

# TENNESSEE • At a Glance

Weekly ELA Focus		Found in TE	Assessment
<b>Reading Standards: Literature</b>			
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 I.	T227A–T227P	Informal: TE: T227B–T227P
<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.	T231, T231B, T231C	Informal: TE: T231, T231B, T231C
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.	T231A–T231D	Informal: TE: T231B–T231D
<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.	T201, T236, T240, T242, T243	Informal: RWC: pp. 70–71, 98, 99; TE: T201, T236, T240, T242, T243
	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.	T201, T236, T240	Informal: TE: T201, T236, T240
Presentation of Knowledge and Ideas	1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	T201, T236, T240	Informal: TE: T201, T236, T240
	1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	T237, T271	Informal: TE: T237
	1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	T211, T213, T221, T229, T266	Informal: TE: T211, T213, T221, T229
<b>Writing Standards</b>			
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.	T228	Informal: TE: T228
Production and Distribution of Writing	1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	T228	Informal: TE: T228
	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.	T234, T236–T237	Informal: TE: T234, T237
	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.	T236–T237	Informal: RWC: p. 97; TE: T237
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.	T236–T237	Informal: RWC: pp. 96–97; TE: T237
	1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	T236–T237	Informal: RWC: pp. 96–97; TE: T237

## 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

##### Earth’s Place in the Universe

1.ESS.3 Analyze data to predict patterns between sunrise and sunset, and the change of seasons.

### Wonders

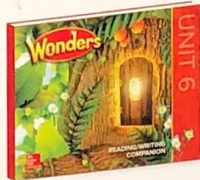
Teacher’s Edition, T200–T201, T202–T203, T208–T209, T212–T213, T222, T227A–T227R, T230–T231D, T236–T237, T242, T244–T245, T256–T257, T262–T263, T272–T273  
 Reading/Writing Companion, pp. 70–71, 72–81, 96–97, 98  
 Literature Anthology, pp. 326–357, 358–361  
 Workstation Activity Cards, Science 28  
 Leveled Readers: *Snow Day* (A), *Heat Wave* (O, ELL), *Rainy Day Fun* (B)



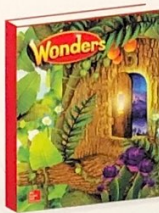
# TENNESSEE • At a Glance

## KEY CONCEPT

Weather Together



"Wrapped in Ice"  
pp. 72–81



Rain School  
pp. 326–355



Snow Day (Approaching), Heat Wave (On Level, ELL),  
Rainy Day Fun (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). d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	T214, T224, T238, T248	Informal: TE: T214, T224, T238; PB: p. 458
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. a. Know the spelling-sound correspondence for common consonant digraphs.	T204, T214, T224, T232, T251	Informal: TE: T204, T214, T224, T232; PB: pp. 459–460
	b. Decode regularly spelled one-syllable words.	T204, T205, T214, T215	Informal: TE: T204, T205, T214, T215
	g. Recognize and read grade-appropriate irregularly spelled words.	T207, T216, T226, T227, T233, T239	Informal: TE: T207, T216, T226, T227, T233, T239; PB: pp. 467, 473–474
	h. Read grade-level decodable text with purpose and understanding.	T208–T209	Informal: RWC: pp. 72–81; TE: T209
Word Composition	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.	T206, T216, T226, T233	Informal: TE: T206, T216, T226, T233; PB: pp. 461–463
	d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	T215, T225, T232, T238	Informal: TE: T215, T225, T232, T238
	f. Write many common, frequently used words and some irregular words.	T207, T216, T226, T227, T233, T239	Informal: TE: T207, T216, T226, T227, T233, T239
Fluency	1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	T208–T209, T218–T219, T223, T239	Informal: TE: T209, T219, T223, T239
	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	T209, T219, T223, T239	Informal: TE: T209, T219, T223, T239
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. c. Use personal, possessive, and indefinite pronouns.	T211, T221, T228, T229, T234, T235	Informal: TE: T211, T221, T228, T229, T234, T235; PB: pp. 452–453
	l. Use commas in dates and to separate single words in a series.	T229, T235, T241	Informal: TE: T229, T235, T241; PB: p. 472
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.	T201, T209	Informal: RWC: p. 83; TE: T201, T209; PB: p. 469 Formal: PMA: Unit 6 Week 3 Test
<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.	T209, T227L, T227Q	Informal: TE: T209, T227L, T227Q
	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.	T218, T219, T227A–T227P	Informal: RWC: pp. 84–85, 86–87; LA: p. 357; TE: T218, T219, T227E, T227I, T227M, T227N, T227O Formal: PMA: Unit 6 Week 3 Test
Integration of Knowledge and Ideas	1.RL.IK1.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	T209, T227E, T227P	Informal: TE: T209, T227E, T227P