

Grade 1
Common Core State Standards for English Language Arts
Correlation to Delta Science Readers and Delta Science First Readers

Grade 1 Standard	Page References for Delta Science Readers and Delta Science First Readers
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
RI.1.1 Ask and answer questions about key details in a text.	<p>All DSR and DSFR K-1 titles SE: Main headings often phrased as questions. TG: Discussion questions throughout Guide the Reading and Review sections (see page numbers below) call for students to ask and answer questions about key details in a text.</p> <p>About Me SE 4, 10, 16; TG 221–226, 228 Animals SE 2, 11, 15; TG 87–93, 95 Earth TG 197–202, 203 Finding the Moon SE 2, 4, 6, 11; TG 116–120 From Seed to Plant SE 2, 4, 6, 10, 12; TG 122–126 How do we learn? SE outside front cover; DSM TG 113–117; SLP TG 63–67, 69 Investigating Water SE 2, 3, 5, 9, 12; TG 111–116 Matter SE 4, 6, 9, 12, 16; TG 309–317 Observing an Aquarium SE 2, 4, 8, 10; TG 137–142 Plants SE 2, 6, 10, 14; TG 115–123 Properties SE 2, 12, 13; TG 112–117 Sky SE 2, 9, 18; TG 281–287 Sorting TG 141–146, 148 Sunshine and Shadows SE 2, 4, 8, 11; TG 107–111 Weather TG 167–173 Weather and Sky SE 2, 6, 9, 12; TG 141–147 Where is it? Is it moving? SE 2, 9, 12; TG 251–259</p>

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<p>RI.1.2 Identify the main topic and retell key details of a text.</p>	<p>All DSR and DSFR K-1 titles TG: Discussion questions throughout Guide the Reading and Review sections call for students to demonstrate understanding of text passages. Students have opportunities to identify main ideas and retell key details in doing so. About Me TG 221–226, 228 Animals TG 87–93, 95 Earth TG 197–202, 203 Finding the Moon TG 116–120 From Seed to Plant TG 122–126 How do we learn? DSM TG 113–117; SLP TG 63–67, 69 Investigating Water TG 111–116 Matter TG 309–317 Observing an Aquarium TG 137–142 Plants TG 115–123 Properties TG 112–117 Sky TG 281–287 Sorting TG 141, 144–146, 148 Sunshine and Shadows TG 107–111 Weather TG 167–173 Weather and Sky TG 141–148 Where is it? Is it moving? TG 251–258</p>
<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>About Me TG 223–227 Animals TG 87–94, 98 Earth TG 198–203 Finding the Moon SE inside back cover; TG 116, 118, 120 From Seed to Plant SE inside back cover; TG 122–125 How do we learn? SE inside back cover: DSM TG 115–117; SLP TG 65, 67–68 Investigating Water SE inside back cover; TG 112–115 Matter TG 309–316 Observing an Aquarium SE inside back cover; TG 138–141 Plants TG 115–116, 118–122, 126 Properties SE inside back cover; TG 112–116 Sky TG 281–287, 292 Sorting TG 141–147, 152 Sunshine and Shadows SE inside back cover; TG 107, 109, 111 Weather TG 165 (Supporting the ELL), 167–172, 178 Weather and Sky SE inside back cover; TG 142–147 Where is it? Is it moving? TG 253, 255–258</p>

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<i>Craft and Structure</i>	
<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>All DSR and DSFR K-1 titles SE: Vocabulary development is supported in SEs through boldface words defined in text at point of use and in the glossary. TG: Vocabulary development resources are included in Build Background, Preview the Book, and/or Preview the Vocabulary features, as well as embedded in the page-by-page teacher support.</p> <p>About Me TG 220–226 Animals TG 86–89, 91–92 Earth TG 196, 201–202 Finding the Moon TG 114–116, 118–119 From Seed to Plant TG 120–123 How do we learn? DSM TG 112–115; SLP TG 62–67 Investigating Water TG 110–114 Matter TG 308–310, 312 Observing an Aquarium TG 136–141 Plants TG 114–117, 119 Properties TG 110–116 Sky TG 280, 284 Sorting TG 140–141, 145–146 Sunshine and Shadows TG 106–108, 111 Weather TG 166–167, 169, 172 Weather and Sky TG 140–144, 146–147 Where is it? Is it moving? TG 250, 252–253, 255–257</p>

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<p>RI.1.5 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>All DSR and DSFR K-1 titles TG: A Preview the Book feature in the Before Reading section (see page numbers below) introduces students to text features and how to use them. The Tips for Reading (see page numbers below) section provides additional support for using text features. Opportunity to use text features throughout reading and in Summarize and Review. About Me TG 219–226, 228 Animals TG 85–87, 91–92, 94 Earth TG 195–203 Finding the Moon TG 114–116, 120 From Seed to Plant TG 120–122, 125 How do we learn? DSM TG 112–115, 117; SLP TG 61–69 Investigating Water TG 110–111, 116 Matter TG 307–316 Observing an Aquarium TG 136–138, 141 Plants TG 113–119, 122 Properties TG 110–112, 117 Sky TG 279–281, 283–284, 287 Sorting TG 139–146, 148 Sunshine and Shadows TG 106–107, 110, 111 Weather TG 165–167, 169, 171–172, 174 Weather and Sky TG 140–142, 147 Where is it? Is it moving? TG 249–251, 253, 255–257, 259</p>
<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>All DSR and DSFR K-1 titles TG: Guide the Reading page-by-page support differentiates discussions of photographs and illustrations from reading and discussion of words in the text. About Me TG 219, 221–226 Animals TG 85, 87–93 Earth TG 195, 197–202, 206 Finding the Moon TG 116–120 From Seed to Plant TG 122–125 How do we learn? DSM TG 113–117; SLP TG 61, 63–67 Investigating Water TG 111–113 Matter TG 309–315 Observing an Aquarium TG 138–141 Plants TG 113, 115–120 Properties TG 112–115 Sky TG 279, 281–286 Sorting TG 141–146 Sunshine and Shadows TG 107–111 Weather TG 165, 167–172 Weather and Sky TG 141–147 Where is it? Is it moving? TG 249, 253–257</p>

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<i>Integration of Knowledge and Ideas</i>	
<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>About Me TG 221–226 Animals TG 87–93 Earth TG 197–202 Finding the Moon TG 116–120 From Seed to Plant TG 122–125 How do we learn? DSM TG 113–117; SLP TG 63–67 Investigating Water TG 111–115 Matter TG 309–315 Observing an Aquarium TG 137–141 Plants TG 115–121 Properties TG 112–116 Sky TG 281–286 Sorting TG 141–146 Sunshine and Shadows TG 107–111 Weather TG 167–172 Weather and Sky TG 141–147 Where is it? Is it moving? TG 251–258</p>
<i>Range of Reading and Level of Text Complexity</i>	
<p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>All DSR and DSFR K-1 titles</p>

Reading Standards: Foundational Skills

Print Concepts

<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>All DSR titles TG: Preview the Book (Before Reading), provides an opportunity to discuss the organization and basic features of the book e.g., title, table of contents, headings, boldfaced words, glossary).</p> <p>DSFR titles About Me TG 220, 223 Animals TG 86–87 Earth TG 196 How do we learn? SLP TG 61–62 Matter TG 307–308 Plants TG 114–115 Sky TG 280, 282 Sorting TG 141 Weather TG 166, 169, 172 Where is it? Is it moving? TG 250–251</p>
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<p>RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>About Me TG 220 Animals TG 86, 87 How do we learn? SLP TG 61–62 Matter TG 308 Plants TG 114 Sky TG 280 Sorting TG 141 Weather TG 166 Where is it? Is it moving? TG 250</p>
<p><i>Phonological Awareness</i></p>	
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>All DSR titles (opportunity)</p> <p>DSFR titles About Me TG 227 Animals TG 94 Earth TG 203 How do we learn? SLP TG 68 Matter TG 316 Plants TG 122 Sky TG 279, 287 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 259</p>
<p>RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>About Me TG 227 (opportunity) Animals TG 94 (opportunity) Earth TG 203 (opportunity) How do we learn? SLP TG 68 (opportunity) Matter TG 316 Sky TG 279, 287 (opportunity) Weather TG 173 (opportunity) Where is it? Is it moving? TG 251 (opportunity)</p>
<p>RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>About Me TG 227 (opportunity) Animals TG 94 (opportunity) Earth TG 203 Sky TG 279, 287 Sorting TG 147 Weather TG 173</p>

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<p>RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>About Me TG 227 Earth TG 203 How do we learn? SLP TG 68 (opportunity) Matter TG 316 Observing an Aquarium TG 138 Plants TG 122 Sky TG 279, 287 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 251 (opportunity)</p>
<p>RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Observing an Aquarium TG 138</p>
<p><i>Phonics and Word Recognition</i></p>	
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Phonograms appear on the Program Overview Chart (DSFR Science and Literacy Program TG pages 4–11). and on the following pages: About Me TG 218 Animals TG 84 Earth TG 194 How do we learn? SLP TG 60 Matter TG 306 Plants TG 112 Sky TG 278 Sorting TG 138 Weather TG 164 Where is it? Is it moving? TG 248</p>
<p>RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>Animals TG 94 (opportunity) Earth TG 203 Sorting TG 147</p>
<p>RF.1.3.b Decode regularly spelled one-syllable words.</p>	<p>About Me TG 227 Earth TG 203 How do we learn? SLP TG 68 Matter TG 316 Plants TG 122 Sky TG 279, 287 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 251</p>
<p>RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Matter TG 316</p>

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RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	Properties TG 116
RF.1.3.f Read words with inflectional endings.	Properties TG 114
Fluency	
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	See below.
RF.1.4.a Read on-level text with purpose and understanding.	ALL DSR and DSFR K-1 titles TG: Students set purposes before reading in Build Background and Set a Purpose features (see page numbers below). Students revisit purpose questions and demonstrate understanding of text in Summarize and Review features (see page numbers below). About Me TG 219–220, 228 Animals TG 85–86, 94–95 Earth TG 195–196, 203 Finding the Moon TG 114–115, 120 From Seed to Plant TG 120–126 How do we learn? DSM TG 112, 113, 117; SLP TG 61–62, 68–69 Investigating Water TG 111, 115–116 Matter TG 307–308, 316–317 Observing an Aquarium TG 136–137, 141–142 Plants TG 113–114, 122 Properties TG 110–111, 116–117 Sky TG 279–280, 288 Sorting TG 139–140, 148 Sunshine and Shadows TG 106–107, 111 Weather TG 165–166, 174 Weather and Sky TG 140–141, 147–148 Where is it? Is it moving? TG 249–250, 259
RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	About Me TG 227 Animals TG 94 Earth TG 203 How do we learn? SLP TG 68 Matter TG 316 Plants TG 122 Sky TG 287 Sorting TG 147 Weather TG 173 Where is it? Is it moving? TG 259

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<p>RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>About Me TG 220 Animals TG 87 Earth TG 196 Finding the Moon TG 115 From Seed to Plant TG 122 How do we learn? SLP TG 62, 68 How do we learn? TG 113 Investigating Water TG 111 Matter TG 308 Observing an Aquarium TG 137, 141 Plants TG 114 Properties TG 112 Sky TG 280 Sorting TG 140 Sunshine and Shadows TG 107 Weather TG 166 Weather and Sky TG 141 Where is it? Is it moving? TG 251</p>

Writing Standards	
<i>Text Types and Purposes</i>	
<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Writing Links/Critical Thinking in the following provide opportunities to write opinion pieces: Animals TG 95 Investigating Water TG 116 Weather TG 174 Weather and Sky TG 148</p>
<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Writing Links/Critical Thinking in the following provide opportunities to write informative/explanatory texts: About Me TG 228 Earth TG 204 Finding the Moon TG 121 From Seed to Plant TG 126 How do we learn? TG 118 How do we learn? TG 69 Observing an Aquarium TG 142 Properties TG 117</p>
<p>W.1.3 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>Writing Links/Critical Thinking in the following provide opportunities to write narratives: How do we learn? DSM TG 117–118; SLP TG 69 Investigating Water TG 116 Sunshine and Shadows TG 112 Where is it? Is it moving? TG 260</p>

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Research to Build and Present Knowledge	
<p>W.1.7 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).</p>	<p>Writing Links/Critical Thinking in the following provide opportunities to participate in shared research and writing projects:</p> <p>Finding the Moon TG 121 Investigating Water TG 116 Observing an Aquarium TG 142 Plants TG 123 (opportunity) Properties TG 117 Weather TG 174 (opportunity)</p>

Speaking and Listening Standards

	<p>These are identified in the Program Overview Chart (DSFR Science and Literacy Program TG pages 4–11). See also “Promoting Oral Language Development” for each title. Page numbers are as follows:</p> <p>About Me TG 218–219 Animals TG 84–85 Earth TG 194–195 How do we learn? SLP TG 60–61 Matter TG 306–307 Plants TG 112–113 Sky TG 278–279 Sorting TG 138–139 Weather TG 164–165 Where is it? Is it moving? TG 248–249</p>
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Language Standards

Conventions of Standard English

<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>See below.</i></p>
<p>L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>Properties TG 114 (opportunity)</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><i>See below.</i></p>

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<p>L.1.2.a Capitalize dates and names of people.</p>	<p>Animals TG 86, 87 (opportunity [capitalization]) Earth TG 196, 199, 200 (opportunity [capitalization]) Matter TG 307 (opportunity [capitalize book title]) Plants TG 114 (opportunity [capitalization]) Sky TG 282 Sorting TG 141 (opportunity [capitalization]) Weather TG 169, 172 Weather and Sky TG 142, 144</p>
<p>L.1.2.b Use end punctuation for sentences.</p>	<p>About Me TG 220 Animals TG 87 How do we learn? SLP TG 61 Plants TG 114 Sky TG 280 Sorting TG 141 Weather TG 166</p>
<p>L.1.2.c Use commas in dates and to separate single words in a series.</p>	<p>Weather TG 169</p>
<p><i>Vocabulary Acquisition and Use</i></p>	
<p>L.1.4 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.</p>	<p>About Me TG 221–222, 224–226 Animals TG 87–89, 91–92 Earth TG 201–202 Finding the Moon TG 116, 118–119 From Seed to Plant TG 122–123 How do we learn? DSM TG 114–116 ; SLP TG 61 (Supporting the ELL), 64–67 Investigating Water TG 111–114 Matter TG 309–310, 312 Observing an Aquarium TG 138–141 Plants TG 113 (Supporting the ELL), 115–117, 119 Properties TG 112–116 Sky TG 279 (Supporting the ELL), 284 Sorting TG 141, 145–146 Sunshine and Shadows TG 108 Weather TG 167, 169, 172 Weather and Sky TG 141–144, 146–147 Where is it? Is it moving? TG 249 (Supporting the ELL), 253, 255–257</p>

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<p>L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>About Me TG 220 Animals TG 87 Earth TG 196 Finding the Moon TG 115 From Seed to Plant TG 122 How do we learn? DSM TG 113; SLP TG 62, 68 Investigating Water TG 111 Matter 308 Observing an Aquarium TG 137, 141 Plants TG 114 Properties TG 112 Sky TG 280 Sorting TG 140 Sunshine and Shadows TG 107 Weather TG 166 Weather and Sky TG 141 Where is it? Is it moving? TG 251</p>
<p>L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>Finding the Moon TG 116, 119 (opportunity) Investigating Water TG 114 (opportunity) Properties TG 114 Sunshine and Shadows TG 108 (opportunity)</p>
<p>L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>Animals TG 86, 88–89 Finding the Moon TG 116, 119 (opportunity) Investigating Water TG 114 (opportunity) Plants TG 119 Properties TG 114 Sunshine and Shadows TG 108 (opportunity) Where is it? Is it moving? TG 257</p>
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>About Me TG 219 (Supporting the ELL) Finding the Moon TG 116, 119 (opportunity) How do we learn? DSM TG 115 Sorting TG 139 (Supporting the ELL) Weather TG 172 Weather and Sky TG 142</p>
<p>L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>About Me TG 232 From Seed to Plant TG 121 How do we learn? DSM TG 115; SLP TG 65 Investigating Water TG 114, 115, 116 Matter TG 307 (Supporting the ELL), 310, 315, 320 Plants TG 115–117 Properties TG 112–114, 116–117 Sorting TG 139, 141–146, 148, 152 Sunshine and Shadows TG 106, 109 Weather TG 174 Where is it? Is it moving? TG 251–253, 256</p>

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<p>L.1.5.b 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).</p>	<p>Animals TG 91 Matter TG 317 Sorting TG 139, 141–146, 148</p>
<p>L.1.5.d 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.</p>	<p>How do we learn? DSM TG 115 Weather and Sky TG 142</p>
<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal relationships (e.g., because).</p>	<p>All DSR and DSFR K-1 titles TG: Content Vocabulary, Preview the Vocabulary, and embedded vocabulary development support. Students have opportunities to use words and phrases acquired through reading, being read to, and responding to text. In addition, see the following: From Seed to Plant TG 124</p>