

# Alignment to the Wisconsin Standards for English Language Arts

## Grade 1

Reading Roots

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## Introduction

The standards for the foundational skills of reading provide four standards for grade 1 based on print concepts (1), phonological awareness (2), phonics and word recognition (3), and fluency (4). The standards for reading provide nine anchor standards based on key ideas and details (1–3), craft and structure (4–6), and integration of knowledge and ideas (7–9) that are the same across two concentrations: literature and informational text. The objectives that support the anchor standards in each of these two sections may differ.

The standards for writing provide nine anchor standards based on text types and purposes (1–3), production and distribution of writing (4–6), and research to build and present knowledge (7–9).

The standards for speaking and listening provide five anchor standards based on comprehension and collaboration (1–3) and presentation of knowledge and ideas (4 and 5).

The standards for language provide six anchor standards based on knowledge of language (1), vocabulary acquisition and use (2–4), and conventions of standardized English (5 and 6).

This document is organized as follows:

**Section I:** Provides specific lesson titles that address the foundational skills for reading in grade 1

**Section II:** Provides narrative detail of how and where the anchor standards for reading are addressed in the Reading Roots curriculum

**Section III:** Provides lesson titles that address the standards for reading literature and informational texts in grade 1

**Section IV:** Provides narrative detail of how and where the anchor standards for writing are addressed in the Reading Roots curriculum

**Section V:** Provides lesson titles that address the writing standards in grade 1

**Section VI:** Provides narrative detail of how and where the anchor standards for speaking and listening are addressed in the Reading Roots curriculum

**Section VII:** Provides lesson titles that address the speaking and listening standards in grade 1

**Section VIII:** Provides narrative detail of how and where the anchor standards for language are addressed in the Reading Roots curriculum

**Section IX:** Provides lesson titles that address the language standards in grade 1





## **Alignment to the Wisconsin Standards for English Language Arts**

Anchor Standards and English Language Arts Standards for Reading Foundational Skills, Reading, Writing, Speaking and Listening, and Language

## Section I: Reading Foundational Skills

Print Concepts
<p><b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
<ul style="list-style-type: none"><li>• Reading Roots teaches students to recognize the features of a sentence in all Shared Stories.</li><li>• Students apply this skill to their writing during Adventures in Writing.</li></ul>
Phonological Awareness
<p><b>RF.1.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.</p>
<ul style="list-style-type: none"><li>• Reading Roots teaches students phonological awareness through fun, fast-paced systematic FastTrack Phonics lessons. In early lessons, a single-letter grapheme or consonant combination (“ch,” “sh,” “th,” and “ng”) is introduced each day. Once a grapheme (letter or letter group) is introduced, it is revisited extensively in future lessons as part of daily teacher instruction and student practice.<ul style="list-style-type: none"><li>– The Stretch and Read, Say-It-Fast, and Break-It-Down strategies of FastTrack Phonics engage students in isolating, blending, and segmenting sounds.</li><li>– Beginning in lesson 13, a series of consonant digraphs are taught. Because these graphemes are more difficult for young students to remember, the letter groups are introduced over a period of two lessons.</li><li>– The Quick Erase activity engages students in adding, deleting, or substituting individual sounds to make new words.</li></ul></li><li>• Phonemic awareness is reinforced during Practice with Cleo and Theo lessons. During Practice with Cleo and Theo, students work with partners to play game-like activities that practice hearing and saying sounds, blending, and segmenting. Practice with Cleo and Theo activities include:<ul style="list-style-type: none"><li>– Power Reader: Students hear fluent reading modeled, and then practice fluent reading individually.</li><li>– Letter Launch: Students practice saying letter or letter combination sounds and are provided with clues for help.</li><li>– Word Blender: Students practice word blending and are provided with clues for help.</li><li>– Super Speller: Students practice spelling words that they hear and are provided with clues for help.</li><li>– Word Quest: Students practice the vocabulary associated with the story they’re working on.</li><li>– Story Quest: Students read the story and answer comprehension questions.</li></ul></li></ul>
Phonics and Word Recognition
<p><b>RF.1.3.</b> 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.</p> <p>b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings (i.e., -s, -ed, -ing). g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Related to language standards: L.1.6d Use conventional spelling for words with common spelling patterns and draw on phonemic awareness and spelling conventions to spell other words phonetically.</p>
<ul style="list-style-type: none"><li>• In Reading Roots, the FastTrack Phonics lessons and Practice with Cleo and Theo activities engage students in daily activities that address each of these phonics and word-analysis skills. For example:</li></ul>

<ul style="list-style-type: none"> <li>- Consonant digraphs: FTP lessons 13 (/ck/), 21 (/th/), 37 (/ch/), 41 (/sh/), 69 (/ph/)</li> <li>- Long vowel sounds: FTP lessons 27 (/ee/), 29 (/a_e/), 32 (/o_e/), 33 (/i_e/), 43 (/ea/), 48 (/ie/), 50 (/ow/), 51 (/ay/), 53 (/oe/), 56 (/igh/), 57 (/_y/ puppy), 58 (/_y/ fly), 59 (/oa/), 61 (/ai/), 63 (/ue/)</li> <li>- Endings: FTP lessons 26 (/_ing/), 28 (/_ed/), 64 (/_ed/, /_ing/, silent e),</li> </ul> <ul style="list-style-type: none"> <li>• Students use decoding skills to read the phonetically regular Shared Stories.</li> <li>• Shared Stories teach students to read grade-appropriate irregularly spelled words.</li> </ul>
<b>Fluency</b>
<p><b>RF.1.4.</b> Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<ul style="list-style-type: none"> <li>• Students learn to read fluently one step at a time within the Shared Story Reading Olympics lessons. In the beginning, students focus on accuracy of reading. As accuracy increases, the focus shifts toward reading smoothly, with attention to periods, commas, and other punctuation. Reading with rich expression, like a storyteller, becomes the next goal. Finally, reading rate is tracked, and increases are celebrated, with continuing attention to the quality of the reading. By the end of the first grade, it is expected that students will be reading at a rate of sixty words correct per minute.</li> <li>• Students practice fluent reading during the Practice with Cleo and Theo activity Power Reader. <ul style="list-style-type: none"> <li>- If there are not enough devices for Practice with Cleo and Theo, PowerUp Partner Reading provides time for partner reading.</li> </ul> </li> <li>• The teacher models fluent reading of the STaR stories throughout the lessons.</li> </ul>

## Section II: Anchor Standards for Reading

<b>Key Ideas and Details</b>
<b>Anchor Standard R1:</b> Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<p>The Reading Roots curriculum focuses on student comprehension of a variety of texts, from basic information and details to using the information gathered and background knowledge to draw conclusions from and formulate opinions on the text. Specific parts of daily lesson plans that call for students to process information for complete comprehension include:</p> <ul style="list-style-type: none"> <li>• Shared Stories—Students read complex, engaging, and interesting stories even when they know only a few letter sounds.</li> <li>• STaR stories—Students engage in a read-aloud experience designed to expand oral language and vocabulary and to develop listening-comprehension skills.</li> <li>• Adventures in Writing—Students extend their comprehension by responding creatively in writing to a prompt that relates to the theme or topic of the Shared Story and/or STaR story.</li> </ul>
<b>Anchor Standard R2:</b> Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.
<p>Students utilize graphic organizers throughout Reading Roots to determine and organize ideas within a text.</p> <ul style="list-style-type: none"> <li>• In narrative lessons, students use a story star (levels 1 and 2) or a story map (levels 3 and 4) to identify the story elements.</li> <li>• In expository lessons, students use an idea tree to identify main idea and supporting details.</li> </ul>
<b>Anchor Standard R3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<p>The Reading Roots curriculum teaches students to make connections over the course of the text to improve their comprehension.</p> <ul style="list-style-type: none"> <li>• Shared Stories—Teacher text is provided for these stories (read over four days in levels 1–3 and five days in level 4) to present a context for the story. These books include predictive questions for students that allow them to make connections to improve their comprehension.</li> <li>• STaR stories—Lessons (over two days) for these stories guide students in previewing the book, expanding background knowledge, and making predictions. The teacher reads each story aloud to students, engaging them in discussion about what is happening in the story.</li> </ul>
<b>Craft and Structure</b>
<b>Anchor Standard R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<p>The Reading Roots curriculum expands students' vocabulary through stories they will read themselves and interactive read alouds.</p> <ul style="list-style-type: none"> <li>• Shared Stories—Students learn the meanings of Green (easily decodable) and Red (sight) Words that they will encounter in these stories during the Word Presentation segment of each lesson.</li> <li>• STaR stories—Vocabulary words that students will hear in the STaR story are also introduced. The story is then read aloud to students, with the teacher engaging them in discussion about what is happening in the story and how the vocabulary words are used throughout. Students celebrate the new words they have learned by creating oral and written sentences with the vocabulary words.</li> </ul>
<b>Anchor Standard R5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<p>The Reading Roots curriculum teaches students to analyze story structure in each lesson as part of the STaR story review. On day 2 of each narrative lesson, students use the story star (levels 1 and 2) or story map (levels 3 and 4) to identify the story elements and to make connections within each story. In expository lessons, students use an idea tree to identify the main idea and supporting details in the text.</p>
<b>Anchor Standard R6:</b> Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.

The Reading Roots curriculum teaches point of view or purpose through interactive reading of STaR stories.

### Integration of Knowledge and Ideas

**Anchor Standard R7:** Integrate and evaluate content presented in diverse media and formats.

Reading Roots lessons encourage students to utilize all aspects of a story or text, in addition to supporting media, to aid in comprehension.

- In narrative lessons, the teacher models and students learn how to evaluate illustrations to aid in their comprehension of a story.
- In expository lessons, the teacher models and students learn to include analysis of text features in their comprehension of the text.
- Content from the award-winning PBS television program *Between the Lions* is used to introduce and reinforce letter sounds, sound blending, chunking, and word-meaning strategies.
- Word Plays videos are lively skits that introduce the key vocabulary and story theme for each of the Shared Stories. Word Plays are essential for English language learners, but English-proficient students love them (and learn from them) as well.

**Anchor Standard R8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

The Reading Roots curriculum engages students in discussion about information provided in texts. During discussion and interactive reading, students can evaluate information based on the author's reason for including it in the text.

**Anchor Standard R9:** Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

Specific lessons in the Reading Roots curriculum ask students to compare texts in one of several ways:

- Narrative to narrative: for example, compare plots or outcomes across two stories.
- Expository to expository: for example, compare the texts' structures or two texts by the same author.
- Narrative to expository: for example, how does understanding an expository topic help the reader understand the plot of a story?

## Section III: Reading

<b>Key Ideas and Details</b>
<b>R.1.1.</b> Develop and answer questions about key ideas and details in a text. (RI&RL)
<ul style="list-style-type: none"> <li>• Shared Stories, lessons 4–48 (all)</li> <li>• STaR stories, lessons 1–48 (all)</li> <li>• STaR story objectives:               <ul style="list-style-type: none"> <li>– Important information: <i>Birds</i> (6), <i>Ice Cream: The Full Scoop</i> (7), <i>Living in...Mexico</i> (44)</li> <li>– Key details: <i>Six Dinner Sid</i> (8), <i>Farmer Duck</i> (16), <i>The Grouchy Ladybug</i> (24), <i>Dear Mr. Blueberry</i> (26)</li> <li>– Questioning: <i>Living in...South Africa</i> (41)</li> </ul> </li> </ul>
<b>R.1.2.</b> Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL)
<ul style="list-style-type: none"> <li>• STaR stories, day 2 of lessons 1–48 (all)</li> <li>• STaR story objectives:               <ul style="list-style-type: none"> <li>– Main Idea/Topic: <i>Good Job, Ajay!</i> (9), <i>Chirping Crickets</i> (17), <i>Let’s Go Camping!</i> (19), <i>Trees Around the World</i> (29), <i>If Polar Bears Disappeared</i> (38), <i>What Is in the Ocean?</i> (47)</li> <li>– Theme/Message: <i>Let’s Be Friends Again!</i> (20), <i>The Tortoise and the Hare</i> (22), <i>Trosclair and the Alligator</i> (28), <i>The Big Snow</i> (32), <i>Janine and the Field Day Finish</i> (33)</li> </ul> </li> </ul>
<b>R.1.3.</b> Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)
<ul style="list-style-type: none"> <li>• Shared Stories, lessons 4–48 (all)</li> <li>• STaR stories, days 1 and 2 of lessons 1–48 (all)</li> <li>• STaR story objectives:               <ul style="list-style-type: none"> <li>– Characters: <i>Are You My Mother?</i> (1), <i>There’s an Alligator Under My Bed</i> (2), <i>Ostriches on the Farm</i> (4), <i>The Ant and the Elephant</i> (13), <i>Muddy Muddy</i> (14), <i>Nerdy Birdy</i> (18), <i>The Night Before the Tooth Fairy</i> (35)</li> <li>– Sequencing: <i>Baking a Wonderful Wacky Cake</i> (30), <i>Crafting Fun for a Rainy Day</i> (40)</li> <li>– Setting: <i>Bringing the Rain to Kapiti Plain</i> (3), <i>Jamaica Louise James</i> (10), <i>The Three Billy Goats Gruff</i> (27)</li> <li>– Important events: <i>Sophie and the Mother’s Day Card</i> (5), <i>Scrambled Eggs</i> (11), <i>Bear Snores On</i> (21), <i>Cloudy with a Chance of Meatballs</i> (25), <i>Vera Rides a Bike</i> (31), <i>van Gogh and the Sunflowers</i> (37), <i>Stone Soup</i> (39)</li> </ul> </li> </ul>
<b>Craft and Structure</b>
<b>R.1.4.</b> Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI&RL)
<ul style="list-style-type: none"> <li>• Star stories, lessons 2, 4, 18, and 34</li> <li>• STaR story objectives:               <ul style="list-style-type: none"> <li>– Figurative language: <i>“On a Night in the Snow”</i> (34), <i>The Empty Pot</i> (42)</li> <li>– Questioning: <i>Extra! Extra! Writing a Newspaper Article</i> (36)</li> </ul> </li> </ul>
<b>R.1.5.</b> Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)
<p>During STaR, teachers read aloud a variety of literature and informational texts. Discussing the differences between literature and informational text can be discussed while previewing the text; During Shared Story and STaR, teachers can use previewing time or comprehension questions to have students identify narrators.</p> <ul style="list-style-type: none"> <li>• STaR story objectives:               <ul style="list-style-type: none"> <li>– Poetry: <i>Bringing the Rain to Kapiti Plain</i> (3), <i>“On a Night in the Snow”</i> (34)</li> <li>– Text features: <i>What’s It Like to Be a Fish?</i> (23)</li> </ul> </li> </ul>

**R.1.6.** Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)

During Shared Story and STaR, teachers can use previewing time or comprehension questions to have students identify narrators. For example, STaR lesson 34.

- STaR story objectives:
  - Text features: *What’s It Like to Be a Fish?* (23)

**Integration of Knowledge and Ideas**

**R.1.7.** Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)

During Shared Story and STaR in all lessons, students use illustrations to help understand events in the stories.

- Shared Stories, lessons 4–48 (all)
- STaR stories, lessons 1–48 (all)
  - Text features: *What’s It Like to Be a Fish?* (23)

**R.1.8.** Identify specific information an author or illustrator gives that supports ideas in a text. (RI)

All expository STaR stories

- STaR story objectives:
  - Author’s purpose: *Trees Around the World* (29)
  - Sequencing: *Baking a Wonderful Wacky Cake* (30), *Crafting Fun for a Rainy Day* (40)

**R.1.9.** Compare and contrast two texts; recognize that texts reflect one’s own and others’ culture. (RI&RL)

- Shared Stories, lessons 4–48 (all)
- STaR stories, lessons 1–48 (all)
- STaR story objectives:
  - Characters: *Are You My Mother?* (1), *There’s an Alligator Under My Bed* (2), *Ostriches on the Farm* (4), *The Ant and the Elephant* (13), *Muddy Muddy* (14), *Nerdy Birdy* (18), *The Night Before the Tooth Fairy* (35)
  - Compare and contrast: *Same, Same, But Different* (46)
  - Important events: *Sophie and the Mother’s Day Card* (5), *Scrambled Eggs* (11), *Bear Snores On* (21), *Cloudy with a Chance of Meatballs* (25), *Vera Rides a Bike* (31), *van Gogh and the Sunflowers* (37), *Stone Soup* (39)
  - Setting: *Bringing the Rain to Kapiti Plain* (3), *Jamaica Louise James* (10), *The Three Billy Goats Gruff* (27)

## Section IV: Anchor Standards for Writing

Text Types and Purposes
<b>Anchor Standard W1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
<p>Each day, students write during either the STaR (Story Telling and Retelling) Writing or the Adventures in Writing components of each lesson in all four levels of the Reading Roots curriculum. Additionally, students write short responses for reading comprehension during Shared Story.</p> <p>During STaR Writing, students create sentences using vocabulary words from the STaR story and share their favorite parts of each story.</p> <p>Adventures in Writing lessons are structured so students can start to write from the beginning of the program. The lessons increase in complexity so students progress from writing short, simple words and phrases to thinking about, planning, and polishing their writing. Prompts for each Reading Roots Adventures in Writing lesson provide students with a focus for their writing across a broad range of topics and purposes.</p>
<b>Anchor Standard W2:</b> Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<p>The Adventures in Writing prompts regularly engage students in a variety of modes, including opinion, informative, or narrative writing.</p> <p>Students' writing frequently addresses opinions for which they must provide reasoning and evidence in their writing.</p> <p>Writing prompts regularly engage students in informative writing. This type of writing relates to an expository text used in the Shared Story or STaR components of the Reading Roots.</p> <p>Writing prompts regularly engage students in writing narratives. Over the course of the four levels of Reading Roots, students learn to go from writing simple narrative sentences to developing a narrative in which they include details and sequential events.</p>
<b>Anchor Standard W3:</b> Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
<p>Reading Roots provides students with tools and strategies to develop effective writing appropriate for purpose, mode, and audience. For example:</p> <ul style="list-style-type: none"><li>• Guidance and modeling of complete sentences that include details and fully answer questions.</li><li>• The Writing Strategies Bank provides students with writing strategies to help them compose a writing product even if a word is difficult. Strategies include:<ul style="list-style-type: none"><li>– Draw a Picture</li><li>– Stretch and Count</li><li>– Remember a Word</li><li>– Say-Spell-Say</li><li>– Sound Spelling</li><li>– Draw a Line</li><li>– Find and Copy a Word</li><li>– Write Sounds That You Know</li></ul></li><li>• As students read and write at higher levels, they are introduced to editing checklists to help them review and revise their writing. The editing checklists focus on checking for correct capitalization, punctuation, spelling, and missing/adding words.</li></ul>
Production and Distribution of Writing
<b>Anchor Standard W4:</b> Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
<p>During Adventures in Writing, students engage in the early stages of planning and organizing their writing. Teachers model and build background about the topic of the writing prompt, and show how to create graphic organizers. Students then plan and share ideas for their writing with their partners. Students create a writing project, check and make revisions, and then celebrate their writing.</p>

<b>Anchor Standard W5:</b> Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
The Adventures in Writing lessons in Reading Roots include prewriting, partner planning, writing, self-editing, and peer editing to help students develop their writing skills. As students progress through each level of Reading Roots, they produce more detailed and more complex writing. Adventures in Writing takes place over two days.
<b>Anchor Standard W6:</b> Use print and digital technology to produce and publish writing and to interact and collaborate with others.
Through coaching, teachers are encouraged to expose students to a variety of ways to publish their writing using technology.
<b>Research to Build and Present Knowledge</b>
<b>Anchor Standard W7:</b> Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
In the Adventures in Writing component of Reading Roots, students write in response to prompts that relate to the STaR story and/or Shared Story for the lesson. Students use these stories as references for their writing.
<b>Anchor Standard W8:</b> Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
In Adventures in Writing, students use STaR stories and Shared Stories as references for writing in response to the prompt for the lesson.
<b>Anchor Standard W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
In Adventures in Writing, students use STaR stories and Shared Stories as references for writing in response to the prompt for the lesson.

## Section V: Writing

<b>Text Types and Purposes</b>
<b>W.1.1.</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
<p>Each day, students write during either the STaR (Story Telling and Retelling) Writing or the Adventures in Writing components of each lesson in all four levels of the Reading Roots curriculum. Additionally, students write short responses for reading comprehension questions during Shared Story.</p> <p>During STaR Writing, students create sentences using vocabulary words from the STaR story and share their favorite parts of each story.</p>
<b>W.1.2.</b> Write text in a variety of modes:
<ol style="list-style-type: none"> <li>a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</li> <li>b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>c. Convey events, real or imagined, through narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ol>
<ul style="list-style-type: none"> <li>• Students write opinion pieces in response to prompts during the STaR Writing and Adventures in Writing components. In early lessons, students write words, phrases, or short sentences as they are able. As they progress through levels 2–4, their writing expands to include simple and complex sentences in the form of short paragraphs.</li> <li>• Students write expository texts in response to prompts during the STaR Writing and Adventures in Writing components. As students progress from level 1 through level 4 in these components of Reading Roots, their writing becomes more complex. Through self-editing and peer editing in Adventures in Writing, students learn to write more accurately.</li> <li>• Students demonstrate expository writing in the Adventures in Writing lessons in all four levels of Reading Roots.             <ul style="list-style-type: none"> <li>– For example, Adventures in Writing, lessons 11, 17, 29, and 40</li> </ul> </li> <li>• Students write about sequenced, narrative events in STaR Writing and Adventures in Writing. In response to prompts in these components, students often use sequence words such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>. Self-editing and peer editing help students organize their sequential writing.             <ul style="list-style-type: none"> <li>– For example, Adventures in Writing, lesson 24</li> </ul> </li> </ul>
<b>W.1.3.</b> Create writing that utilizes:
<ol style="list-style-type: none"> <li>a. Organization: provide a beginning, middle and a simple ending.</li> <li>b. Transitions: simple word transitions and temporal words/pictures that link ideas.</li> <li>c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images.</li> </ol>
<ul style="list-style-type: none"> <li>• In early lessons, students write words, phrases, or short sentences as they are able. As they progress through levels 2–4, their writing expands to include simple and complex sentences in the form of short paragraphs. As students compose longer responses to writing prompts, they are expected to organize their writing, use transition words (Shared Story 25 <i>And Then What Happened?</i>), and use Shared Story or STaR vocabulary as appropriate.</li> </ul>
<b>Production and Distribution of Writing</b>
<b>W.1.4.</b> With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<p>During Adventures in Writing, students engage in the early stages of planning and organizing their writing. Teachers model and build background about the topic of the writing prompt, and show how to create graphic organizers. Students then plan and share ideas for their writing with their partners. Students create a writing project, check and make revisions, and then celebrate their writing.</p>

**W.1.5.** 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.

- Adventures in Writing introduces students to self-editing and peer editing throughout each level of Reading Roots. At all levels, Adventures in Writing takes place over two days , allowing students work through the following processes:
  - Day 1 of AiW
    - Brainstorm and Build Background with Topic: Teachers introduce the writing prompt and provide modeling and guided practice generating ideas about which to write.
    - Partner Planning: Student partnerships are afforded time to talk and discuss what they might write to address the prompt. Partners are encouraged to help each other come up with more elaborate details in their discussion before they are writing.
    - Writing: Students begin their composition. Teachers circulate and ask students to read what they are writing while it is still under construction as well as encourage the use of the Writing Strategies Bank.
      - Students are also introduced to “Checking” their work. In Level 1 and 2, students check their work for the writing expectations: use a variety of writing strategies, express complete ideas, and use vocabulary from Shared Story and/or the STaR story. These expectations continue throughout all levels. Beginning in Level 3, students are also provided an “Editing Checklist” and guided to check their writing for basic punctuation, capitalization, and spelling.
  - Day 2 of AiW
    - Writing: Students finish writing their composition and may illustrate it if time allows.
    - Writing Celebration: Students share their writing with partners and provide each other feedback on their writing. Feedback includes what they liked about the writing and what they have questions about.
- In STaR Writing, students share with their partners sentences that they will write using one of the STaR vocabulary words.

**W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.

- Through coaching, teachers are encouraged to expose students to a variety of ways to publish their writing using technology.

### **Integration of Knowledge and Ideas**

**W.1.7.** Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

- Frequently, STaR stories include information on how to do something, and the Adventures in Writing prompt for that lesson consists of writing directions to explain how to do something.
  - For example, Adventures in Writing, lessons 8, 32, and 33

**W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- The Adventures in Writing component invites students to write about topics using personal experiences when possible and/or using information from texts to respond to a story-related prompt.
  - For example, Adventures in Writing, lessons 9, 20, and 26

**W.1.9.** With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

- The Adventures in Writing component invites students to recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas from the text.
  - For example, Adventures in Writing, lessons 1, 15, 35, and 42

## Section VI: Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

**Anchor Standard SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

The Reading Roots curriculum utilizes cooperative-learning strategies to ensure that all students have an opportunity to engage in daily conversations and collaborations. Students work in teams of four, enabling all students to talk within the group and with various partners to express their ideas and earn team points. Opportunities for conversation and discussion occur in all components of Reading Roots.

Components that engage the students in conversation include:

- Shared Story—Over four (levels 1–3) or five (level 4) days of each Shared Story, students have daily opportunities to talk with partners about the current story. Opportunities for partner practice include:
  - Partner Word and Sentence Reading
  - Partner Reading
  - Partner Story Questions
  - Fluency Practice with the Shared Story
- STaR— During the STaR component, the students are engaged in a read-aloud experience designed to expand oral language and vocabulary and develop listening comprehension skills.
  - Interactive Reading/Review/Retell: On day 1, students engage in interactive reading of a story during which they use the cooperative-learning strategy Think-Pair-Share to discuss story-related questions for comprehension. On day 2, students engage in discussion as they review the story and participate in retelling activities such as comparing and contrasting story elements, interactive story circle, and sequencing.
  - STaR Celebration—On day 1, students discuss a chosen STaR word in partnerships or teams. On day 2, students celebrate what they have learned by discussing with their partners their favorite part of the text and how it relates to the text structure.
  - STaR Writing—Students write a sentence using a STaR word with their partners.
- Adventures in Writing— Students then work with their partners to plan specifically what they would like to write in response to writing prompts. Partners are coached to help each other elaborate their sentences.
- Practice with Cleo and Theo: All activities in Practice with Cleo and Theo are designed to be worked on with a partner. Partners provide feedback and help as both students work toward completing the activities.
  - If there are not enough devices available for all students, PowerUp Partner Reading provides an opportunity for partners to practice reading a story together.
- FastTrack Phonics: Students work with partners in their Partner Phonics Booklets to practice sounding out and reading words and sentences using the focus sound.

**Anchor Standard SL2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Interactive reading of narrative and expository texts in the STaR story component of Reading Roots engages students in discussion of these texts, allowing them to better comprehend the story or information presented. Teachers use the cooperative-learning strategy Think-Pair-Share, which encourages students to talk with one another to ask and answer questions about the text and illustrations.

Daily components that engage students in these skills include:

- Shared Story
- STaR story

**Anchor Standard SL3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Roots students are encouraged to ask questions in all components to better understand information that is presented in books, orally, or during activities.

**Presentation of Knowledge and Ideas**

**Anchor Standard SL4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

The Reading Roots curriculum supports students in their attempts to present their ideas within partnerships, teams, and whole-group situations. Students are encouraged to expand on their responses to story-related questions by engaging in discussion with one another to clarify their understanding of story content and information in expository texts.

**Anchor Standard SL5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Reading Roots encourages students to use visuals in their writing to more fully express their ideas.

## Section VII: Speaking and Listening

<b>Comprehension and Collaboration</b>	
<b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"><li>With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.</li><li>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li><li>Ask questions to clear up any confusion about the topics and texts under discussion.</li><li>Consider individual differences when communicating with others.</li></ol>	
<ul style="list-style-type: none"><li>Reading Roots includes active-listening instruction to help students learn to listen carefully and engage in productive conversations. Active-listening skills include giving the speaker your full attention to hear and understand what was said and waiting for a turn to speak. Active listening is one of the team cooperation goals in Reading Roots.</li><li>The cooperative-learning strategy Think-Pair-Share is used extensively throughout all the components of Reading Roots to ensure that all students have the opportunity to speak in response to questions in group discussions.</li><li>Students are always encouraged to ask questions to clarify information.</li><li>This occurs in all lessons.</li></ul>	
<b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
<ul style="list-style-type: none"><li>The interactive reading of STaR (Story Telling and Retelling) stories and Shared Stories provides students with daily opportunities to ask and answer questions about texts. The use of Think-Pair-Share during the interactive reading of stories gives all students the opportunity to answer a wide variety of questions about texts.<ul style="list-style-type: none"><li>This occurs in all lessons</li></ul></li></ul>	
<b>SL.1.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
<ul style="list-style-type: none"><li>Active-listening instruction includes teaching students to ask questions to clarify what a speaker says. Students are encouraged to ask for clarification in Reading Roots when necessary. Team discussions provide daily opportunities for students to ask and answer questions about information and opinions presented by classmates.<ul style="list-style-type: none"><li>This occurs in all lessons.</li></ul></li></ul>	
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas clearly.	
<ul style="list-style-type: none"><li>Through the interactive reading of STaR stories and Shared Stories, students are able to demonstrate these skills when they answer story-related questions. Teachers encourage students to use complete, clearly stated sentences in their responses.<ul style="list-style-type: none"><li>This occurs in all lessons.</li></ul></li></ul>	
<b>SL.1.5.</b> Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.	
<ul style="list-style-type: none"><li>In early lessons, students are encouraged to use drawings to represent the ideas they wish to write. As their writing abilities improve, students may continue to include illustrations to elaborate on their writing.<ul style="list-style-type: none"><li>This occurs in all lessons.</li></ul></li></ul>	

## Section VIII: Anchor Standards for Language

<b>Knowledge of Language</b>
<b>Anchor Standard L1:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
<p>The STaR story and Shared Story components introduce students to a variety of green words (phonetically regular vocabulary), red words (irregular vocabulary or sight words), location words (level 4), and STaR words (story vocabulary).</p> <p>Students use Stuck?/Still Stuck? strategies to read and clarify words. Students use strategies to read alone, then use sticky notes, asking partners/teams, and discussing with the class to clarify difficult words.</p>
<b>Vocabulary Acquisition and Use</b>
<b>Anchor Standard L2:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
<p>The STaR story and Shared Story components instruct students in the use of context clues and in the interpretation of illustrations and graphics to assist in determining the meaning of words.</p>
<b>Anchor Standard L3:</b> Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
<p>Reading Roots places a major focus on vocabulary development and word relationships. Students engage in daily components that allow them to use new vocabulary and demonstrate their word knowledge.</p> <p>Daily components that engage students in these skills include:</p> <ul style="list-style-type: none"> <li>• STaR             <ul style="list-style-type: none"> <li>– STaR Celebration</li> <li>– STaR Writing</li> <li>– Alphonse’s Question Quiz</li> </ul> </li> <li>• Shared Story</li> <li>• Adventures in Writing</li> </ul>
<b>Anchor Standard L4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
<p>The Reading Roots curriculum provides multiple daily opportunities for vocabulary development and reinforcement.</p> <p>Daily components that engage students in these skills include:</p> <ul style="list-style-type: none"> <li>• STaR             <ul style="list-style-type: none"> <li>– STaR Celebration</li> <li>– STaR Writing</li> <li>– Alphonse’s Question Quiz</li> </ul> </li> <li>• Shared Story</li> <li>• Adventures in Writing</li> </ul>
<b>Conventions of Standardized English</b>
<b>Anchor Standard L5:</b> Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
<p>Reading Roots lessons promote the use of the conventions of standard English grammar and usage for all writing and speaking components. Teachers model the use of standard English for students in speaking and writing.</p> <p>Daily components that engage students in these skills include:</p> <ul style="list-style-type: none"> <li>• STaR—Students are encouraged to use standard English when answering story-related questions.             <ul style="list-style-type: none"> <li>– STaR Celebration—Students practice using new vocabulary in complete sentences.</li> </ul> </li> </ul>

- STaR Writing—Students are encouraged to write a sentence using a STaR vocabulary word. In early lessons, students use drawings and other strategies to represent words as they write sentences. As their ability to write progresses, they learn to use the conventions of standard English to write their sentences.
- Alphonse's Question Quiz—Students are randomly selected to answer a story-related question. Teachers prompt students to answer in a complete sentence and to add to the complexity of the sentence's structure.
- Shared Story—Students are encouraged to answer story-related questions in complete sentences.
- Adventures in Writing—Initially, students use a variety of writing strategies to put their thoughts and ideas on paper. As their writing ability progresses, students are expected to write complete sentences. Teachers provide instruction in grammar, usage, and punctuation in this component.

**Anchor Standard L6:** Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

The Adventures in Writing component of each lesson instructs students in writing that focuses on the use of standard English. Teachers provide instruction in capitalization, punctuation, and spelling in this component. Additionally, students learn to use the conventions of standard English in STaR Writing.

## Section IX: Language

<b>Knowledge of Language</b>
<p><b>L.1.1.</b> Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ol style="list-style-type: none"><li>Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.</li></ol>
<ul style="list-style-type: none"><li>The books selected for STaR lessons reflect a variety of backgrounds and linguistic diversity. Teachers can lead students in discussions on the differences in language found in narration, dialogue, or informational texts.</li></ul>
<b>Vocabulary Acquisition and Use</b>
<p><b>L.1.2.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ol style="list-style-type: none"><li>Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).</li><li>Identify common root words.</li></ol>
<ul style="list-style-type: none"><li>The Reading Roots curriculum uses interactive STaR story and Shared Story components to teach students to use context clues, affixes, and root words to clarify word meanings. Specifically, in lessons 26, 28, and 64 in the FastTrack Phonics component, students learn to identify root words and the endings “ed” and “ing.”</li><li>Students learn to use context clues and monitor for meaning, first within the context of the guided partner reading process as each Shared Story is introduced and later through practice on subsequent days during partner reading.</li></ul>
<p><b>L.1.3.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:</p> <ol style="list-style-type: none"><li>Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations).</li><li>Explain rationale for sorting words into categories.</li><li>Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large).</li></ol>
<ul style="list-style-type: none"><li>Through the interactive reading of STaR stories and Shared Stories in Reading Roots, students learn to identify and define new words, make connections between new words and their life experiences, and distinguish among words of similar meaning when they learn new story-related vocabulary, talk about the unfamiliar words in stories, and use the words to create sentences.<ul style="list-style-type: none"><li>This occurs in all lessons.</li></ul></li></ul>
<p><b>L.1.4.</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.</p>
<ul style="list-style-type: none"><li>The Reading Roots curriculum engages students in using the new vocabulary learned in STaR stories and Shared Stories as they discuss stories, answer story-related questions, and make connections between their own lives and the events in stories.</li></ul>
<b>Conventions of Standardized English</b>
<p><b>L.1.5.</b> Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"><li>Common, proper, and possessive nouns.</li><li>Nouns/verbs agreement in simple sentences.</li><li>Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.</li><li>Production and expansion of complete sentences in response to prompts.</li></ol>

- Each of the daily components in Reading Roots provides students with opportunities to demonstrate the above skills as they discuss story questions in STaR stories and Shared Stories and when they write during STaR Writing and Adventures in Writing in each lesson.
- Students learn to write all uppercase and lowercase letters in the FastTrack Phonics component of Reading Roots.
- This occurs in all lessons.

**L.1.6.** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Capitalization of dates and names of people.
- b. End punctuation.
- c. Commas in dates and simple sets.
- d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).

In the Adventures in Writing and STaR Writing components of Reading Roots, students demonstrate their knowledge of standard English by using capitalization, punctuation, and correct spelling in their writing.

In Reading Roots:

- Level 1—Students write up to two simple sentences independently using phonetic spelling and writing strategies. Students learn how to give and receive constructive comments about writing, and they learn how to use a partner’s comments to improve or edit their writing.
- Level 2—Students write at least three sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. At this level, students self-edit to check capitalization, spelling, and punctuation. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing.
- Level 3—Students write at least six sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. Students self-edit to learn how to make additional edits to writing such as looking for omitted words and considering word choice and sentence structure. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing.
- Level 4—Students write six or more sentences independently using phonetic spelling and writing strategies. Sentences should be a mix of simple and complex. Students should understand paragraphs and their format and write sentences in the form of a paragraph. Students learn how to make additional edits to writing such as looking for omitted words, considering word choice, and changing sentence structure. Students use peer editing to give and receive constructive comments about writing. They use a partner’s comments to improve or edit their writing.
- This occurs in all lessons.