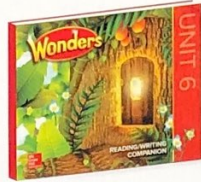
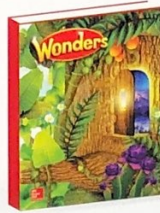


# TENNESSEE • At a Glance

## KEY CONCEPT Sharing Traditions



"A Spring Birthday"  
pp. 102–111



Lissy's Friends  
pp. 362–391



*The Quilt* (Approaching), *Latkes for Sam* (On Level, ELL),  
*Patty Jumps!* (Beyond)

| Weekly ELA Focus                       |  | Found in TE                              | Assessment   |
|--|--|--|--|
| <b>Foundational Literacy Standards</b> |  |  |  |
| Phonological Awareness                 | 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.   | T314, T322, T323, T338, T340             | Informal: TE: T314, T322, T323   |
|  | d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  | T304, T305, T322, T323, T338             | Informal: TE: T304, T305, T322, T323; PB: p. 476   |
| 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.<br>b. Decode regularly spelled one-syllable words.  | T305, T314, T315, T322, T328             | Informal: TE: T305, T314, T315, T322, T328; PB: pp. 477–478                                      |
|  | f. Read words with inflectional endings.   | T305, T315, T322, T328                   | Informal: TE: T305, T315, T322, T328; PB: pp. 483–484  |
|  | 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. 485, 491–492                           |
|  | h. Read grade-level decodable text with purpose and understanding.   | T298–T299                                | Informal: RWC: pp. 102–111; TE: T298–T299  |
| Word Composition                       | 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.<br>c. Spell words with inflectional endings.   | T305, T315                               | Informal: TE: T305, T315   |
|  | f. Write many common, frequently used words and some irregular words.  | T297, T306, T316, T317, T323, T329       | Informal: TE: T297, T306, T316, T317, T323, T329   |
| Fluency                                | 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.<br>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.<br>c. Use personal, possessive, and indefinite pronouns. | T301, T311, T318, T319, T324, T325, T331 | Informal: TE: T301, T311, T318, T319, T324, T325, T331; PB: pp. 488–489                          |
|  | i. Use commas in dates and to separate single words in a series.   | T319, T325, T331                         | Informal: TE: T319, T325, T331; PB: p. 490   |
| 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.<br>ii. Use frequently occurring affixes as a clue to the meaning of a word.               | T305, T315, T322                         | Informal: TE: T305, T315, T322   |
|  | iii. Identify frequently occurring root words and their inflectional forms.  | T305, T315, T322                         | Informal: TE: T305, T315, T322   |
|  | 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning.<br>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: RWC: p. 113; TE: T291, T302, T307, T320; PB: p. 487<br>Formal: PMA: Unit 6 Week 4 Test |

# TENNESSEE • At a Glance

| Weekly ELA Focus                        |   | Found in TE                     | Assessment  |
|---|---|---------------------------------|---|
| <b>Reading Standards: Literature</b>    |   |                                 |   |
| Key Ideas and Details                   | 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.   | T299, T309, T110, T317A–T317P   | Informal: RWC: pp. 116–117; LA: p. 393; TE: T299, T309, T110, T317B, T317F, T317H, T317L, T317M, T317O, T317Q, T317R<br>Formal: PMA: Unit 6 Week 4 Test |
|   | 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.                            | T299, T308, T317D, T317G, T317N | Informal: RWC: pp. 114–115; TE: T299, T308, T317D, T317G, T317N   |
| Integration of Knowledge and Ideas      | 1.RL.KI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.   | T317H, T317I, T317N             | Informal: TE: T317H, T317I, T317N   |
| <b>Reading: Informational Text</b>      |   |                                 |   |
| 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   |
| <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.  | T291, T326, T330, T332, T333    | Informal: RWC: pp. 100–101, 128, 129; TE: T291, T326, T330, T332, T333  |
| Presentation of Knowledge and Ideas     | 1.SL.PK1.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.   | T327, T356, T359, T365          | Informal: TE: T327  |
|   | 1.SL.PK1.6 With prompting and support, speak in complete sentences when appropriate to task and situation.  | T301, T303, T311, T330, T356    | Informal: TE: T301, T303, T311, T330  |
| <b>Writing Standards</b>                |   |                                 |   |
| 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  |
| 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  |
|   | 1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   | 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: SOCIAL STUDIES

### Weekly Social Studies Focus

#### TENNESSEE SOCIAL STUDIES Culture

- 1.01 Describe the cultural aspects of a place, including a student’s community and state.
- 1.02 Define multiculturalism as many different cultures living within a community and state.
- 1.03 Compare and contrast family traditions and customs among different cultures within a student’s community and state.

### Wonders

Teacher’s Edition, T290–T291, T292–T293, T298–T299, T302, T312, T317A–T317R, 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. 362–393, 394–397  
Workstation Activity Cards, Social Studies 29  
Leveled Readers: *The Quilt* (A), *Latkes for Sam* (O, ELL), *Patty Jumps!* (B)

