

SRA Open Court Reading, Level 1 ©2005
correlated to
The New Jersey Core Curriculum Content Standards for Language Arts
Grade 1

STANDARD 3.1 (READING) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:

A. Concepts About Print

1. Match oral words to printed words (e.g., pointing to print as one reads).

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 34, 71, 107, 133
1.2: 32, 167, 336
1.3: 30, 49, 101
1.4: 201, 227, 261, 292
1.5: 30, 49, 67, 293
1.6: 131, 197, 302
1.7: 11AA
1.8: 101Y, 195M
1.9: 11Y, 135I
1.10: 236O

2. Practice reading print in the environment at school and at home with assistance.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 51, 66, 71, 89
1.2: 53, 70, 75, 112
1.3: 45, 80, 125, 145
1.4: 49, 101, 123, 165
1.5: 44, 101
1.6: 82, 103, 223, 258
1.7: 26O, 46O, 86E, 98D
1.8: 112E, 124O, 132E, 195M
1.9: 70E, 84O, 90E, 122G
1.10: 150E, 200E, 220G

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3. Locate and identify the title, author, and illustrator of a book or reading selection.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 55, 211
1.2: 37, 206, 278
1.3: 48, 162, 272
1.4: 100, 164, 276
1.5: 54, 148
1.6: 137
1.7: 12C, 46M, 98C
1.8: 102C, 132C, 154M
1.9: 12C, 38E, 120M
1.10: 138D, 206O, 220E

4. Interpret simple graphs, charts, and diagrams

TE: 1.1: 77, 279
1.2: 231
1.3: 98, 107
1.4: 73, 89, 279
1.5: 89, 97, 107, 201, 229
1.8: 121C, 177C
1.9: 81C
1.10: 147C, 233F, 259C

B. Phonological Awareness (oral language activities)

1. Demonstrate understanding of all sound-symbol relationships.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 25, 163, 264–265, 306
1.2: 107, 137–138, 179, 328
1.3: 25, 39–40, 41, 142
1.4: 26, 139–140, 159, 192
1.5: 68, 104, 274
1.6: 63, 79, 277, 288
1.7: 12, 14, 176, 274–275
1.8: 101W, 124K, 132, 160
1.9: 36, 90, 122, 135G
1.10: 138, 154, 216

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2. Blend or segment the phonemes of most one-syllable words.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 26, 43, 61, 91
1.2: 24, 64, 157, 217
1.3: 141, 156, 192, 248
1.4: 80, 96, 141, 159
1.5: 122, 139, 156, 171
1.6: 24, 43, 63, 79
1.7: 46K, 66K, 86A, 195I
1.8: 101W, 102A, 112A, 195I
1.9: 26K, 38A, 70A, 120L, 135G
1.10: 200A, 206K, 261I

3. Listen and identify the number of syllables in a word.

TE: 1.2: 179, 195, 198, 249, 292, 312
1.3: 40, 41, 60, 77, 141, 156, 218, 234, 282
1.4: 23, 40, 60, 80, 141, 159, 177, 196, 218, 29, 257, 272, 286
1.5: 79
1.8: 101W, 102A, 112A, 124K, 132A, 180K, 195I
1.9: 11W, 12A, 36K, 38A, 53K, 70A, 84K, 90A, 120K, 122A, 135G

4. Merge spoken segments into a word.

TE: 1.1: 26, 43, 61, 62, 81, 91, 143, 163, 164, 182, 183, 201, 225, 234, 236, 245, 263, 283, 296, 305
1.2: 24, 64, 86, 106, 136, 139, 157, 158, 179, 196, 217, 247, 268, 289, 309, 327

5. Add, delete, or change sounds to change words (e.g., cow to how, cat to can).

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 32
1.2: 54, 85, 220
1.3: 25, 42, 157, 194
1.5: 45, 52, 97
1.6: 45, 79, 163, 193
1.7: 14, 28, 34, 87
1.8: 102
1.9: 75
1.10: 150B, 180L, 220B

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C. Decoding and Word Recognition

1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh).

This objective is addressed throughout the text. See, for example:

TE: 1.1: 284–285, 288, 306, 307
1.2: 137–138, 142–143, 179, 184–185, 197, 202–203
1.3: 23–24, 39–40, 77, 120–121, 266
1.4: 39–40, 50, 68, 86, 262
1.5: 23, 38, 95–96, 102
1.6: 277, 297
1.7: 66, 66K
1.8: 102, 124K, 124L, 132A, 180
1.10: 150A, 180K, 220A

2. Recognize and use rhyming words to reinforce decoding skills.

TE: 1.1: 140–141, 160–161, 172–173, 178–179, 198–199, 214–215, 282
1.2: 23, 27, 68, 139, 329
1.4: 236–237, 254–255, 268–269, 282–283, 296–297
1.6: 142, 162–163, 174, 190
1.7: 20
1.8: 104, 111
1.9: 120

3. Decode regular one-syllable words and nonsense words (e.g., sit, zot).

TE: 1.5: 121
1.8: 106, 112, 126, 134, 143, 148, 154, 160, 164

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4. Use sound-letter correspondence knowledge to sound out unknown words when reading text.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 15, 32, 52, 85
1.2: 54, 85, 220, 230
1.3: 25, 42, 157, 194
1.5: 45, 52, 84, 97
1.6: 44, 52, 150, 166
1.7: 14, 28, 34, 87
1.8: 102
1.9: 75
1.10: 142, 150, 192, 212

5. Recognize high frequency words in and out of context.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 47, 66, 67, 71, 85, 102, 147, 148, 185, 186, 203, 250, 268, 290, 310
1.2: 27, 30, 45, 48, 53, 67, 70
1.3: 41, 61, 80, 11
1.4: 61, 101, 160, 274
1.5: 29, 44, 64, 124
1.6: 28, 46, 82, 146, 147
1.9: 135H
1.10: 150E

6. Decode unknown words using basic phonetic analysis.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 15, 32, 52, 85
1.2: 54, 85, 220, 230
1.3: 25, 42, 157, 194
1.5: 45, 52, 84, 97
1.6: 46, 50, 150, 164
1.7: 14, 28, 34, 87
1.8: 102
1.9: 75
1.10: 138A, 150B, 192, 213

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7. Decode unknown words using context clues.

TE: 1.1: 242–243, 260–261, 280–281, 302–303, 322–323
1.5: 136–137, 152–153, 168–169, 184–185, 204–205
1.8: 102C, 107, 114, 125, 136, 156, 182
1.9: 37C–37E, 53E–53G

D. Fluency

1. Answer questions correctly that are posed about stories read.

TE: 1.1: 171, 316
1.2: 54, 96
1.3: 164
1.5: 50, 52
1.6: 51
1.8: 118
1.9: 28, 32, 38, 46

2. Begin to read simple text with fluency.

This objective is addressed throughout the text. See, for example:

TE: 1.2: 31, 165, 185, 255, 275, 297, 317, 333, 334–335
1.3: 29, 45, 98, 125, 127, 145, 159, 223, 237, 251, 289
1.4: 26–27, 163, 222–223
1.5: 99, 190–191, 219, 298–299
1.6: 28–29, 30–31, 83, 101, 127, 147, 239, 258
1.7: 66K, 67, 99F
1.8: 195K–195L
1.9: 41, 135H
1.10: 146, 166, 259

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3. Read with fluency both fiction and nonfiction that is grade-level appropriate.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 67, 103, 149, 251
1.2: 31, 49, 66, 317
1.3: 29, 44, 65, 81
1.4: 27, 45, 146, 163
1.5: 65, 99, 158, 219
1.6: 65, 101, 127, 301
1.7: 12A, 23, 46R, 63, 81, 89
1.8: 101W, 109, 121, 127, 151, 177
1.9: 19, 33, 36L, 37, 51, 65, 80, 87, 117, 133
1.10: 146, 166, 177, 203A, 217, 233, 259

E. Reading Strategies (before, during, and after reading)

1. Use prior knowledge to make sense of text.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 14, 50, 106, 132
1.2: 74, 94, 228, 256
1.3: 100, 130, 182, 198
1.4: 48, 66, 146, 164
1.5: 30, 48, 66, 128
1.6: 50, 66, 148, 164
1.7: 11AA, 18, 86C, 98C
1.8: 112C, 154M, 180M
1.9: 11AA, 36M, 70C, 90C
1.10: 137Y, 150C, 200C, 220E

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2. Establish a purpose for reading and adjust their reading rate.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 50, 70, 88, 106
1.2: 52, 74, 114, 146
1.3: 100, 130, 146, 162
1.4: 100, 126, 164, 180
1.5: 128, 176, 222, 242
1.6: 66, 84, 102, 130
1.7: 26M, 46O, 66M, 92M
1.8: 102D, 112C, 124M, 154M
1.9: 54N, 70C, 84N, 122F
1.10: 200D, 220F, 236N

3. Use pictures as cues to check for meaning.

TE: 1.10: 240

4. Check to see if what is being read makes sense.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.2: 31, 165, 185, 255, 275, 297, 317, 333, 334–335
1.3: 30, 45, 98, 125, 127, 145, 159, 223, 237, 251, 289
1.4: 26–27, 163, 222–223
1.5: 99, 190–191, 219, 298–299
1.6: 28–29, 30–31, 82–83, 100–101, 126–127, 146–147, 238–239, 258–259, 280–281
1.7: 67
1.9: 41, 135H
1.10: 144, 150, 180, 200

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5. Monitor their reading by using fix-up strategies (e.g., searching for clues).

This objective is addressed throughout the text. See, for example:

TE: 1.1: 51, 89, 107, 133
1.2: 53, 75, 95, 115
1.3: 49, 67, 101, 129
1.4: 85, 101, 147, 165
1.5: 49, 67, 83, 1001
1.6: 51, 67, 131, 149
1.7: 26O, 46Q, 66O, 86E
1.8: 102E, 112E, 124O, 180O
1.9: 38G, 54O, 70E, 84O
1.10: 138F, 150E, 158O, 180O

6. Use graphic organizers to build on experiences and extend learning.

TE: 1.1: 77, 279
1.2: 231
1.3: 98, 107
1.4: 73, 89, 279
1.5: 89, 97, 107, 201, 229
1.8: 121C, 177C
1.9: 81C
1.10: 147C, 217D, 233F, 259C

7. Begin to apply study skills strategies (e.g., survey, question, read) to assist with retention and new learning.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 71, 233, 236, 254
1.2: 54, 76, 95, 259
1.3: 163, 164, 169, 184
1.4: 227, 228, 230, 233
1.5: 68, 70, 84, 104
1.6: 52, 67, 68, 86
1.7: 28, 36, 43, 48
1.8: 112, 114, 118, 142
1.9: 16, 72, 76, 81, 100, 112, 124, 130
1.10: 180, 188, 200E, 252

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F. Vocabulary and Concept Development

1. Develop a vocabulary of 300–500 high-frequency sight words and phonetically-regular words.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 47, 66, 67, 71, 85, 102, 147, 148, 185, 186, 203, 250, 268, 290, 310
1.2: 27, 30, 45, 48, 53, 67, 70
1.3: 41, 61, 80, 11
1.4: 61, 101, 160, 274
1.5: 29, 44, 64, 124
1.6: 28, 46, 82, 146, 147
1.9: 135H
1.10: 150E

2. Use and explain common antonyms and synonyms.

TE: 1.2: 154–155, 174–175, 192–193, 214–215, 236–237, 286–287, 306–307
1.7: 45G–45J, 97E–97F, 99J
1.8: 101EE–101FF, 111E, 111F, 123E, 129E, 153E, 153G, 195H, 195R
1.9: 11GG–11HH, 35F–35H, 135N

3. Comprehends common and/or specific vocabulary in informational texts and literature.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 51, 74, 89, 110
1.2: 78, 98, 150, 167
1.3: 53, 83, 169, 199
1.4: 101, 104, 146, 152
1.5: 107, 133, 145, 165
1.6: 72, 131, 165, 265
1.7: 26N, 46N, 81B, 98D
1.8: 102D, 112D, 127A, 177B
1.9: 33B, 38E, 90D, 120N
1.10: 138E, 155B, 217B, 259B

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G. Comprehension Skills and Response to Text

1. Draw simple conclusions from information gathered from pictures, print, and people.

TE: 1.2: 187, 207, 279, 281, 299, 301, 319
1.4: 229, 231, 247, 249, 263, 277, 279
1.6: 285, 287, 289
1.7: 43B, 47, 49, 51, 53, 55, 57, 59, 61, 63A, 63B
1.8: 155, 157, 159, 161, 163, 165, 166, 169, 171, 173, 175, 177, 177C, 154O
1.9: 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 33C, 33D, 55, 57, 59, 61, 63, 85, 87

2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 310–311
1.2: 184–185, 202–203, 316–317
1.3: 65, 81, 197
1.4: 26–27, 145, 222–223
1.5: 98, 158, 298–299
1.6: 28, 100, 179
1.7: 99F
1.8: 101X, 195K–195L
1.9: 41, 135H
1.10: 138, 155E, 236

3. Sequence information learned from text into a logical order to retell facts.

TE: 1.2: 336
1.4: 292
1.5: 52, 70, 130, 265, 267, 269, 301
1.6: 197, 199, 201, 265, 267
1.7: 21, 93, 5, 95C, 95D
1.8: 103, 105, 107, 109C, 109D, 195M
1.9: 135I
1.10: 194, 217, 217E, 245

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4. Identify, describe, compare, and contrast the elements of plot, setting, and characters.

TE: 1.1: 256
1.7: 89E
1.8: 137, 141, 145, 151E, 191
1.9: 87
1.10: 217E

5. Make simple inferences.

TE: 1.9: 84P

6. Read regularly in independent-level materials

TE: 1.1: 52, 72, 90, 108, 135, 155, 172, 193, 208, 236, 255, 275, 296, 316
1.2: 189
1.3: 69, 133, 147, 165, 185, 201, 225, 239, 257, 273
1.4: 87, 127, 131, 151, 169

7. Engage in silent independent reading for specific purposes.

TE: 1.1: 52, 72, 90, 108, 135, 155, 172, 193, 208, 236, 255, 275, 296, 316
1.2: 189
1.3: 69, 133, 147, 165, 185, 201, 225, 239, 257, 273
1.4: 87, 127, 131, 151, 169

H. Inquiry and Research

1. Ask and explore questions related to a topic of interest.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.2: 58, 60, 80, 322
1.6: 230–231, 292–293, 304–305
1.7: 11A, 25C, 83B, 97C
1.8: 111B, 123B, 153B, 195B
1.9: 35B, 53B, 119B
1.10: 149B, 157B, 179B, 205B

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2. Draw conclusions from information and data gathered.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 187, 207, 279, 281
1.4: 229, 231, 247, 277
1.6: 285, 287, 289
1.7: 43B, 47, 49, 53, 55
1.8: 155, 157, 163, 166
1.9: 13, 15, 21, 23, 59, 61, 85, 87

3. Read a variety of fiction and nonfiction, and produce evidence of reading.

The opportunity to address this objective is available throughout the text. See for example:

TE: 1.2: 31, 165, 185, 255, 275, 297, 317, 333, 334–335
1.3: 29, 45, 98, 125, 127, 145, 159, 223, 237, 251, 289
1.4: 26–27, 163, 222–223
1.5: 99, 190–191, 219, 298–299
1.6: 28–29, 30–31, 258, 281
1.7: 67, 99F
1.8: 195K–195L
1.9: 41, 135H
1.10: 145, 148, 178, 204, 236

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STANDARD 3.2 (WRITING) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, post-writing)

1. Begin to generate ideas for writing through talking, sharing, and drawing.

TE: 1.1: 96–97, 114–115, 198–199
1.2: 236–237
1.4: 36–37, 136–137, 236–237
1.5: 36–37, 136–137, 232–233
1.6: 40–41, 140–141, 232–233
1.7: 11GG–11HH, 45E–45F, 65E–65F, 83E–83F, 97E–97F
1.8: 101EE–101FF, 129E–129F, 179E, 195F
1.9: 11GG–11HH, 37D, 67F, 89F, 121D
1.10: 179E–179F, 197E–197F, 219E–219F, 261E–261F

2. Use clear and fluent sentences.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 114–115, 195, 322–323
1.2: 124–125, 306–307, 324–325
1.3: 138–139, 152–153, 175
1.4: 236–237, 254–255, 268–269
1.5: 36–37, 58–59, 76–77, 92–93, 110–111
1.6: 40–41, 76–77, 94–95, 112–113
1.7: 83E–85H, 91E–91F, 110–111
1.9: 11EE–11FF, 37D–37E, 119D
1.10: 157E, 179I, 235F, 261F–261H

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3. Revisit pictures and writings to add, modify, or revise them.

TE: 1.2: 38–39, 60–62, 82–83, 102–103, 124–125
1.4: 190–191
1.5: 93, 157, 303
1.6: 92–93, 186–187, 292–293
1.7: 25G, 45I, 65I, 91E
1.8: 123E, 153G, 179I, 195Q
1.9: 35G, 53F, 83E, 119G, 135M
1.10: 157E, 179I, 235F, 261F–261H

4. Begin to mimic an author’s voice and develop one’s own voice in writing.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 114–115, 195, 322–323
1.2: 124–125, 306–307, 324–325
1.3: 138–139, 152–153, 175
1.4: 236–237, 254–255, 268–269
1.5: 36–37, 58–59, 76–77, 92–93, 110–111
1.6: 40–41, 76–77, 94–95, 112–113
1.7: 83E–85H, 91E–91F, 110–111
1.9: 11EE–11FF, 37D–37E, 119D
1.10: 157E–157F, 179E–179F, 205E–205F, 261F–261H

5. Begin to use graphic organizers to assist with organized writing.

The opportunity to address this objective is available. See the following:

TE: 1.1: 279
1.2: 80, 100, 152, 231, 234
1.3: 98, 107
1.4: 73, 89, 279
1.5: 89, 97, 107, 201, 229
1.6: 137, 156
1.8: 112C, 177C
1.9: 81C
1.10: 147C, 233F, 259C

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6. Begin to use a simple checklist to evaluate elements of one's writing.

The opportunity to address this objective is available. See, for example:

TE: 1.2: 38–39, 60–62, 82–83, 102–103, 124–125
1.4: 190–191
1.5: 95, 159, 295
1.6: 92–93, 186–187, 292–293
1.7: 25G, 45I, 65I, 91E, 99I
1.8: 123E, 153G, 179I, 195Q
1.9: 35H, 53F, 83E, 119G, 135N
1.10: 157E, 205E, 235F, 261G

7. Begin to use simple computer writing applications during some of the writing process.

TE: 1.1: 40, 140, 242
1.2: 38, 154, 264
1.3: 36, 138, 230
1.4: 36, 136, 236
1.8: 101EE, 129E, 179E, 195E

B. Writing as a Product (resulting in a formal product or publication)

1. Produce finished writings to share with class and/or for publication.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 161
1.2: 154–156, 175–176, 193–194, 214–215, 264, 265–266, 286–287, 306–307, 325–327
1.4: 108–109, 206–207, 296–297
1.5: 113, 173, 303
1.6: 113, 207, 307
1.7: 25H, 45J, 135N
1.8: 123F, 153H, 179J
1.9: 11FF, 37D, 119F
1.10: 179F, 205F, 261H

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2. Begin to use the writing process to focus on the content and organization of writing.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 140–141, 160–161, 178–179
1.4: 76–77, 174–175, 175, 254–255, 268–269
1.5: 76–77, 152–153, 184–185, 272–273
1.7: 25E, 65G, 83G
1.8: 111E, 179G, 195G
1.9: 37E, 119E, 135E
1.10: 149E, 179G, 197G, 261G

3. Focus on one specific writing area for concentration and improvement of writing.

The opportunity to address this objective is available. See the following:

TE: 1.4: 76–77, 156–157, 188–189, 282–283
1.5: 76–77, 152–153, 184–185, 272–273
1.10: 149F, 179H, 197H, 235F, 261H

C. Mechanics, Spelling, and Handwriting

1. Write all letters of the alphabet from memory.

The opportunity to address this objective is available. See the following:

TE: 1.1: 28, 29, 30, 31, 32, 42, 44, 45, 63, 73, 83, 100, 109, 112, 114, 115, 126, 135, 145,
155, 165, 173, 183, 184, 192, 215, 247
1.4: 108, 109, 143, 206, 207, 296, 297
1.8: 101EE–101FF, 123F, 129E, 153H, 179E, 179J, 195E, 195R
1.9: 11EE, 11FF, 35H, 37C, 37E, 53G, 67E, 83F, 89E, 119H, 121C, 135N

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2. Use basic punctuation and capitalization.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 40–41, 58–59, 114–115, 140–141
1.2: 38–39, 102–103, 214–215, 264–265
1.3: 74–75, 92–93, 172–173, 230–231
1.4: 136–137, 174–175, 190–191, 206–207
1.5: 208–209, 238–239, 260–261, 282–283
1.6: 172–173, 188–189, 232–233, 252–253
1.7: 11GG–11HH, 25E–25E, 45E–45J, 65E–65J
1.8: 123F, 129E–129F, 195E
1.9: 11EE–11FF, 35E–35F, 37C–37F, 119E–119H
1.10: 179G–179H, 219E–219G, 261F–261H

3. Apply sound/symbol relationships to writing.

This objective is addressed throughout the text. See for example:

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 11, 30, 44, 83
1.2: 43, 47, 91, 107
1.3: 25 41, 76, 175
1.4: 79, 94, 119, 196
1.5: 43, 95, 123, 307
1.6: 42, 79, 123, 255
1.7: 11Y, 12D, 46Q, 66O
1.8: 104, 112D, 132E, 180N
1.9: 12D, 38F, 70B, 120L
1.10: 137X, 158K, 200A

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4. Use invented spelling or phonics-based knowledge to spell independently, when necessary.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 31, 45, 63, 83
1.2: 27, 46, 89, 109
1.3: 26, 42, 194, 220
1.4: 62, 81, 120, 142
1.5: 41, 63, 98–99, 145
1.6: 63, 96, 122, 143
1.7: 12B, 66L, 87, 92L
1.8: 101X, 124L, 195J
1.9: 38B, 120L, 122C
1.10: 179E, 200B, 235E

5. Show spelling consciousness to conventional spelling.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 11, 30, 44, 83
1.2: 43, 47, 91, 107
1.3: 25 41, 76, 175
1.4: 79, 94, 119, 196
1.5: 43, 95, 127, 307
1.6: 42, 79, 123, 255
1.7: 11Y, 12D, 46Q, 66O
1.8: 104, 112D, 132E, 180N
1.9: 12D, 38F, 70B, 120L
1.10: 150B, 200B, 220B, 236L

6. Write messages that move left-to-right and top-to-bottom on the page.

The opportunity to address this objective is available. See the following:

TE: 1.3: 36–37, 56–57, 74–75, 92–93, 110–111
1.4: 56–57, 282–283, 296–297
1.5: 36–37, 58–59, 76–77, 92–93
1.6: 40–41, 76–77, 94–95, 112–113
1.7: 83E–83H, 91E–91F, 97E–97F, 99C
1.9: 11FF, 35F–35H
1.10: 137FF, 149E–149F, 157E–157F, 179F–179J

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D. Writing Forms, Audiences, and Purposes

1. Create own written texts for others to read.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 114–115, 195, 322–323
1.2: 124–125
1.3: 138–139, 152–153, 190–191
1.4: 236–237, 254–255, 282–283
1.5: 36–37, 58–59, 76–77, 92–93
1.6: 40–41, 76–77, 94–95, 112–113, 140–141
1.7: 83E–83H, 91E–91F, 97E–97F
1.8: 195H
1.9: 89F, 119E–119H, 121D, 135E–135F
1.10: 147D, 179F–179J, 197F–197J, 205E–205F

2. Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations, printed text, and other graphics.

This objective is addressed throughout the text. See, for example:

TE: 1.1: 114–115, 195, 322–323
1.2: 124–125
1.3: 138–139, 152–153, 190–191
1.4: 236–237, 254–255, 282–283
1.5: 36–37, 58–59, 76–77, 92–93
1.6: 40–41, 76–77, 94–95, 112–113, 140–141
1.7: 83E–83H, 91E–91F, 97E–97F
1.8: 195H
1.9: 89F, 119E–119H, 121D, 135E–135F
1.10: 149E–149F, 179F–179J, 197F–197H, 205E–205F

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STANDARD 3.3 (SPEAKING) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Building on the knowledge and skills gained in preceding grades, by the end of Grade 1, students will:

A. Discussion

1. Speak in complete sentences.

The opportunity to address this objective is available throughout the text. See, for example:

TE: 1.1: 54, 110, 156, 174
1.2: 78, 98, 120, 150
1.3: 88, 106, 226, 240
1.4: 152, 186, 232, 278
1.5: 152, 184, 234, 298
1.6: 90, 136, 184, 228
1.7: 63C, 81A, 95A, 99A
1.8: 109A, 121A, 151A, 177A
1.9: 33A, 37A, 51A, 81A
1.10: 155A, 177A, 195A, 203B

2. Offer personal opinion in discussion

This objective is addressed throughout the text. See, for example:

TE: 1.1: 54, 110, 156, 174
1.2: 78, 98, 120, 150
1.3: 88, 106, 226, 240
1.4: 152, 186, 232, 278
1.5: 152, 184, 234, 298
1.6: 90, 136, 184, 228
1.7: 63C, 81A, 95A, 99A
1.8: 109A, 121A, 151A, 177A
1.9: 33A, 37A, 51A, 81A
1.10: 155A, 177A, 195A, 203A

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3. Role-play and/or improvise predictions of what will happen next to story characters.

The opportunity to address this objective is available throughout the text. See for example:

TE:	1.1:	233, 273, 293, 296
	1.2:	76, 205
	1.3:	67, 68, 71, 84, 102
	1.4:	50, 68, 86, 102
	1.5:	229
	1.6:	131, 149, 166, 181
	1.7:	12, 16, 18, 23C, 23D, 30, 34, 38, 40
	1.8:	154, 158, 162, 164, 166, 168, 170, 174, 180O, 182, 188
	1.9:	22, 26, 54, 56, 59, 62, 84, 87C, 94, 100, 106, 112, 116, 126, 128
	1.10:	158, 206Q, 214, 217F

B. Questioning (Inquiry) and Contributing

1. Respond to ideas and questions posed by others.

This objective is addressed throughout the text. See, for example:

TE:	1.1:	54, 110, 156, 174
	1.2:	78, 98, 120, 150
	1.3:	88, 106, 226, 240
	1.4:	152, 186, 232, 278
	1.5:	152, 184, 234, 298
	1.6:	90, 136, 184, 228
	1.7:	63C, 81A, 95A, 99A
	1.8:	109A, 121A, 151A, 177A
	1.9:	33A, 37A, 51A, 81A
	1.10:	155A, 177A, 195A, 203A

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2. Ask and answer "why" questions.

This objective is addressed throughout the text. See, for example:

TE: 1.1:	71, 75, 107, 172
1.2:	57, 96, 215, 279
1.3:	163, 164, 169, 184
1.4:	227, 228, 230, 233
1.5:	68, 89, 251, 252
1.6:	67, 68, 224, 266
1.7:	88
1.8:	112, 114, 153D, 188
1.9:	12, 30, 46
1.10:	180, 200E

C. Word Choice

1. Attempt to use new vocabulary borrowed from shared literature and classroom experiences.

This objective is addressed throughout the text. See, for example:

TE: 1.1:	51, 54, 107, 133
1.2:	75, 115, 188, 207
1.3:	53, 67, 199, 202
1.4:	88, 101, 133, 146
1.5:	49, 67, 92, 133
1.6:	85, 90, 131, 165
1.7:	26N, 63E, 86D, 98D
1.8:	121B, 127A, 177B, 193B
1.9:	12D, 36N, 70D, 133B
1.10:	150D, 158N, 220F, 259B

2. Use descriptive words to clarify and extend ideas.

TE: 1.2:	171, 281, 287
1.8:	101EE–101FF, 111E, 123E, 123F, 129E–129F, 153E, 153F, 179F, 179G, 179I, 179J, 195F, 195G, 195Q

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D. Oral Presentation

1. Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes).

The opportunity to address this objective is available. See the following:

TE: 1.8: 195D
1.9: 37B

2. Participate in choral reading to develop phonemic awareness, oral language, and fluency.

TE: 1.3: 28, 80
1.7: 12E, 92O
1.8: 102, 103, 112, 113, 124, 125, 132, 133, 154, 180, 181
1.9: 36N, 120N

3. Retell a story to check for understanding.

TE: 1.2: 336
1.4: 292
1.5: 299, 310
1.6: 302
1.8: 195M
1.9: 81E, 135I
1.10: 261K

4. Read aloud with attention to expression, voice tone, and rhythm.

TE: 1.1: 10, 67
1.3: 45, 99, 181, 236
1.4: 26, 27, 28, 64, 82, 98, 122, 145, 162, 198, 222, 242, 290
1.7: 11I, 51, 66O
1.8: 193
1.9: 24, 125

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Grade 1

STANDARD 3.4 (LISTENING) All students will listen actively to information from a variety of sources in a variety of situations.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:

A. Active Listening

1. Listen and respond appropriately to directions.

TE: 1.8: 127B
1.10: 203E

2. Listen to hear initial, final, and eventually middle sounds in words.

TE: 1.1: 32, 43, 64, 84, 128, 166, 181, 294
1.2: 219
1.8: 101EE–101FF

3. Listen to a familiar text being read to begin tracking print.

TE: 1.1: 34, 71, 107, 133, 153, 207, 233, 269, 291, 292, 315
1.2: 32, 167, 336
1.3: 30, 49, 83, 95, 131, 147, 163, 273, 290
1.4: 13, 30, 49, 67, 127, 147, 165, 181, 201, 227, 245, 261, 277, 293
1.5: 30, 49, 67, 83, 310
1.6: 34, 103, 131, 197, 302
1.7: 11AA
1.8: 101X, 101Y, 195M, 195N
1.9: 11Y, 135I
1.10: 261K

4. Listen to a spoken word to produce another word that rhymes with it.

The opportunity to address this objective is available. See the following:

TE: 1.1: 175, 176
1.9: 36A, 36M, 37B

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B. Listening Comprehension

1. Listen to make predictions about stories read aloud.

The opportunity to address this objective is available throughout the text. See for example:

TE: 1.1: 34, 71, 107, 133, 153, 207, 233, 269, 291, 292, 315
1.2: 32, 167, 336
1.3: 30, 49, 83, 95, 131, 147, 163, 273, 290
1.4: 13, 30, 49, 67, 127, 147, 165, 181, 201, 227, 245, 261, 277, 293
1.5: 30, 49, 67, 83, 310
1.6: 34, 103, 131, 197, 302
1.7: 11AA
1.8: 101X, 101Y, 195M, 195N
1.9: 11Y, 135I
1.10: 261K

2. Follow simple oral directions.

TE: 1.8: 127B
1.10: 203E

3. Recall information from listening to stories, poems, television and film.

The opportunity to address this objective is available. See the following:

TE: 1.1: 176
1.8: 195F
1.9: 11EE, 35G, 36M, 37B, 51E

4. Retell, reenact, or dramatize stories or parts of stories heard.

TE: 1.7: 22, 32, 60, 63F, 74
1.8: 138, 184
1.9: 18, 23, 74, 81E, 81F, 92, 107, 126
1.10: 210, 217, 242

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5. Respond appropriately to questions about stories read aloud.

This objective is addressed throughout the text. See for example:

TE: 1.1: 54, 110, 156, 174
1.2: 78, 98, 120, 150
1.3: 88, 106, 226, 240
1.4: 152, 186, 232, 278
1.5: 152, 184, 234, 298
1.6: 90, 136, 184, 228
1.7: 63C, 81A, 95A, 99A
1.8: 109A, 121A, 151A, 177A
1.9: 33A, 37A, 51A, 81A
1.10: 155A, 177A, 195A, 203A

6. Begin to track print when listening to a familiar text being read or when rereading their own writing.

The opportunity to address this objective is available throughout the text. See for example:

TE: 1.1: 34, 71, 107, 133, 153, 207, 233, 269, 291, 292, 315
1.2: 32, 167, 336
1.3: 30, 49, 83, 95, 131, 147, 163, 273, 290
1.4: 13, 30, 49, 67, 127, 147, 165, 181, 201, 227, 245, 261, 277, 293
1.5: 30, 49, 67, 83, 310
1.6: 34, 103, 131, 197, 302
1.7: 11AA
1.8: 101X, 101Y, 195M, 195N
1.9: 11Y, 135I
1.10: 261K

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7. Ask questions for clarification and explanation of stories and ideas heard.

This objective is addressed throughout the text. See, for example:

TE:	1.1:	71, 75, 107, 172
	1.2:	53, 75, 99, 214
	1.3:	163, 164, 169, 184
	1.4:	227, 228, 230, 233
	1.5:	68, 70, 89, 103
	1.6:	54, 67, 103, 265
	1.7:	88
	1.8:	112, 118, 153D, 188
	1.9:	12, 32, 46, 50
	1.10:	180O, 200

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:

A. Constructing Meaning

1. Retell the story from a favorite media program (e.g., television, movie).

This objective falls outside the scope of *SRA Open Court Reading*, Level 1.

2. Distinguish between "pretend" and "real" in the media.

The opportunity to address this objective is available. See the following:

TE:	1.1:	235, 237, 253, 255, 257, 317
	1.6:	243, 247, 262
	1.9:	123, 125, 127, 129, 131
	1.10:	236p, 237, 239, 241, 245, 247, 251, 253, 255, 257, 259

3. Begin to recognize that media messages have different purposes.

This objective falls outside the scope of *SRA Open Court Reading*, Level 1.

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4. Speculate about visual representations (e.g., pictures, artwork).

TE: 1.2: 102–103
1.9: 68, 89E, 119G

5. Use simple graphs and charts to report data (cf. mathematics standard 4.4–A).

TE: 1.1: 77, 231
1.3: 98, 107
1.4: 73, 89, 279
1.5: 89, 97, 107, 201, 229
1.8: 177C
1.10: 147C, 233F, 259C

6. Begin to recognize the work of a favorite illustrator.

The opportunity to address this objective is available. See the following:

TE: 1.1: 86, 204, 312
1.9: 34, 52, 134
1.10: 156, 178, 204, 260

7. Begin to compare and contrast media characters.

This objective falls outside the scope of SRA *Open Court Reading*, Level 1.

B. Visual and Verbal Messages

1. Begin to interpret messages in simple advertisements.

The opportunity to address this objective is available. See the following:

TE: 1.9: 89E, 119G

2. Sequence a series of pictures or images to tell a story.

TE: 1.2: 102–103