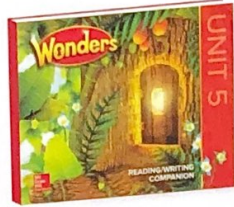
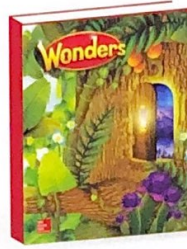


KEY CONCEPT

Sounds All Around



"Now, What's That Sound?" pp. 102-111



Whistle for Willie pp. 226-253



Thump, Jangle, Crash (Approaching), Down on the Farm (On Level, ELL), Going on a Bird Walk (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). b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.	T314, T338	Informal: TE: T314
	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	T304, T322, T338, T339	Informal: TE: T304, T322; PB: p. 386
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	T314, T328, T338, T339	Informal: TE: T314, T328
	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.	T294, T295, T304
Word Composition	f. Read words with inflectional endings.	T305, T315, T322, T323, T328	Informal: TE: T305, T315, T322, T323, T328; PB: pp. 393-394
	g. Recognize and read grade-appropriate irregularly spelled words.	T297, T306, T316, T317, T323, T329	Informal: TE: T297, T306, T316, T317, T323, T329; PB: pp. 395, 401-402
	h. Read grade-level decodable text with purpose and understanding.	T298-T299	Informal: RWC: pp. 102-111; TE: T299
	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. f. Write many common, frequently used words and some irregular words.	T296, T306, T316, T323, T329	Informal: TE: T296, T306, T316, T323, T329; PB: pp. 389-391
Fluency	1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	T298-T299, T308-T309, T313, T329	Informal: TE: T299, T309, T313, T329
	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	T299, T309, T313, T329	Informal: TE: T299, T309, T313, T329
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. e. Use frequently occurring adjectives.	T301, T305, T311, T315, T318, T319, T324, T325, T331	Informal: TE: T301, T305, T311, T315, T318, T319, T324, T325, T331; PB: pp. 398
	g. Use articles and demonstratives.	T301, T311, T318, T319, T324, T325, T331	Informal: TE: T301, T311, T318, T319, T324, T325, T331; PB: p. 399
Vocabulary Acquisition	1.FL.VA.7a 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. ii. Use frequently occurring affixes as a clue to the meaning of a word.	T305, T315, T322, T328	Informal: RWC: p. 113; TE: T305, T315, T322, T328; PB: p. 397 Formal: PMA: Unit 5 Week 4 Test
	iii. Identify frequently occurring root words and their inflectional forms.	T305, T315, T322, T328	Informal: TE: T305, T315, T322, T328
	1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. iii. Identify real-life connections between words and their use.	T291, T302, T320	Informal: TE: T291, T302, T320
	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.	T291, T302, T307, T320	Informal: TE: T291, T302, T307, T320

TENNESSEE • At a Glance

Weekly ELA Focus		Found in TE	Assessment
Reading Standards: Literature			
Key Ideas and Details	1.RL.KID.1 Ask and answer questions about key details in a text.	T293, T298, T299, T303, T317E, T317N	Informal: TE: T293, T298, T299, T303, T317E, T317N
	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.	T308, T309, T313, T317A–T317O	Informal: RWC: pp. 114–115, 116–117; LA: p. 255; TE: T308, T309, T313, T317B, T317C, T317D, T317H, T317K, T317L Formal: PMA: Unit 5 Week 4 Test
Reading: Informational Text			
Craft and Structure	1.RI.CS.5 Know and use various text features to locate key facts or information in a text.	T321, T321C	Informal: TE: T321, T321C
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.	T291, T326, T330, T332, T334	Informal: RWC: pp. 100–101, 128, 129; TE: T291, T326, T330, T332, T334
	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	T293, T303, T364	Informal: TE: T293, T303
Presentation of Knowledge and Ideas	1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	T299, T317D, T317P, T321, T335, T344, T345, T347, T353, T358	Informal: TE: T299, T317D, T317P, T321
Writing Standards			
Text Types and Protocol	1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	T318	Informal: TE: T318
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.	T324, T326–T327	Informal: TE: T324, T327
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.	T326–T327	Informal: RWC: pp. 126–127; TE: T327

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

Engineering Design

1.ETS.I Solve scientific problems by asking testable questions, making short-term and long-term observations, and gathering information.

Wonders

Teacher’s Edition, T290–T291, T292–T293, T298–T299, T302, T312, T320–T321D, T326–T327, T332, T334–T335, T346–T347, T352–T353, T364–T365
 Reading/Writing Companion, pp. 100–101, 102–103, 126–127, 128
 Literature Anthology, pp. 256–259
 Workstation Activity Cards, Science 24
 Leveled Readers: *Thump, Jangle, Crash* (A), *Down on the Farm* (O, ELL), *Going on a Bird Walk* (B)

