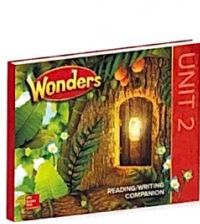
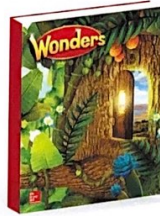


# TENNESSEE • At a Glance

## KEY CONCEPT Follow the Map



"Which Way on the Map?" pp. 124–133



"Fun with Maps" pp. 86–93



How Maps Help (Approaching, On Level, Beyond, ELL)

Weekly ELA Focus		Found in TE	Assessment
<b>Foundational Literacy Standards</b>			
<b>Print Concepts</b>	1.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	T359, T367, T385, T391, T397	Informal: TE: T359, T367, T385, T391, T397
<b>Phonological Awareness</b>	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.	T380, T402	Informal: TE: T380
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	T360, T394, T402, T403	Informal: TE: T360, T394; PB: p. 145
<b>Phonics and Word Recognition</b>	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Know the spelling-sound correspondence for common consonant digraphs.	T360, T361, T370, T371, T380, T381, T388, T394, T404, T405, T412	Informal: TE: T360, T361, T370, T371, T380, T381, T388, T394; PB: pp. 147–148
	b. Decode regularly spelled one-syllable words.	T360, T361, T370, T371, T380, T381, T388, T394	Informal: TE: T360, T361, T370, T371, T380, T381, T388, T394
	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	T371, T381, T389, T395	Informal: TE: T371, T381, T389, T395
	f. Read words with inflectional endings.	T371, T381, T389, T395	Informal: TE: T371, T381, T389, T395; PB: pp. 153–154
	g. Recognize and read grade-appropriate irregularly spelled words.	T363, T373, T383, T389, T395	Informal: TE: T363, T373, T383, T389, T395; PB: pp. 155, 159–160
<b>Word Composition</b>	1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.	T362, T372, T382, T389, T395	Informal: TE: T362, T372, T382, T389, T395
	c. Spell words with inflectional endings.	T389, T395	Informal: TE: T389, T395
	f. Write many common, frequently used words and some irregular words.	T363, T373, T383, T389, T395	Informal: TE: T363, T373, T383, T389, T395
<b>Fluency</b>	1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	T364–T365, T374–T375	Informal: TE: T365, T375; FA: pp. 14–61
	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	T365, T375	Informal: TE: T365, T375; FA: pp. 14–61
<b>Sentence Composition</b>	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. k. End sentences with correct punctuation.	T385, T390, T391, T397	Informal: TE: T385, T390, T391, T397; PB: p. 158

Weekly ELA Focus		Found in TE	Assessment
<b>Foundational Literacy Standards</b>			
Vocabulary Acquisition	1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade I reading and content, choosing flexibly from an array of strategies. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms.	T371, T379, T381, T389, T395	Informal: TE: T371, T381, T389, T395 Formal: PMA: Unit 2 Week 5 Test
	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.	T371, T381, T389, T395	Informal: TE: T371, T381, T389, T395
	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.	T357, T386, T452	Informal: TE: T357, T386
		T357, T386, T452	Informal: TE: T357, T386
<b>Reading: Informational Text</b>			
Key Ideas and Details	1.RI.KID.2 Identify the main topic and retell key details of a text.	T365, T375, T383A–T383E, T387B	Informal: RWC: pp. 136–137; TE: T365, T375, T383B, T383C, T383D, T383E, T387B Formal: PMA: Unit 2 Week 5 Test
Craft and Structure	1.RI.CS.5 Know and use various text features to locate key facts or information in a text.	T365, T374, T383C, T383D, T387, T387B, T398	Informal: RWC: pp. 134–135; LA: p. 93; TE: T365, T374, T383C, T383D, T387, T387B, T398
Range of Reading and Level of Text Complexity	1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade I.	T383A–T383D, T387A–T387B	Informal: TE: T383B–T383D, T387B
<b>Speaking and Listening</b>			
Comprehension and Collaboration	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1 <sup>st</sup> grade topics and texts.	T357, T396, T398, T399	Informal: RWC: pp. 122–123, 146, 147; TE: T357, T396, T398, T399
Presentation of Knowledge and Ideas	1.SL.PK1.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	T367, T377, T391	Informal: TE: T367, T377, T391
<b>Writing Standards</b>			
Production and Distribution of Writing	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.	T392–T393	Informal: RWC: p. 145; TE: T393
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.	T392–T393	Informal: RWC: pp. 144–145; TE: T393

### 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: SOCIAL STUDIES

### Weekly Social Studies Focus

#### TENNESSEE SOCIAL STUDIES

##### Geography

I.10 Recognize basic map symbols, including: cities, land, roads, and water.  
I.12 Use cardinal directions on a map.

### Wonders

Teacher's Edition, T356–T357, T358–T359, T364–T365, T368, T369, T378, T379, T383A–T383F, T386–T387B, T392–T393, T398, T400–T401, T410–T411, T414–T415, T424–T425  
Reading/Writing Companion, pp. 122–123, 124–133, 144–145, 146  
Literature Anthology, pp. 86–93, 94–95  
Workstation Activity Cards, Social Studies 10  
Leveled Readers: *How Maps Help* (A, O, ELL, B)

