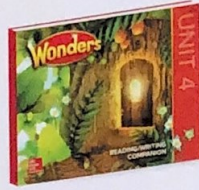
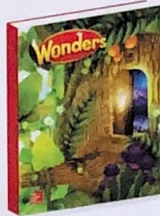


TENNESSEE • At a Glance

KEY CONCEPT Animal Features



"Snail and Frog Race" pp. 12–21



Little Rabbit pp. 10–29



The King of the Animals (Approaching), *Snail's Clever Idea* (On Level, ELL), *Plop!* (Beyond)

Weekly ELA Focus		Found in TE	Assessment
Foundational Literacy Standards			
Phonological Awareness	1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.	T34, T68	Informal: TE: T34; PB: p. 242
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	T58, T68, T69	Informal: TE: T58
Phonics and Word Recognition	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. b. Decode regularly spelled one-syllable words.	T24, T25, T34, T35, T44, T45, T52, T58	Informal: TE: T24, T25, T34, T35, T44, T45, T52, T58; PB: pp. 243–244
	c. Know the final -e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.	T24, T25, T34, T35, T44, T45, T52, T58	Informal: TE: T24, T25, T34, T35, T44, T45, T52, T58; PB: pp. 243–244
	g. Recognize and read grade-appropriate irregularly spelled words.	T27, T36, T47, T53, T59	Informal: TE: T27, T36, T47, T53, T59; PB: pp. 251, 257–258
	h. Read grade-level decodable text with purpose and understanding.	T28–T29	Informal: RWC: pp. 12–21; TE: T29
Word Composition	1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels.	T26, T36, T46, T53, T59	Informal: TE: T26, T36, T46, T53, T59; PB: pp. 245–247
	d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	T26, T46	Informal: TE: T26, T46; PB: p. 245
	f. Write many common, frequently used words and some irregular words.	T27, T36, T47, T53, T59	Informal: TE: T27, T36, T47, T53, T59
Fluency	1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	T28–T29, T38–T39, T43, T59	Informal: TE: T29, T39, T43, T59
	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	T29, T39, T43, T59	Informal: TE: T29, T39, T43, T59
Sentence Composition	1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use common, proper, and possessive nouns.	T49, T54, T55	Informal: TE: T49, T54, T55
	d. Use verbs to convey a sense of past, present, and future.	T31, T41, T49, T54, T55, T61	Informal: TE: T31, T41, T49, T54, T55, T61; PB: pp. 254–255
Vocabulary Acquisition	1.FL.VA.7c 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.	T21, T37, T50	Informal: RWC: pp. 22–23; TE: T21, T37, T50; PB: p. 253 Formal: PMA: Unit 4 Week 1 Test
Reading Standards: Literature			
Key Ideas and Details	1.RL.KID.1 Ask and answer questions about key details in a text.	T23, T28, T29, T33, T47C, T47H, T47I	Informal: TE: T23, T28, T29, T33, T47C, T47H, T47I
	1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	T38, T39, T47A–T47J	Informal: RWC: pp. 24–25, 26–27; LA: p. 29; TE: T38, T39, T47B, T47E, T47G, T47I Formal: PMA: Unit 4 Week 1 Test

Weekly ELA Focus		Found in TE	Assessment
Reading Standards: Literature			
Range of Reading and Level of Text Complexity	1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.	T47A–T47J	Informal: TE: T47A–T47J
Reading: Informational Text			
Key Ideas and Details	1.RI.KID.1 Ask and answer questions about key details in a text.	T51A–T51F	Informal: TE: T51B, T51C, T51E
Speaking and Listening			
Comprehension and Collaboration	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1 st grade topics and texts.	T21, T56, T60, T62, T63	Informal: RWC: pp. 10–11, 38, 39; TE: T21, T56, T60, T62, T63
	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	T23, T29, T33, T64, T94, T95	Informal: TE: T23, T29, T33
	1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	T21, T56, T60	Informal: TE: T21, T56, T60
Presentation of Knowledge and Ideas	1.SL.PK1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	T21, T39, T47D, T47F, T47G, T47H, T47K, T47L, T51F, T93	Informal: TE: T21, T39, T47D, T47F, T47G, T47H, T47K, T47L, T51F
	1.SL.PK1.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	T31, T41, T86	Informal: TE: T31, T41
Writing Standards			
Text Types and Protocol	1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	T48	Informal: TE: T48
Production and Distribution of Writing	1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.	T54, T56–T57	Informal: TE: T54, T57
	1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	T56–T57	Informal: RWC: p. 37; TE: T57
Research to Build and Present Knowledge	1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.	T56–T57	Informal: RWC: pp. 36–37; TE: T57
	1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	T56–T57	Informal: RWC: pp. 36–37; TE: T57

Assessment Key			
Informal Assessment	RWC = Reading/Writing Companion; LA = Literature Anthology; TE = Teacher’s Edition; PB = Practice Book; FA = Fluency Assessment	Formal Assessment	PMA = Progress Monitoring Assessments

CONNECT TO CONTENT: SCIENCE

Weekly Science Focus

TENNESSEE SCIENCE

From Molecules to Organisms: Structures and Processes

2.LSI.1 Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.

Wonders

Teacher’s Edition, T20–T21, T22–T23, T28–T29, T32, T42, T47A–T47L, T50–T51F, T56–T57, T62, T64–T65, T76–T77, T82–T83, 792–T93
 Reading/Writing Companion, pp. 10–11, 12–21, 36–37, 38
 Literature Anthology, pp. 10–29, 30–35
 Workstation Activity Cards, Science 16
 Leveled Readers: *The King of the Animals* (A), *Snail’s Clever Idea* (O, ELL), *Plop!* (B)

