



Alignment to the Common Core State Standards Initiative

College and Career Readiness Anchor Standards and
English Language Arts Standards for Reading

**Section I: Alignment to the College and Career Readiness
Anchor Standards for Reading**

Grade 1
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly 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 4th Edition 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"> • Shared Stories—Students read complex, engaging, and interesting stories even when they know only a few letter sounds. • STaR stories—Students engage in a read-aloud experience designed to expand oral language and vocabulary and to develop listening-comprehension skills. • 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.
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<p>Students utilize graphic organizers throughout Reading Roots 4th Edition to determine and organize ideas within a text.</p> <ul style="list-style-type: none"> • 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. • In expository lessons, students use an idea tree to identify main idea and supporting details.
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<p>The Reading Roots 4th Edition curriculum teaches students to make connections over the course of the text to improve their comprehension.</p> <ul style="list-style-type: none"> • Shared Stories—Teacher text is provided for these stories (read over three days in levels 1–3 and four 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. • 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.
Craft and Structure
Anchor Standard 4: 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 4th Edition curriculum expands students' vocabulary through stories they will read themselves and interactive read alouds.</p> <ul style="list-style-type: none"> • 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. • 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.

<p>Anchor Standard 5: 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>
<p>The Reading Roots 4th Edition 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>
<p>Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</p>
<p>The Reading Roots 4th Edition curriculum teaches point of view or purpose through interactive reading of STaR stories.</p>
<p>Integration of Knowledge and Ideas</p>
<p>Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹</p>
<p>Reading Roots 4th Edition lessons encourage students to utilize all aspects of a story or text, in addition to supporting media, to aid in comprehension.</p> <ul style="list-style-type: none"> • 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 <i>Between the Lions</i> 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.
<p>Anchor Standard 8: 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.</p>
<p>The Reading Roots 4th edition 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.</p>
<p>Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>Specific lessons in the Reading Roots 4th Edition curriculum ask students to compare texts in one of several ways:</p> <ul style="list-style-type: none"> • 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?
<p>Range of Reading and Level of Text Complexity</p>
<p>Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>The Reading Roots 4th Edition curriculum is based on a progression of reading skills delivered through phonics instruction, Shared Stories, and STaR stories. Students learn to decode using phonics skills, read phonetically regular stories with partners, and understand story structure and vocabulary, all of which helps them to become independent readers.</p>

Section II: Alignment to English Language Arts Standards for Reading: Literature

Grade 1	
Key Ideas and Details	
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.1.1. Ask and answer questions about key details in a text.	
<ul style="list-style-type: none"> • Shared Stories, lessons 4–48 (all) • STaR stories, lessons 1–48 (all) 	
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
<ul style="list-style-type: none"> • STaR stories, day 2 of lessons 1–48 (all) 	
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.1.3. Describe characters, settings, and major events in a story, using key details.	
<ul style="list-style-type: none"> • Shared Stories, lessons 4–48 (all) • STaR stories, days 1 and 2 of lessons 1–48 (all) 	
Craft and Structure	
Anchor Standard 4: 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.	
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
<ul style="list-style-type: none"> • Star stories, lessons 2, 4, 18, and 34 	
Anchor Standard 5: 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.	
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
<ul style="list-style-type: none"> • STaR stories 	
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	
RL.1.6. Identify who is telling the story at various points in a text.	
<ul style="list-style-type: none"> • STaR stories (e.g., lesson 34) 	
Integration of Knowledge and Ideas	
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	
<ul style="list-style-type: none"> • Shared Stories, lessons 4–48 (all) • STaR stories, lessons 1–48 (all) 	

Anchor Standard 8: 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.
RL.1.8. (Not applicable to literature)
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
<ul style="list-style-type: none"> • Shared Stories, lessons 4–48 (all) • STaR stories, lessons 1–48 (all)
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<ul style="list-style-type: none"> • Shared Stories, lessons 4–48 (all)

Section III: Alignment to English Language Arts Standards for Reading: Informational Text

Grade 1
Key Ideas and Details
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.1.1. Ask and answer questions about key details in a text.
<ul style="list-style-type: none"> • STaR stories, lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, and 47
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.1.2. Identify the main topic and retell key details of a text.
<ul style="list-style-type: none"> • STaR stories, lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45 and 47
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<ul style="list-style-type: none"> • STaR stories, lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45 and 47
Craft and Structure
Anchor Standard 4: 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.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<ul style="list-style-type: none"> • STaR stories, lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45 and 47

Anchor Standard 5: 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.
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.
<ul style="list-style-type: none"> • STaR stories, lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45, and 47
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<ul style="list-style-type: none"> • STaR stories, lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45 and 47
Integration of Knowledge and Ideas
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RI.1.7. Use the illustrations and details in a text to describe its key ideas.
<ul style="list-style-type: none"> • STaR stories, lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45 and 47
Anchor Standard 8: 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.
RI.1.8. Identify the reasons an author gives to support points in a text.
<ul style="list-style-type: none"> • STaR stories, lessons 6, 7, 9, 17, 19, 23, 29, 30, 36, 38, 40, 44, 45 and 47
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<ul style="list-style-type: none"> • STaR stories, lessons 44 and 46
Range of Reading and Level of Text Complexity
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.
<ul style="list-style-type: none"> • Shared Stories in level 4, lessons 38–48

**Section IV: Alignment to English Language Arts
Standards for Reading: Foundational Skills**

Grade 1
Print Concepts
<p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<ul style="list-style-type: none"> Reading Roots 4th Edition teaches students to recognize the features of a sentence in all Shared Stories. Students apply this skill to their writing during Adventures in Writing on day 3 (levels 1–3) and on days 3 and 4 (level 4).
Phonological Awareness
<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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).
<ul style="list-style-type: none"> Reading Roots 4th Edition 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. The Stretch and Read and Say-It-Fast strategies of FastTrack Phonics engage students in blending and segmenting practice. Beginning in lesson 13, a series of vowel 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.
Phonics and Word Recognition
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. 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.
<ul style="list-style-type: none"> In Reading Roots 4th Edition, the FastTrack Phonics lessons engage students in daily activities that address each of these phonics and word-analysis skills. Students use decoding skills to read the phonetically regular Shared Stories. Shared Stories teach students to read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

• Students learn to read fluently one step at a time within the Shared Story section of the 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 per minute.

- The teacher models fluent reading of the STaR stories throughout the lessons.

Section I: Alignment to the College and Career Readiness Anchor Standards for Writing

Grade 1

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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 4th Edition curriculum.

During STaR Writing, students create sentences using vocabulary words from the STaR story and share their favorite parts of each story.

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 4th Edition Adventures in Writing lesson provide students with a focus for their writing across a broad range of topics and purposes. Students' writing frequently addresses opinions for which they must provide reasoning and evidence in their writing.

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

The Adventures in 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 4th Edition lessons.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

The Adventures in Writing component of Reading Roots 4th Edition offers a wide variety of topics and purposes for writing that include writing narratives. Over the course of the four levels of Reading Roots 4th Edition, students learn to go from writing simple narrative sentences to developing a narrative in which they include details and sequential events. Peer editing teaches students to receive constructive criticism that they can then apply to their writing.

Production and Distribution of Writing
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
This is not a grade 1 standard.
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
The Adventures in Writing lessons in Reading Roots 4th Edition 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 4th Edition, they produce more detailed and more complex writing. Adventures in Writing takes place on day 3 in levels 1–3 and on days 3 and 4 of level 4. This allows more time for writing as students become more proficient.
Anchor Standard 6: Use technology, including the Internet, 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.
Research to Build and Present Knowledge
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
In the Adventures in Writing component of Reading Roots 4th Edition, students write in response to prompts that relate to the STaR story or Shared Story for the lesson. Students use these stories as references for their writing.
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
In Adventures in Writing, students use STaR stories and Shared Stories as references for writing in response to the prompt for the lesson.
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
This is not a grade 1 standard.
Range of Writing
Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
This is not a grade 1 standard.

Section II: Alignment to English Language Arts Standards for Writing

Grade 1
Text Types and Purposes
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
<ul style="list-style-type: none"> • 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 paragraphs (e.g., lesson 9, STaR Writing and Adventures in Writing).
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
<ul style="list-style-type: none"> • 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 4th Edition, their writing becomes more complex. Through self-editing and peer editing in Adventures in Writing, students learn to write more accurately. • Students demonstrate expository writing in the Adventures in Writing lessons in all four levels of Reading Roots 4th Edition. • For example, Adventures in Writing, lessons 11, 17, 29, and 40
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.
<ul style="list-style-type: none"> • Students write about sequenced 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. • For example, Adventures in Writing, lesson 24
Production and Distribution of Writing
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.1.4. (Begins in grade 3) This is not a first-grade standard.

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.
<ul style="list-style-type: none"> • Adventures in Writing introduces students to self-editing and peer editing throughout each level of Reading Roots 4th Edition. In level 1, students learn to discuss writing topics with peers to generate writing ideas and plan their writing. In level 2, there is an increased emphasis on having partners provide information to each other about how to elaborate their written work to make the language more interesting. In level 3, students are encouraged to work in partnerships to find and correct errors in their writing. And in level 4, students learn to use a writing scoring guide to ensure that their work meets the criteria to earn a top score. • In STaR Writing, students share with their partners sentences that they will write using one of the STaR vocabulary words. • For example, lesson 6, day 1, STaR Writing and day 3, Adventures in Writing
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
<ul style="list-style-type: none"> • Through coaching, teachers are encouraged to expose students to a variety of ways to publish their writing using technology.
Research to Build and Present Knowledge
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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).
<ul style="list-style-type: none"> • 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
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<ul style="list-style-type: none"> • 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
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.1.9. (Begins in grade 4) This is not a first-grade standard.

Range of Writing

Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.1.10. (Begins in grade 3) This is not a first-grade standard.

Section I: Alignment to the College and Career Readiness Anchor Standards for Speaking and Listening

Grade 1

Comprehension and Collaboration

Anchor Standard 1: 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 4th Edition 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 4th Edition.

Components that engage the students in conversation include:

- Shared Story—Over three (levels 1–3) or four (level 4) days of each Shared Story, students have daily opportunities to talk with partners or in small groups about the current story. On day 1, students respond to discussion questions; on day 2, they answer partner story questions; on day 3 (level 4), they discuss part 3 of the partner story questions.
- STaR story interactive reading—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 discuss the STaR story retell in partnerships or teams, focusing on a character, event, etc.
- STaR Writing—With their partners, students discuss a STaR word and how they will use the word in a sentence.
- Adventures in Writing—On day 3 of each lesson, students discuss their writing during partner planning. On day 4 (level 4), students share their writing and provide feedback to one another.

Anchor Standard 2: 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 4th Edition 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 and
- STaR story.

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

In all components of Reading Roots 4th Edition, students are encouraged to ask questions to better understand information presented in books, orally, or during writing activities.

Presentation of Knowledge and Ideas

Anchor Standard 4: 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 4th Edition 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 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Reading Roots 4th Edition encourages students to use visuals in their writing to more fully express their ideas.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

The Reading Roots 4th Edition curriculum engages students in conversation and discussion of a variety of stories and topics. Students are encouraged to use specific vocabulary in original sentences to ensure comprehension of new vocabulary and to provide practice using it. Students discuss story content and concepts to enhance their comprehension. This allows them to utilize colloquial expressions in addition to standard English.

Section II: Alignment to English Language Arts Standards for Speaking and Listening

Grade 1

Comprehension and Collaboration

Anchor Standard 1: 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.

SL.1.1. 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.
- Reading Roots 4th Edition 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 4th Edition.
- The cooperative-learning strategy Think-Pair-Share is used extensively throughout all the components of Reading Roots 4th Edition to ensure that all students have the opportunity to speak in response to questions in group discussions.
- Students are always encouraged to ask questions to clarify information.
- This occurs in all lessons.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.1.2. 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"> • The interactive reading of STaR (Story Telling and Retelling) stories and KinderRoots 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. • This occurs in all lessons (e.g., lesson 8, STaR, days 1 and 2 and Shared Story, day 1).
Anchor Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
SL.1.3. 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"> • 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 4th Edition when necessary. Team discussions provide daily opportunities for students to ask and answer questions about information and opinions presented by classmates. • This occurs in all lessons.
Presentation of Knowledge and Ideas
Anchor Standard 4: 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.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<ul style="list-style-type: none"> • Through the interactive reading of STaR stories and KinderRoots 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. • This occurs in all lessons.
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<ul style="list-style-type: none"> • 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. • This occurs in all lessons.
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.1.6. Produce complete sentences when appropriate to task and situation.
<ul style="list-style-type: none"> • In the STaR story component of each lesson, students learn new story-related vocabulary. After reading the story on day 1 and engaging in the reread activity on day 2, students choose one of the STaR vocabulary words to use in a sentence. Students practice using their words in complete sentences. • Students are encouraged to answer story-related questions in the STaR story and Shared Story components. • This occurs in all lessons.

**Section I: Alignment to the College and Career Readiness
Anchor Standards for Language**

Grade 1
Conventions of Standard English
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p>Reading Roots 4th Edition 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"> • STaR story—Students are encouraged to use standard English when answering story-related questions on days 1 and 2. • STaR Celebration—Students practice using new vocabulary in complete sentences. • 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. • Shared Story—Students are encouraged to answer story-related questions in complete 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. • 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 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<p>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.</p>
Knowledge of Language
Anchor Standard 3: 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>This is not a first-grade standard.</p>
Vocabulary Acquisition and Use
Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, 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>

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Reading Roots 4th Edition 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.

Daily components that engage students in these skills include:

- STaR story,
- STaR Celebration,
- STaR Writing,
- Shared Story,
- Alphonse's Question Quiz, and
- Adventures in Writing.

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

The Reading Roots 4th Edition curriculum provides multiple daily opportunities for vocabulary development and reinforcement.

Daily components that engage students in these skills include:

- STaR story,
- STaR Celebration,
- STaR Writing,
- Shared Story,
- Alphonse's Question Quiz, and
- Adventures in Writing.

Section II: Alignment to English Language Arts Standards for Language

Grade 1

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1. 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*).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

<ul style="list-style-type: none"> • Use determiners (e.g., articles, demonstratives). • Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<ul style="list-style-type: none"> • Each of the daily components in Reading Roots 4th Edition 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 4th Edition. • This occurs in all lessons.
<p>Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • 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>In the Adventures in Writing and STaR Writing components of Reading Roots 4th Edition, students demonstrate their knowledge of standard English by using capitalization, punctuation, and correct spelling in their writing.</p> <p>In Reading Roots 4th Edition:</p> <ul style="list-style-type: none"> • 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.
<p>Knowledge of Language</p>
<p>Anchor Standard 3: 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>
<p>L.1.3. (Begins in grade 2)</p>

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

- 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*).

- The Reading Roots 4th Edition 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 lesson 9 in the FastTrack Phonics component, students learn to identify root words and the endings “ed” and “ing.”
- 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.

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.1.5. 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.

- Through the interactive reading of STaR stories and Shared Stories in Reading Roots 4th Edition, 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.
- This occurs in all lessons (e.g., lesson 34).

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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 simple relationships (e.g., *because*).

- The Reading Roots 4th Edition 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.