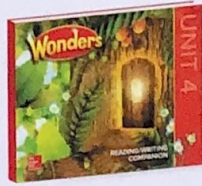
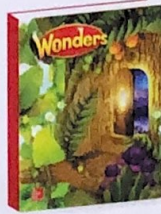


KEY CONCEPT
Working with
Animals



"From Puppy to Guide Dog"
pp. 132-141



Koko and Penny pp. 130-137



Teach a Dog! (Approaching, On Level, Beyond, ELL)

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.	T384, T412	Informal: TE: T384, T412; PB: p. 313
	b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.	T404, T428	Informal: TE: T404
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	T388, T394, T428	Informal: TE: T388, T394
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.	T384, T385, T394, T395, T404, T405, T412, T418	Informal: TE: T384, T385, T394, T395, T404, T405, T412, T418
	c. Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.	T384, T385, T394, T395, T404, T405, T412, T418	Informal: TE: T384, T385, T394, T395, T404, T405, T412, T418; PB: pp. 315-316
	g. Recognize and read grade-appropriate irregularly spelled words.	T387, T396, T406, T413, T419	Informal: TE: T387, T396, T406, T413, T419; PB: pp. 323, 329-330
	h. Read grade-level decodable text with purpose and understanding.	T388-T389	Informal: RWC: pp. 132-141; TE: T389
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.	T386, T396, T406, T413, T419	Informal: TE: T386, T396, T406, T413, T419; PB: pp. 317-319
	d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	T386, T395, T396, T405, T406, T412, T413, T418, T419	Informal: TE: T386, T395, T396, T405, T406, T412, T413, T418, T419
	f. Write many common, frequently used words and some irregular words.	T387, T396, T406, T413, T419	Informal: TE: T387, T396, T406, T413, T419
Fluency	1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	T388-T389, T398-T399, T403, T419	Informal: TE: T389, T399, T403, T419
	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	T389, T399, T403, T419	Informal: TE: T389, T399, T403, T419
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. i. Use commas in dates and to separate single words in a series.	T409, T415, T421	Informal: TE: T409, T415, T421; PB: p. 328
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. iii. Identify frequently occurring root words and their inflectional forms.	T397, T407C, T426, T438, T444, T455	Informal: RWC: p. 143; TE: T397, T407C; PB: p. 325 Formal: PMA: Unit 4 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.	T381, T392, T410	Informal: TE: T381, T392, T410
	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.	T381, T389, T392, T397	Informal: TE: T381, T389, T392, T397

Weekly ELA Focus		Found in TE	Assessment
Reading: Informational Text			
Key Ideas and Details	1.RI.KID.2 Identify the main topic and retell key details of a text.	T389, T403, T407C, T407E, T407F, T411A, T411B	Informal: TE: T389, T403, T407C, T407E, T407F, T411A, T411B
	1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	T399, T407B, T407C, T407E	Informal: RWC: pp. 146–147; TE: T399, T407B, T407C, T407E Formal: PMA: Unit 4 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.	T398, T407D, T411, T411B	Informal: RWC: pp. 144–145; TE: T398, T407D, T411, T411B
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.	T407A–T407F, T411A–T411B	Informal: TE: T407B–T407F, T411B–T411B
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.	T381, T420, T422, T423	Informal: RWC: pp. 130–131, 156, 157; TE: T381, T420, T422, T423
	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.	T381, T416, T420	Informal: TE: T381, T416, T420
Presentation of Knowledge and Ideas	1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	T417, T432, T439, T445	Informal: TE: T417
	1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	T391, T401, T409, T415, T427, T432, T446	Informal: TE: T391, T401, T409, T415
Writing Standards			
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.	T414, T416–T417	Informal: TE: T414, T417
	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.	T416–T417	Informal: RWC: p. 155; TE: T417
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.	T416–T417	Informal: RWC: pp. 154–155; TE: T417
	1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	T416–T417	Informal: RWC: pp. 154–155; TE: T417

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
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CONNECT TO CONTENT: SOCIAL STUDIES

Weekly Social Studies Focus

TENNESSEE SOCIAL STUDIES

Economics

I.05 Give examples of services (producers) that people provide.

Wonders

Teacher's Edition, T380–T381, T382, T388–T389, T392, T402, T407A–T407F, T410–T411B, T416–T417, T422, T424–T425, T438–T439, T442–T443, T452–T453
 Reading/Writing Companion, pp. 130–131, 132–141, 154–155, 156
 Literature Big Book, pp. 130–137, 138–139
 Workstation Activity Cards, Social Studies 20
 Leveled Readers: *Teach a Dog!* (A, O, ELL, B)

