: pg. 9, 33, 57, 81, 105, 129, 153, 177
1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.	<i>Thematic Units</i> Big Book: pg. 113 Text Level: pg. 71, 191
1.7.8 Relate an important life event or personal experience in a simple sequence.	<i>Thematic Units</i> Setting the Scene: pg. 18
1.7.9 Provide descriptions with careful attention to sensory detail.	<i>Thematic Units</i> Big Book: pg. 41 Grammar in Context: pg. 35 Text Level: pg. 47 <i>Guided Reading</i> Use Language: pg. 80, 100
1.7.10 Use visual aids, such as pictures and objects, to present oral information.	<i>Thematic Units</i> Creating Comprehensible Input: pg. 180 Manipulating the Chart: pg. 8, 32, 56, 80, 104, 128, 132, 152, 176 Text Level: pg. 143 Grammar in Context: pg. 10 <i>Guided Reading</i> Use Language: pg. 64, 80, 88, 100, 104, 116, 176