

Louisiana Department of Education
English Language Arts
Correlation to
Grade Level Expectations

WRITE SOURCE

Grade 1 Correlation Document



Great Source Education Group
A division of Houghton Mifflin Harcourt Publishing Company
Write Source
English Language Arts/Writing, Composition and Grammar
Grade 1

Book Title: Write Source Grade Level: 1

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
Reading and Responding - Standard 1		
1. Demonstrate understanding of phonemic awareness by:		
○ creating and stating a series of rhyming words, including consonant blends		
○ distinguishing which words have the same target sounds (i.e., beginning, medial, and final) in a given set of spoken words		
○ distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the <i>a</i> is short in <i>ran</i> and long in <i>make</i>)		
○ segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words, without looking at the word or letters in print		
○ adding, deleting, or substituting sounds (phonemes) to create new words (ELA-1-E1)		

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2. Demonstrate understanding of phonics by:		
<ul style="list-style-type: none"> ○ decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, <i>r</i>-controlled vowels, and long vowels spelled with more than one letter, including silent <i>e</i> 		
<ul style="list-style-type: none"> ○ reading one- and two-syllable words with short-and long-vowel sounds spelled with common spelling patterns 		
<ul style="list-style-type: none"> ○ identifying and reading words from common word families 		
<ul style="list-style-type: none"> ○ recognizing base words and their inflectional forms (e.g., suffixes: <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-er</i>) 	Pupil/Teacher's Edition: 239 SkillsBook: 84	
<ul style="list-style-type: none"> ○ reading high-frequency, grade-appropriate nonphonetic words with automaticity) (ELA-1-E1) 		
3. Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)		

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4. Identify grade-appropriate compound words in print (ELA-1-E1)		
5. Identify grade-appropriate contractions (e.g., <i>isn't, can't, don't</i>) (ELA-1-E1)	Pupil/ Teacher's Edition: 274 SkillsBook: 31-32 Daily Language Workout: 46-47, 66-71, 85, 96	
6. Identify words in categories with shared conceptual or definitional characteristics (ELA-1-E1)	Pupil/ Teacher's Edition: 298-310 Interactive Writing Skills CD-ROM: Words: Theme Words-Colors, Theme Words-Numbers, Theme Words-Place Ordered Words, Theme Words-Opposites	
7. Give more than one definition for grade-appropriate words that have more than one meaning (ELA-1-E2)		
8. Identify the author and the illustrator of a book (ELA-1-E2)		
9. Identify that the first sentence of a paragraph is indented (ELA-1-E2)		
10. Identify table of contents in a book (ELA-1-E3)	Pupil/ Teacher's Edition: 185	
11. Demonstrate ability to read and follow two-step written directions (ELA-1-E3)		
12. Identify story elements, including:		
o speaker or narrator	Pupil/ Teacher's Edition: 163	
o setting	Pupil/ Teacher's Edition: 163	

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o characters	Pupil/ Teacher's Edition: 163	
o plot	Pupil/ Teacher's Edition: 163	
o problems and solutions (ELA-1-E4)	Pupil/ Teacher's Edition: 163	
13. Identify literary devices, including dialogue (ELA-1-E4)		
14. Retell a story's beginning, middle, and end (ELA-1-E5)	Pupil/ Teacher's Edition: 165	
15. Retell important facts from informational text (ELA-1-E5)	Pupil/ Teacher's Edition: 150-157	
16. Compare the similarities/differences between events in a story and events in life (ELA-1-E6)		
17. Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)		
18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)		
Standard 6		
19. Identify and state/tell cultural differences found in literature read aloud (ELA-6-E1)		

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20. Explain the difference between a fable and a fairy tale (ELA-6-E2)		
21. Distinguish between a poem, a fable, and a fairy tale (ELA-6-E3)		
Standard 7		
22. Demonstrate understanding of information in texts using a variety of strategies, including:		
o identifying the main idea and some detail in a text		
o after finishing a story, discuss predictions made during reading to determine whether they were reasonable		
o making simple inferences about characters and events		
o resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)		
23. Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)		
24. Identify an author's purpose for writing (e.g., to entertain, to inform, to describe) (ELA-7-E3)		

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25. Apply basic reasoning skills, including:		
o identifying simple causes and effects in stories		
o telling differences between reality and fantasy in texts		
o formulating questions beginning with <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> about texts read independently (ELA-7-E4)		
Writing -Standard 2		
26. Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)	Pupil/ Teacher's Edition: 86-100, 162-169 SkillsBook: 94-95 Daily Language Workout: 103, 105, 112, 114, 117, 121, 129, 130, 133, 139, 140, 147-151	
27. Use specific action and descriptive words when writing a story, description, or narration (e.g., stomped instead of walked and magnificent instead of big) for a specific purpose and/or audience (ELA-2-E2)	Pupil/ Teacher's Edition: 33, 62-63, 69, 173, 250 SkillsBook: 92-93	
28. Participate in group writing activities and processes, including:		

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<ul style="list-style-type: none"> ○ using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing 	Pupil/ Teacher's Edition: 17, 66-69, 88-91, 112-115, 134, 144-145, 152-153, 166, 172-173, 190-191, 242-247, 248-253 SkillsBook: 92, 94, 96	
<ul style="list-style-type: none"> ○ planning for writing by completing a partially completed graphic organizer 	Pupil/ Teacher's Edition: 67, 69, 91, 109, 113, 115, 128, 134, 145, 153, 173, 191, 342-343, 345-346 SkillsBook: 93, 94, 96	
<ul style="list-style-type: none"> ○ writing a first draft of a story, letter, or description using complete sentences 	Pupil/ Teacher's Edition: 18-19, 70-71, 92-93, 116-117, 135, 146, 154, 167, 174, 192-195 SkillsBook: 93, 95, 97 Daily Language Workout: 103, 105, 107, 112, 113, 114, 117, 121, 124, 129, 130, 133, 139, 140, 143	
<ul style="list-style-type: none"> ○ conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper 	Pupil/ Teacher's Edition: 20, 26-27, 72-73, 94-95, 118-119, 136, 147, 155, 168	
<ul style="list-style-type: none"> ○ revising/editing own writing in first draft 	Pupil/ Teacher's Edition: 20-23, 72-75, 94-97, 118-121, 136-137, 147-148, 155-156, 168, 175, 196-199, 268-297	
<ul style="list-style-type: none"> ○ creating individual and class-written texts for publication (ELA-2-E3) 	Pupil/ Teacher's Edition: 24-25, 38-39, 76-79, 98-100, 122-124, 138, 149, 157, 169, 176, 199	
29. Independently write a variety of grade-appropriate compositions, including:		

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○ simple letters, notes, and stories	Pupil/ Teacher’s Edition: 86-101, 102-103, 104-105, 139, 162-169 SkillsBook: 90-91, 94-95 Daily Language Workout: 103, 105, 109, 112, 114, 117, 121, 129, 130, 133, 139, 140	
○ simple informational descriptions	Pupil/ Teacher’s Edition: 60-81, 106-127, 129 SkillsBook: 92-93, 96-97 Daily Language Workout: 113, 143, 145	
○ simple rhymes and poems (ELA-2-E4)	Pupil/ Teacher’s Edition: 170-177	
30. Use literary devices including dialogue and sensory details in shared writing activities (ELA-2-E5)	Pupil/ Teacher’s Edition: 68-71, 250 SkillsBook: 92-93, 95, 97, 99 Daily Language Workout: 145	
31. Write for various purposes, including:		
○ responses that include simple judgments about stories and texts		
○ responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)	Pupil/ Teacher’s Edition: 208-209, 210-211 SkillsBook: 88-89	

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Writing/Proofreading - Standard 3		
32. Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1)	Pupil/ Teacher's Edition: 44-55, 288 SkillsBook: 5-6, 8, 10, 12, 14, 16, 18, 20, 22, 91, 93, 95, 97, 99 Daily Language Workout: 103-143	
33. Use standard English punctuation, including:		
○ correctly writing common contractions such as <i>isn't</i> , <i>we'll</i> and <i>I'd</i>	Pupil/Teacher's Edition: 236-237 Skillsbook: 31-32	
○ periods, exclamation points, and question marks at the end of sentences	Pupil/ Teacher's Edition: 55, 270-271 SkillsBook: 23-26 Daily Language Workout: 12-17, 28-29, 32-37, 62-67, 93-95	
○ commas to separate words in a series (ELA-3-E2)	Pupil/ Teacher's Edition: 272-273 SkillsBook: 29-30 Daily Language Workout: 44-45, 76-77, 84, 99 Interactive Writing Skills CD-ROM: Conventions: Commas in a Series	
34. Capitalize the first word of a sentence, names of people, the pronoun I, and the names of months and days (ELA-3-E2)	Pupil/ Teacher's Edition: 53, 225, 275-277 SkillsBook: 35-42 Daily Language Workout: 18-25, 60-61, 64-65, 70-71, 92-94 Interactive Writing Skills CD-ROM: Conventions: Capitalization of First Word, Days, Months	
35. Use the singular and plural forms of high-frequency and commonly used words (ELA-3-E3)	Pupil/Teacher's Edition: 220-223, 278 SkillsBook: 71-72 Daily Language Workout: 26-27, 68-69	

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Writing/Proofreading - Standard 3		
	Interactive Writing Skills CD-ROM: Parts of Speech: Singular and Plural Nouns	
36. Identify and use a subject and a verb when writing a complete sentence (ELA-3-E3)	Pupil/ Teacher's Edition: 48-53, 288-289 SkillsBook: 9-14 Interactive Writing Skills CD-ROM: Sentences: Naming Part, Telling Part	
37. Distinguish between a complete and an incomplete sentence (ELA-3-E3)	Pupil/ Teacher's Edition: 52-53, 288 SkillsBook: 7-8, 13-14 Daily Language Workout: Interactive Writing Skills CD-ROM: Sentences: Complete Thought	
38. Identify different types of sentences including telling, asking, and exclaiming (ELA-3-E3)	Pupil/ Teacher's Edition: 54, 290 SkillsBook: 15-22 Daily Language Workout: 12-17, 28-29, 32-37, 62-67, 93-95 Interactive Writing Skills CD-ROM: Conventions: Telling Sentences, Asking Sentences, Exclamatory Sentences	
39. Identify and use knowledge of parts of speech, including:		
<ul style="list-style-type: none"> ○ basic singular and plural nouns, pronouns, verbs 	Pupil/Teacher's Edition: 220-235, 292-296 SkillsBook: 71-76 Daily Language Workout: 26-27, 68-69 Interactive Writing Skills CD-ROM: Parts of Speech: Nouns, Singular and Plural Nouns, Action Verbs, Linking Verbs, Present Tense Verbs, Past Tense Verbs, Pronouns	
<ul style="list-style-type: none"> ○ common conjunctions such as <i>and</i>, <i>but</i> and <i>because</i> 		

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Writing/Proofreading - Standard 3		
<ul style="list-style-type: none"> ○ simple transitional words including <i>first</i>, <i>second</i>, and <i>finally</i> (ELA-3-E4) 	Pupil/ Teacher’s Edition: 94-95, 116-117, 260	
40. Spell grade-appropriate words, including:		
<ul style="list-style-type: none"> ○ one-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds 		
<ul style="list-style-type: none"> ○ high-frequency, grade-level words including words with irregular spellings, such as <i>was</i>, <i>were</i>, <i>says</i>, <i>said</i>, <i>who</i>, <i>what</i>, and <i>why</i> (ELA-3-E5) 		
41. Create phonetically spelled written work that can be read by the writer and others (ELA-3-E5)	Pupil/ Teacher’s Edition: 62-83, 84-107, 108-131, 132-141, 142-161, 162-179, 180-201 SkillsBook: 90-91, 93, 94-95, 96-97, 98-99 Daily Language Workout: 100, 101, 103, 105, 109, 112, 113, 114, 117, 118, 121, 129, 130, 133, 139, 140, 143	
42. Spell unfamiliar words using various phonics strategies, including:		
<ul style="list-style-type: none"> ○ segmenting 		
<ul style="list-style-type: none"> ○ sounding out 		

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Writing/Proofreading - Standard 3		
○ matching familiar words and word parts		
○ using word walls and word banks (ELA-3-E5)	Pupil/ Teacher's Edition: 258-259, 279-283, 298-311 SkillsBook: 101-155	
43. Use a beginner's dictionary to verify correct spelling (ELA-3-E5)	Pupil/ Teacher's Edition: 186-187, 256-257	
44. Alphabetize to the first letter (ELA-3-E5)	Skillsbook: 49-60	
Speaking and Listening -Standard 4		
45. Speak clearly at a speed and volume appropriate for purpose and setting (ELA-4-E1)	Pupil/Teacher's Edition: 202-203	
46. Follow classroom procedures (e.g., organizing materials) according to teacher directions (ELA-4-E2)		
47. Give or explain directions for simple processes (e.g., explaining an assignment) to classmates (ELA-4-E2)	Pupil/ Teacher's Edition: 106-126 SkillsBook: 96-97 Daily Language Workout: 113, 143, 152	
48. Ask questions to clarify directions and/or classroom routines (ELA-4-E2)		

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Writing/Proofreading - Standard 3		
49. Retell stories with the following included:		
o sequential order using vocabulary from the story		
o descriptive words to answer questions about characters, settings, and events of a story (ELA-4-E3)		
50. Recite parts of familiar literature to the class (ELA-4-E4)		
51. Give oral presentations about familiar experiences or topics using eye contact and adequate volume (ELA-4-E4)	Pupil/Teacher's Edition: 202-203	
52. Give oral presentations that have a recognizable organization (e.g., sequence, summary) (ELA-4-E4)		
53. Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures (ELA-4-E5)	Pupil/Teacher's Edition: 204-205	
54. Listen and orally respond to information presented in a variety of media, such as audio and video recordings (ELA-4-E6)	Pupil/Teacher's Edition: 212-213	

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Writing/Proofreading - Standard 3		
55. Maintain the topic of conversation with a classmate (ELA-4-E7)		
56. Engage in discussions about classroom procedures and rules (ELA-4-E7)		
Information Resources -Standard 5		
57. Locate information using the organization features of various media, including:		
○ the keyboard to enter information on a computer	Pupil/ Teacher's Edition: 266-267	
○ a picture dictionary (ELA-5-E1)	Pupil/Teacher's Edition: 186-187	
58. Use various sources, including print materials and observations, to gather information to explain a topic (ELA-5-E2)	Pupil/Teacher's Edition: 212-213	
59. Record data through pictures or words (ELA-5-E3)		
60. Use graphic organizers to categorize information and create informal outlines individually and during class discussions (ELA-5-E3)		
61. Use technology to publish class work such as research questions and answers (ELA-5-E4)	Pupil/ Teacher's Edition: 38, 266-267	

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Writing/Proofreading - Standard 3		
62. Locate and read information on simple charts and graphs (ELA-5-E6)		

