

Houghton Mifflin Harcourt
Science and Engineering Leveled Readers ©2014
Grade 1

correlated to the

Common Core State Standards for English Language Arts
Grade 1

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
Reading Standards for Informational Text		
Key Ideas and Details		
RI.1.1	Ask and answer questions about key details in a text.	Unit 1 TG, pp. 2–3, 10 Unit 2 TG, pp. 14–15, 22 Unit 3 TG, pp. 26–27, 34 Unit 4 TG, pp. 37–38, 46 Unit 5 TG, pp. 50–51, 58 Unit 6 TG, pp. 62–63, 70 Unit 7 TG, pp. 74–75, 82 Unit 8 TG, pp. 86–87, 94 Unit 9 TG, pp. 98–99, 106 Unit 10 TG, pp. 110–111, 118
RI.1.2	Identify the main topic and retell key details of a text.	Unit 1 TG, pp. 4, 11 Unit 2 TG, pp. 16, 23 Unit 3 TG, pp. 28, 35 Unit 4 TG, pp. 39, 47 Unit 5 TG, pp. 52, 59 Unit 6 TG, pp. 64, 71 Unit 7 TG, pp. 76, 83 Unit 8 TG, pp. 88, 95

Standard	Descriptor	Leveled Reader and Teacher Guide Citations
		Unit 9 TG, pp. 100, 107 Unit 10 TG, pp. 112, 119
Craft and Structure		
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Unit 1 TG, pp. 1, 9 Unit 2 TG, pp. 13, 21 Unit 3 TG, pp. 25, 33 Unit 4 TG, pp. 36, 45 Unit 5 TG, pp. 49, 57 Unit 6 TG, pp. 61, 69 Unit 7 TG, pp. 73, 81 Unit 8 TG, pp. 85, 93 Unit 9 TG, pp. 97, 105 Unit 10 TG, pp. 109, 117
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.	Unit 1 TG, pp. 2–3, 10 Unit 2 TG, pp. 13–14 Unit 3, pp. 25, 33 Unit 4 TG, p. 37 Unit 5 TG, pp. 49, 57 Unit 6 TG, p. 73 Unit 7, p. 73 Unit 8, p. 85, 93 Unit 9 TG, pp. 97, 105 Unit 10 TG, p. 109
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Unit 1 TG, pp. 9–10 Unit 7 TG, p. 74 Unit 10 TG, p. 117

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Integration of Knowledge and Ideas		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	Unit 3 TG, p. 26
Writing Standards		
Text Types and Purposes		
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.	Unit 2 TG, p. 16 Unit 7 OL <i>How Does the Sky Seem to Change?</i> Unit 9 OL <i>What Can We Learn About Animals?</i> Unit 10 EN <i>Weird and Wacky Plants</i> ; TG, p. 118
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.	Unit 1 TG, pp. 4, 10 Unit 2 TG, p. 22 Unit 2 OL/ES <i>How Do Engineers Solve Problems?</i> , EN <i>Design a Home for a Pet</i> Unit 3 EN <i>Making Crayons</i> Unit 5 EN <i>Soil for Our Garden</i> Unit 8 ES <i>Where Do Plants and Animals Live?</i> ; TG p. 82 Unit 10 EN <i>Weird and Wacky Plants</i>
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.	Unit 9 EN <i>Amazing Animals</i>
Production and Distribution of Writing		
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.	Unit 7 TG, p. 82

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Research to Build and Present Knowledge		
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).	Unit 3 EN <i>Making Crayons</i> Unit 5 TG, p. 58 Unit 6 OL/ES <i>How Can We Observe and Record Weather?</i> Unit 7 EN <i>A Closer Look at Telescopes</i> ; TG, p. 82 Unit 9 EN <i>Amazing Animals</i> Unit 10 EN <i>Weird and Wacky Plants</i> ; TG, p. 112
Speaking & Listening Standards		
Comprehension and Collaboration		
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. 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). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 	Unit 1 OL/ES <i>How Do You Investigate?</i> ; TG, pp. 2–3, 10 Unit 2 OL/ES <i>How Do Engineers Solve Problems?</i> ; TG, pp. 14–15, 22 Unit 3 OL/ES <i>What Do We Know about Matter?</i> ; TG, pp. 26–27, 34 Unit 4 TG, pp. 37–38, 46 Unit 5 TG, pp. 50–51, 52, 58 Unit 6 TG, pp. 62–63, 70, 76 Unit 7 OL/ES <i>How Does the Sky Seem to Change?</i> , EN <i>A Closer Look at Telescopes</i> ; TG, pp. 74–75, 82 Unit 8 TG, pp. 86–87, 94 Unit 9 OL/ES <i>What Can We Learn About Animals?</i> ; TG, pp. 98–99, 106 Unit 10 OL/ES <i>What Is a Plant?</i> , EN <i>Weird and Wacky Plants</i> TG, pp. 110–111, 112, 118

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Presentation of Knowledge and Ideas		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Unit 2 TG, p. 22 Unit 5 TG, pp. 50–51 Unit 6, p. 62 Unit 9 EN <i>Amazing Animals</i>