

**CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADE 1**

Grade 1 • Common Core State Standards	Everyday Literacy® • Grade 1
<p>Reading: Literature Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is unavailable in <i>Everyday Literacy</i>.</p>
<p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. 	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is unavailable in <i>Everyday Literacy</i>.</p>
<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories. 	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is unavailable in <i>Everyday Literacy</i>.</p>
<p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. 	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is unavailable in <i>Everyday Literacy</i>.</p>
<p>Reading: Informational Text Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<p>Material in <i>Everyday Literacy</i> is designed and intended for whole-class instruction. A Teaching Card accompanies each piece of realia and offers valuable guidance for teachers on how to prompt and support students in their exploration of the materials. Every Teaching Card includes an extensive “Discuss the Features” page outlining a detailed class discussion of text features, vocabulary, and ideas presented in the text. In this instruction students ask and answer questions about significant details in the realia texts</p> <p>TC <i>My First Fact Book of Living Things</i> p. 2 (encouraging students to examine the illustrations in detail and to listen as teacher reads accompanying text).</p> <p>TC <i>Family Fun Treasure Hunt</i> p. 2 (helping students identify what, where, when, who and why on an invitation).</p> <p>TC <i>Get Up and Go!</i> p. 2 (asking and answering questions about steps on a chart).</p> <p>TC <i>The DVD Store</i> p. 2 (locating title, running time, and price for each DVD).</p> <p>TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 2 (exploring the layout of Bees page to explore the information provided about insect color, habitat, and size).</p> <p>TC <i>Pet Robots</i> p. 2 (students examine the language used in a toy advertisement).</p> <p>TC <i>A Joey Grows Up</i> p. 2 (students are guided through photos, captions and text boxes in an article).</p>

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	<p>TC <i>Animal Match</i> p. 2 (discussion of the elements of game instructions). TC <i>Plant-astic Café</i> p. 2 (students explore elements of a menu, including courses, item descriptions, and prices). TC <i>Root Race</i> p. 2 (students explore elements of a webpage).</p> <p>Within “Discuss the Features” instruction students are guided to identify the main topic and key details. TC <i>My First Fact Book of Living Things</i> p. 2 (helping students identify “reptiles” as the topic of page 10 and comparing the three reptiles listed). TC <i>Family Fun Treasure Hunt</i> p. 2 (identifying the reason for the invitation and invitation details). TC <i>Get Up and Go!</i> p. 2 (identifying exercise as the main idea of the chart and exploring steps to complete the exercise). TC <i>The DVD Store</i> p. 2 (discussion concludes with understanding that a good catalog makes people want to order things). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 2 (helping students conclude that each page of a guidebook has the same features but explores a different insect). TC <i>Pet Robots</i> p. 2 (concluding that a good ad makes you want to buy the product). TC <i>A Joey Grows Up</i> p. 2 (students understand that an article helps them learn something). TC <i>Animal Match</i> p. 2 (concluding that good game instructions make learning a new game fun and easy). TC <i>Plant-astic Café</i> p. 2 (menu includes complete list of foods and drinks offered by a restaurant). TC <i>Root Race</i> p. 2 (webpage has features to make the game possible).</p> <p>“Discuss the Features” instruction supports students in their efforts to make connections using the text. TC <i>My First Fact Book of Living Things</i> p. 2 (helping students realize that each page in the text is formatted alike, but each discusses a different group of animals or plants). TC <i>Family Fun Treasure Hunt</i> p. 2 (asking students whether they would want to attend a Family Fun Treasure Hunt). TC <i>Get Up and Go!</i> p. 2 (students place steps to making fruit face in proper order). TC <i>The DVD Store</i> p. 1 (class discussion about how students’ families find and choose DVDs). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 2 (helping students conclude that each page of a guidebook has the same features but explores a different insect). TC <i>Pet Robots</i> p. 2 (comparing and contrasting several advertisements). TC <i>A Joey Grows Up</i> p. 2 (students understand that one photo illustrates each stage of the joey’s life, as described in the accompanying text). TC <i>Animal Match</i> p. 2 (all the elements of the instructions work together to make learning a new game fun and easy). TC <i>Plant-astic Café</i> p. 2 (discussing whether the menu makes students want to eat at the Plant-astic Café). TC <i>Root Race</i> p. 2 (pointing out different tools that will cause different reactions in their plants).</p>
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<p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>The <i>Everyday Literacy</i> real-world nonfiction texts are designed to help students understand the form and function of everyday, informational texts. The Teaching Cards assist teachers in guiding discussion of unknown words and phrases encountered in the realia.</p> <p>TC <i>Family Fun Treasure Hunt</i> p. 2 (exploring the meaning of “Reserve your place today!” on an invitation).</p> <p>TC <i>Get Up and Go!</i> p. 2 (understanding what “step-by-step” means).</p> <p>TC <i>The DVD Store</i> p. 2 (explaining what a catalog Order Form is).</p> <p>TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 2 (explaining that “Helpful or Harmful?” indicates ways each insect helps people and/or hurts people).</p> <p>TC <i>Pet Robots</i> p. 2 (exploring the meaning of “all they need is love!” in an ad).</p> <p>TC <i>A Joey Grows Up</i> p. 2 (pointing out that “milk” is printed in darker type because it is an important vocabulary word in the article).</p> <p>TC <i>Animal Match</i> p. 2 (discussion of game terms such as “Instructions” and “Set Up”).</p> <p>TC <i>Plant-astic Café</i> p.2 (explaining menu terms such as “Main Dishes” and “Beverages”).</p> <p>The materials comprising the <i>Everyday Literacy</i> program represent complex, discontinuous, real-world texts. Students are encouraged to explore the material and identify its component features.</p> <p><i>My First Fact Book of Living Things</i> (Table of Contents, Glossary, Index).</p> <p>TC <i>My First Fact Book of Living Things</i> p. 2 (pointing out page titles, page introduction, and facts boxes).</p> <p>TC <i>Family Fun Treasure Hunt</i> p. 2 (identifying Where, When, and What to Bring features of an invitation and map on reverse side).</p> <p>TC <i>Get Up and Go!</i> p. 2 (identifying title of the chart, name of exercise, and ordered steps).</p> <p>TC <i>The DVD Store</i> p. 2 (recognizing catalog features such as title, running time, and price for each DVD).</p> <p>TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 2 (pointing out page titles, fact boxes, and Fun Fact “swirls” on each page).</p> <p><i>Fly! Crawl! Hop! A Guide to Insects</i> (Table of Contents, page titles, fact boxes).</p> <p>TC <i>Pet Robots</i> p. 2 (noting that ad includes reasons to buy, price, and ordering information).</p> <p>TC <i>A Joey Grows Up</i> p. 2 (pointing out article title, author name, subheadings, and captions).</p> <p>TC <i>Animal Match</i> p. 2 (locating and understanding features of game instructions such as “You Will Need,” “Number of Players,” and “To Play”).</p> <p>TC <i>Plant-astic Café</i> p. 2 (examining menu features such as food categories and prices and pointing out that red heart symbol indicates healthy choice).</p> <p>TC <i>Root Race</i> p. 2 (noting that Quit button will make game end).</p> <p>Illustrations and/or photographs are critical elements of each piece of <i>Everyday Literacy</i> realia. “Discuss the Features” instruction supports students in their efforts to distinguish between information provided by text and information provided by photographs or illustrations.</p> <p>TC <i>My First Fact Book of Living Things</i> p. 2 (identifying habitats of reptiles based on photographs).</p> <p>TC <i>Family Fun Treasure Hunt</i> p. 2 (examining map and map key on reverse side of invitation).</p> <p>TC <i>Get Up and Go!</i> p. 2 (teacher guides class to understanding that each illustration depicts one</p>
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	<p>step in the process). TC <i>The DVD Store</i> p. 2 (understanding that pictures represent cover of each DVD). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 2 (photograph on each page illustrates the insect described). TC <i>Pet Robots</i> p. 2 (ad is illustrated with a sample Pet Robot). TC <i>A Joey Grows Up</i> p. 2 (students understand that one photo illustrates each stage of the joey’s life, as described in the accompanying text). TC <i>Animal Match</i> p. 2 (explaining that picture next to “Set Up” instructions shows how cards should be laid out). TC <i>Root Race</i> p. 2 (explaining that health of their vegetable can be determined both through vegetable’s facial expression and the “bar that goes from 0% to 100%”).</p>
<p>Integration of Knowledge and Ideas 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>The <i>Everyday Literacy</i> program is designed to make students aware that texts they encounter in their everyday lives are primarily designed to explain, inform or persuade. The program encourages students to think critically about the material they are examining and to identify its fundamental purpose. Illustrations and/or photographs are critical elements of each piece of <i>Everyday Literacy</i> realia and students are directed to examine the relationship between the illustrations and the accompanying text. TC <i>My First Fact Book of Living Things</i> p. 2(exploring how photographs suggest habit of each reptile). TC <i>Family Fun Treasure Hunt</i> p. 2 (map describes where Treasure Hunt will occur). TC <i>Get Up and Go!</i> p. 2 (teacher guides class to understanding that each illustration depicts one step in the process). TC <i>The DVD Store</i> p. 2 (understanding that catalog provides pictures and details of products in an effort to spur purchases). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 2 (each close-up photograph of the insect illustrates some of the habitat and body-part features of that particular insect). TC <i>Pet Robots</i> p. 2 (exploring how photograph and product descriptions are designed to make students want to purchase). TC <i>A Joey Grows Up</i> p. 2 (students understand that one photo illustrates each stage of the joey’s life, as described in the accompanying text). TC <i>Animal Match</i> p. 2 (explaining that picture next to “Set Up” instructions shows how cards should be laid out before game is played). TC <i>Plant-astic Café</i> p. 2 (illustrations of vegetables and beans support the theme of plant-based foods served in this restaurant). TC <i>Root Race</i> p. 2 (illustrations of vegetables change as game is played to indicate how well the vegetables are doing).</p> <p>Each grade-level set of <i>Everyday Literacy</i> materials includes several examples of persuasive writing, such as advertisements and catalogs. The direct instruction engages students in determining the author’s purpose to have included particular information. TC <i>The DVD Store</i> p. 2 (pointing out adjectives used to make DVDs enticing).</p>

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	<p>TC <i>Pet Robots</i> p. 2 (understanding that writer included reasons to buy so that readers would be enticed into purchasing).</p> <p>The ten distinct items in each <i>Everyday Literacy</i> grade-level collection are thematically linked. This provides opportunities for students to examine multiple texts on the same topic and explore their similarities and differences.</p> <p><i>Get Up and Go!/Go! Go! Go!</i> present student with two charts: one describing the steps necessary to complete a jumping jack and the other describing exercises to build endurance, strength or flexibility. Through the “Discuss the Features” activities on the Teaching Card, students are helped to understand the difference between a procedural chart and an information chart.</p> <p><i>My First Fact Book of Living Things</i> and <i>Fly! Crawl! Hop! A Guide to Insects</i> both contain information about insects. Comparing both texts, students will understand that <i>My First Fact Book of Living Things</i> is a more general text about a wider range of creatures, and <i>Fly! Crawl! Hop! A Guide to Insects</i> is a more detailed text about a subset of living creatures.</p> <p>The plant-growing game presented in the <i>Root Race</i> webpage and <i>My First Fact Book of Living Things</i> work together to reinforces the idea that plants are living things that need food, water and air.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>The <i>Everyday Literacy</i> materials are not leveled because the program is specifically designed for whole-class, whole-group instruction. Teachers and students delve into each piece of realia together and explore inquiry-based questions to reinforce important ideas and critical vocabulary. The following texts comprise the Grade 1 level. The realia have been specifically and professionally selected and created to be relevant to the first grade student.</p> <p><i>My First Fact Book of Living Things</i> (fact book) <i>Family Fun Treasure Hunt</i> (invitation) <i>Get Up and Go!</i> (chart) <i>The DVD Store</i> (catalog) <i>Fly! Crawl! Hop! A Guide to Insects</i> (guidebook) <i>Pet Robots</i> (advertisement) <i>A Joey Grows Up</i> (article). <i>Animal Match</i> (game instructions) <i>Plant-astic Café</i> (menu) <i>Root Race</i> (webpage)</p>
<p>Reading: Foundational Skills</p> <p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>Teachers use the <i>Everyday Literacy</i> realia to reinforce the consistency of print concepts. All the realia is consistently read from left to right, top to bottom and page by page. Words are separated by spaces in print and in realia specific features are exaggerated. See for example: TC <i>Family Fun Treasure Hunt</i> p. 2 (exploring What, Where, When and What to Bring sections of an invitation).</p> <p>TC <i>Get Up and Go!</i> p. 2 (each sequential step is numbered). TC <i>The DVD Store</i> p. 2 (page titles and DVD titles printed in larger type). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 2 (page titles are printed in larger type). TC <i>Pet Robots</i> p. 2 (pointing out sentences describing reasons to purchase Pet Robot).</p>

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	<p>TC <i>A Joey Grows Up</i> p. 2 (pointing out that sentences are used for photo captions as well as article text).</p> <p>TC <i>Animal Match</i> p. 2 (demonstrating that instructions are read top to bottom).</p>
<p>Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><i>Teachers can use selected realia to teach or reinforce grade-level phonical awareness as they determine appropriate to their students.</i></p>
<p>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><i>Teachers can use selected realia to teach or reinforce grade-level phonics and word analysis skills as they determine appropriate to their students.</i></p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students at the K-2 level are not expected to read the <i>Everyday Literacy</i> texts on their own. The materials are not leveled and are intended for whole-class instruction. In addition, the texts are discontinuous and not meant to be read word-for-word. However, with appropriate instruction and scaffolding, students will use this program to gain essential understand of the types of real-world texts they encounter in their everyday lives. Teachers may select to engage students in reading selected text from the realia as they determine appropriate.</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print all upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p>The Extension Activities on every Teaching Card include writing activities in which students demonstrate their understanding and command of the conventions of English. Students use capitalization, punctuation, sentence formation, labeling, and appropriate vocabulary. See the Extension Activities feature on every Teaching Card, page 3.</p>

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<p>Use frequently occurring adjectives. Use frequently occurring conjunctions (e.g., and, but, or, so, because). Use determiners (e.g., articles, demonstratives). Use frequently occurring prepositions (e.g., during, beyond, toward). Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
<p>Knowledge of Language 3. (Begins in grade 2)</p>	<p><i>Begins at grade 2.</i></p>
<p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p>	<p><i>Everyday Literacy</i> materials are non-fiction texts that students encounter in everyday life. These realia contain new vocabulary. The first page of each Teaching Card includes an “Academic Vocabulary” section and subsequent pages of the Teaching Card help the teacher initiate class discussion about new vocabulary. Students are encouraged to determine the meaning of new vocabulary based on the text and illustrations of the <i>Everyday Literacy</i> realia. TC <i>My First Fact Book of Living Things</i> p. 1 (listening as teacher reads aloud from both fiction and non-fiction on the same animal topic, students determine that “fact” means something true). TC <i>Family Fun Treasure Hunt</i> p. 2 (exploring the meaning of “Reserve your place today!” on an invitation). TC <i>Get Up and Go!</i> p. 2 (meaning of “schedule”). TC <i>The DVD Store</i> p. 2 (meaning of “Order Form”). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 2 (contrasting “Helpful” and “Harmful”). TC <i>A Joey Grows Up</i> p. 2 (explaining that “caption” is the name for text under a picture which describes the picture). TC <i>Animal Match</i> p. 2 (explaining that doing something “in order” means following a prescribed sequence). TC <i>Plant-astic Café</i> p. 2 (explaining that “beverage” is another word for drinks). Nuances in word relationships and meaning are explored through class discussion. TC <i>My First Fact Book of Living Things</i> p. 3 (students sculpt animals out of clay and discuss proper label for each animal). TC <i>Family Fun Treasure Hunt</i> p. 3 (students listen carefully to clues in order to find treasure on a map or during classroom treasure hunt). TC <i>Get Up and Go!</i> p. 2 (discussing consequences if steps to making fruit face are presented out of order). TC <i>The DVD Store</i> p. 3 (identify animals that would be pictured on “Birds” or “Animal Friends”</p>

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	<p>pages). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 3 (students sculpt insect from clay, then label the insect and create a fact card). TC <i>Pet Robots</i> p. 3 (students examine real-world ads and compare language used in order to chose the best ad). TC <i>A Joey Grows Up</i> p. 3 (students add captions to baby pictures of themselves or of baby animals). TC <i>Animal Match</i> p. 3 (discussion of rules in various situations, comparing board games to sports). TC <i>Plant-astic Café</i> p.3 (discussing fact that fruits and vegetables we eat are parts of plants, finding fruit and vegetable names on the menu).</p> <p>Students are encouraged to use their new vocabulary through Writing Activities, Cooperative Learning, and other Extension Activities outlined on each Teaching Card. TC <i>My First Fact Book of Living Things</i> p. 3(students create their own fact book pages about Birds and Fish). TC <i>Family Fun Treasure Hunt</i> p. 3 (students create clues for classroom treasure hunt). TC <i>Get Up and Go!</i> p. 3 (students create a “how-to” picture chart for drawing a flower; students determine four steps necessary to draw “A”). TC <i>The DVD Store</i> p. 3 (discuss the animals found on DVD cover pictures). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 3 (students sculpt insect from clay, then label the insect and create a fact card). TC <i>Pet Robots</i> p. 3 (students create an ad for a talking bear). TC <i>A Joey Grows Up</i> p. 3(students create captions for photos). TC <i>Animal Match</i> p. 3 (students work in groups to determine the rules for a number matching game and realize that instructions would be very similar to <i>Animal Match</i>). TC <i>Plant-astic Café</i> p. 3 (listing names of fruits and vegetables found on the menu). TC <i>Root Race</i> p. 3 (students illustrate their own webpage and write sentences explaining what the vegetable looks like and how it grows).</p>
<p>Writing Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write 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.</p>	<p>Using the <i>Everyday Literacy</i> program, students produce their own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. Some of the Teaching Cards include Writing Activities prompting students to express opinions about the associated realia. TC <i>The DVD Store</i> p. 3 (students pretend to select and order five DVDs for the classroom). TC <i>Pet Robots</i> p. 3 (students create an ad enticing people to purchase a real cat or dog). TC <i>Plant-astic Café</i> p.3 (students choose items from menu to create restaurant order).</p> <p>The Teaching Card provided with each piece of <i>Everyday Literacy</i> realia includes a suggestion for a Writing Activity designed to encourage students to produce their own informational/explanatory text. TC <i>My First Fact Book of Living Things</i> p. 3(students create their own fact book pages about Birds and Fish).</p>

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	<p>TC <i>Family Fun Treasure Hunt</i> p. 3 (invitation to classroom event writing activity stresses importance of including appropriate information on date, time, place). TC <i>Get Up and Go!</i> p. 3 (students create a “how-to” picture chart for drawing a flower; students determine four steps necessary to draw “A”). TC <i>The DVD Store</i> p. 3 (students create a cover for a DVD that could be found on a “Birds” or “Animal Friends” page). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 3 (using guidebook, students write sentences about an insect of their choice; students create a fact card for an insect they have sculpted from clay). TC <i>Pet Robots</i> p. 3 (students create an ad enticing people to purchase a real cat or dog). TC <i>A Joey Grows Up</i> p. 3 (students create photo captions). TC <i>Animal Match</i> p. 3 (students draw the set up picture for instructions accompanying their favorite playground game). TC <i>Plant-astic Café</i> p. 3 (working as a class, students list suggested menu items for another restaurant). TC <i>Root Race</i> p. 3 (students illustrate their own webpage and write sentences explaining what the vegetable looks like and how it grows).</p> <p>Several pieces of realia in each <i>Everyday Literacy</i> collection are procedural texts which, by their nature, encourage students to consider the importance of ordering events. TC <i>Family Fun Treasure Hunt</i> p. 3 (invitation to classroom event writing activity stresses importance of including appropriate information on date, time, place). TC <i>Get Up and Go!</i> p. 3 (students create a “how-to” picture chart for drawing a flower; students determine four steps necessary to draw “A”).</p>
<p>Production and Distribution of Writing 4. (Begins in grade 3) 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. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>The Writing Activities provided on the Teaching Cards include opportunities to for students to discuss and reflect upon their writing. TC <i>My First Fact Book of Living Things</i> p. 3(after students create their own fact book pages about Birds and Fish, pages are read though with the teacher). TC <i>Family Fun Treasure Hunt</i> p. 3 (invitation to classroom event writing activity stresses importance of including appropriate information on date, time, place). TC <i>Get Up and Go!</i> p. 3 (after creating “how-to” picture chart to show how to draw a flower, students compare charts to see if steps are similar). TC <i>Pet Robots</i> p. 3 (students create an ad enticing people to purchase a real cat or dog and share their ads with the class). TC <i>A Joey Grows Up</i> p. 3 (students work in groups to create a magazine article and then compare their article to <i>A Joey Grows Up</i> to see if they have included similar information).</p>
<p>Research to Build and Present Knowledge 7. Participate in shared research 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). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a</p>	<p>The <i>Everyday Literacy</i> program is designed to shed critical light on the kinds of texts students will encounter in their daily lives. For that reason, Information Literacy and real-world Connections are essential features of the program. The Teaching Cards suggest activities for shared research and writing projects. TC <i>My First Fact Book of Living Things</i> p. 3 (as a class, students discuss and create list of facts zookeepers would need for every animal).</p>

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<p>question.</p>	<p>TC <i>Get Up and Go!</i> p. 3 (students work in groups to list four steps necessary to draw “A”). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 3 (using the guidebook, students write sentences about the insect of their choice). TC <i>Pet Robots</i> p. 3 (students create an ad for a talking bear). TC <i>A Joey Grows Up</i> p. 3 (students work in groups to create captions for baby photos). TC <i>Animal Match</i> p. 3 (students work in groups to determine the instructions for a number matching game). TC <i>Plant-astic Café</i> p. 3 (working as a class, students list suggested menu items for another restaurant). TC <i>Root Race</i> p. 3 (students work in groups to draw as many different vegetables as they can before a timer runs out).</p> <p>The Teaching Cards also offer opportunities for students to make Connections between their lives and the information presented in the texts. TC <i>My First Fact Book of Living Things</i> p. 3 (teacher leads class discussion about living v. non-living things, and students categorize things from their own lives). TC <i>Family Fun Treasure Hunt</i> p. 3 (students discuss appointments/lessons/commitments from their own lives and conclude that knowing when and where are important for each). TC <i>Get Up and Go!</i> p. 3 (students learn about exercise instructors and model an exercise for the class). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 3 (after discussing insects, students select the most interesting page and justify their choice). TC <i>Pet Robots</i> p. 3 (class discussion of all the places students have seen or heard ads). TC <i>A Joey Grows Up</i> p. 3 (class discussion of possible topics for children’s magazine article). TC <i>Animal Match</i> p. 3 (class discussion about rules in board games and sports). TC <i>Plant-astic Café</i> p. 3 (class discusses healthy foods a nutritionist might add to school lunch menu). TC <i>Root Race</i> p. 3 (teacher shares information about farmers and students name vegetables, indicating whether each one grows above or under the ground).</p>
<p>Speaking & Listening Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>The <i>Everyday Literacy</i> program is a highly interactive program. Each Teaching Card opens with a “Talk About...” feature engaging students in discussion and conversation about topics related to the realia being introduced. Students make and share connections opening every lesson. The Teaching Cards include “Cooperative Learning” and “Apply the Learning” activities designed to reinforce the lesson as the students work in pairs or small groups. TC <i>My First Fact Book of Living Things</i> p. 3 (students sculpt animals from clay and then help each other make labels for their animals). TC <i>Family Fun Treasure Hunt</i> p. 3 (students work in groups to produce clues for classroom treasure hunt). TC <i>Get Up and Go!</i> p. 3 (students work in groups to list four steps necessary to draw “A”). TC <i>The DVD Store</i> p. 3 (students work in groups to find catalog items and discuss the animal pictured). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 3 (students work with partners sculpt insect from</p>

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3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

clay, then label the insect and create a fact card).
 TC *Pet Robots* p. 1 (class discussion about toy ads that students have seen on tv).
 TC *A Joey Grows Up* p. 3 (students work in groups to create captions for baby photos).
 TC *Animal Match* p. 3 (students work in groups to determine the instructions for a number matching game).
 TC *Plant-astic Café* p. 3 (working in groups, students prepare a skit about ordering menu items for a class party).
 TC *Root Race* p. 3 (students work in groups to draw as many different vegetables as they can before a timer runs out).

Each Teaching Card includes a full-page of “Discuss the Features” instruction. As the teacher locates and reads aloud each labeled feature, students are encouraged to ask and answer questions and make connections to their own experience.

TC *My First Fact Book of Living Things* p. 2 (students answer questions about animals pictured, and text read aloud).
 TC *Family Fun Treasure Hunt* p. 2 (students ask and answer questions about What, Where, When, What to Bring, and Reserve Your Place sections of an invitation).
 TC *Get Up and Go!* p. 2 (students ask and answer questions about steps on an exercise chart).
 TC *The DVD Store* p. 2 (students ask and answer questions about features of a catalog).
 TC *Fly! Crawl! Hop! A Guide to Insects* p. 2 (students ask and answer questions about features of a guidebook page).
 TC *Pet Robots* p. 2 (class discussion about whether Pet Robots ad is effective and whether they would purchase the product).
 TC *A Joey Grows Up* p. 2 (students ask and answer questions about sections of an article and relationship between pictures and text).
 TC *Animal Match* p. 2 (students ask and answer questions about features of game instructions).
 TC *Plant-astic Café* p. 2 (students ask and answer questions about features of a menu).
 TC *Root Race* p. 2 (students predict what will happen when Start, Help, and Quit buttons are pressed).

Each *Everyday Literacy* Teaching Card includes “Cooperative Learning,” “Information Literacy,” and “Career Connection” activities designed to reinforce and extend the lesson through class discussion, group work, and active play.

TC *My First Fact Book of Living Things* p. 3 (students suggest facts that zookeepers would need to know about each animal in the zoo).
 TC *Family Fun Treasure Hunt* p. 3 (students work in groups to produce clues for classroom treasure hunt).
 TC *Get Up and Go!* p. 3 (students play “Head, Shoulders, Knees and Toes” and discuss what would happen if the song were not sung in order).
 TC *The DVD Store* p. 3 (students work in groups to find catalog items and discuss the animal pictured).
 TC *Fly! Crawl! Hop! A Guide to Insects* p. 3 (students use the guidebook to choose their favorite page and share their selection with the class).

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	<p>TC <i>Pet Robots</i> p. 1 (class discussion about toy ads that students have seen on TV). TC <i>A Joey Grows Up</i> p. 3 (students work in groups to create captions for baby photos). TC <i>Animal Match</i> p. 3 (students discuss rules they might follow to play soccer or t-ball). TC <i>Plant-astic Café</i> p. 3 (as part of a discussion about healthy food, students suggest foods to be added to a school lunch menu). TC <i>Root Race</i> p. 3 (students discuss other vegetables and whether they grow above, on or under the ground).</p>
<p>Presentation of Knowledge and Ideas 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation.</p>	<p>Each <i>Everyday Literacy</i> Teaching Card contains extension activities for students, including both Writing Activities and Cooperative Learning experiences. The <i>Everyday Literacy</i> program consists of the kinds of texts that students will encounter in their daily lives. This emphasis on familiar types of texts encourages students to make connections to their own experience. TC <i>My First Fact Book of Living Things</i> p. 2 (teacher assists class in creating a fact page about insects using information from their experience). TC <i>Family Fun Treasure Hunt</i> p. 2 (students discuss whether their family would want to attend Treasure Hunt). TC <i>Get Up and Go!</i> p. 3 (students discuss what would happen if steps to “Head, Shoulders, Knees, and Toes” were sung out of order). TC <i>The DVD Store</i> p. 3 (students pretend to be animal photographers and discuss which animals they would like to photograph). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 3 (students ponder which sort of insect they would choose to study if they were an entomologist). TC <i>Pet Robots</i> p. 3 (class discussion of all the places students have seen or heard ads). TC <i>A Joey Grows Up</i> p. 3 (class discussion of possible topics for children’s magazine article). TC <i>Animal Match</i> p. 2 (students discuss whether the <i>Animal Match</i> instructions were effective or not). TC <i>Plant-astic Café</i> p. 2 (students discuss whether the menu for <i>Plant-astic Café</i> made them want to eat at that restaurant). TC <i>Root Race</i> p. 3 (teacher reads fiction story about plants and class discusses which parts of the story are true and which are not).</p> <p>Students are encouraged to demonstrate their mastery of the material through both oral and written means, including drawings and other visual displays. TC <i>My First Fact Book of Living Things</i> p. 3 (students sculpt animals from clay and label them). TC <i>Family Fun Treasure Hunt</i> p. 3 (students create an illustrated invitation to a classroom event). TC <i>Get Up and Go!</i> p. 3 (students create a “how-to” picture chart showing how to draw a flower). TC <i>The DVD Store</i> p. 3 (students draw the cover of a DVD that could appear on a “Birds” or “Animal Friends” page). TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 3 (students draw a ladybug or butterfly to illustrate their insect sentences). TC <i>Pet Robots</i> p. 3 (students create an illustrated ad for a real dog or cat and present it to the</p>

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	<p>class).</p> <p>TC <i>A Joey Grows Up</i> p. 3 (students illustrate a provided caption).</p> <p>TC <i>Animal Match</i> p. 3 (students draw a picture illustrating the set up position for their favorite playground game).</p> <p>TC <i>Root Race</i> p. 3 (students illustrate their own webpage and write sentences explaining what the vegetable looks like and how it grows).</p> <p>The Information Literacy activity included on each Teaching Card offers suggestions for group discussions designed to reinforce comprehension and extend students’ understanding.</p> <p>TC <i>My First Fact Book of Living Things</i> p. 3 (students discuss Scaly Swimmers page).</p> <p>TC <i>Family Fun Treasure Hunt</i> p. 3 (students discuss scheduled activities in their own lives and the importance of knowing when and where these activities take place).</p> <p>TC <i>Get Up and Go!</i> p.3 (students write the steps necessary to draw “A”).</p> <p>TC <i>The DVD Store</i> p. 3 (students pretend to be animal photographers and discuss which animals they would like to photograph).</p> <p>TC <i>Fly! Crawl! Hop! A Guide to Insects</i> p. 3 (students ponder which sort of insect they would choose to study if they were an entomologist).</p> <p>TC <i>Pet Robots</i> p. 3 (class discussion of all the places students have seen or heard ads).</p> <p>TC <i>A Joey Grows Up</i> p. 3 (class discussion of possible topics for children’s magazine article).</p> <p>TC <i>Animal Match</i> p. 3 (class discussion of rules in board games and sports).</p> <p>TC <i>Plant-astic Café</i> p. 3 (students discuss what healthy foods a nutritionist might want to add to a school lunch menu).</p> <p>TC <i>Root Race</i> p. 3 (teacher reads fiction story about plants and class discusses which parts of the story are true and which are not).</p>
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