

1st Nine Weeks		
Focus Skills	ELA Standards	Social Studies/Science
<p>Phonics: Short a rhyme Inflectional ending -s. Comprehension Skill: Key Details Using Illustrations English: Sentences/ Capitalization</p> <p>Phonics: Short i Double final consonants Comprehension Skill: Key Details/Sequencing English: Word Order/Punctuation</p> <p>Phonics: l blends Beginning consonant blends Plural nouns w/ -s Comprehension Skill: Key Details/Sequencing English: Statements/ Capitalization and Punctuation</p> <p>Phonics: Short o Phoneme deletion Rhyme Comprehension Skill: Key Details Using Illustrations</p>	<p>*1.RL.KID.1 Ask and answer questions about key details in a text.</p> <p>*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.</p> <p>*1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.</p> <p>*1.RI.KID.1 Ask and answer questions about key details in a text.</p> <p>*1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject areas.</p> <p>*1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.</p> <p>1.RI.IKI.8 Identify the reasons an author gives to support points in a text.</p> <p>1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.</p> <p>*1.RI.RRTC.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>*1.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>*1.FL.PC.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p> <p>*1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>*1.FL.PA.2.b Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.</p> <p>*1.FL.PA.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</p> <p>*1.RL.PA.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p> <p>*1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>	<p>Social Studies: 1.3 Re-tell stories from folk tales, myths, and legends from other cultures. 1.6 Describe the meaning of the word Tennessee and its origin coming from the Cherokee name, Tanasi. 1.7 Interpret legends, stories, and songs that contribute to the development of cultures in Tennessee, including Cherokee, Chickasaw, Shawnee, and Creek tribes. 1.8 Give examples of products (goods) that people buy and use. 1.9 Give examples of services (producers) that people provide. 1.12 Examine different types of advertisements used to sell goods and services. 1.14 Examine and analyze economic concepts including basic needs vs. wants and the factors that could influence a person to use money or save money. 1.26 Explain the importance of patriotic traditions, including the recitation of the Pledge of Allegiance, appropriate behavior during the playing of our National Anthem, and demonstrate appropriate flag etiquette. 1.31 With guidance and support from adults, use a variety of digital tools to produce and</p>

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<p>English: Questions and Exclamations/Punctuation</p> <p>Phonics: r and s blends Phoneme deletion Possessives</p> <p>Spelling: sp-, gr-, dr-</p> <p>Comprehension Skill: Key Details</p> <p>English: Writing Sentences/ Capitalization and Punctuation</p> <p>Phonics: Short e Short e spelled e and ea Phoneme Isolation Inflectional ending -ed</p> <p>Spelling: -eg, -en, -ead</p> <p>Comprehension Skill: Character, Setting, Plot</p> <p>English: Nouns & Commas in a Series</p>	<p>*1.FL.PWR.3.b Decode regularly spelled one-syllable words</p> <p>*1.FL.PWR.3.g Recognize and read grade-appropriate irregularly spelled words.</p> <p>*1.FL.PWR.3.h Read grade-level decodable text with purpose and understanding.</p> <p>*1.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</p> <p>1.FL.PWR.3.f Read words with inflectional endings.</p> <p>Writing</p> <p>1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thought, and feelings: use time order words to signal event order and provide some sense of closure.</p> <p>*1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</p> <p>*1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>*1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</p> <p>Speaking and Listening</p> <p>*1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Language</p> <p>*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.</p> <p>1.FL.WC.4.f Write many common, frequently used words and some irregular words.</p> <p>*1.FL.WC.4.g Print all upper- and lowercase letters.</p> <p>*1.FL.SC.6.k End sentences with correct punctuation.</p> <p>*1.FL.WC.4.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>1.FL.VA.7b.i Sort words into categories to gain a sense of the concepts the</p>	<p>publish an informational text on the importance of the voting process using facts and provide a concluding statement.</p> <p>1.40 Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.</p> <p>Science:</p> <p>Cells</p> <p>GLE.0107.1.1 Recognize that living things have parts that work together.</p> <p>Flow of Matter and Energy</p> <p>GLE.0107.3.1 Recognize that plants and animals are living things that grow and change over time.</p> <p>The Earth</p> <p>GLE 0107.7.1 Realize that water, rocks, soil, living organisms, and man-made objects make up the earth's surface.</p> <p>GLE 0107.7.2 Classify earth materials according to their physical properties.</p> <p>Matter</p> <p>GLE 0107.9.1 Classify objects according to their physical properties.</p> <p>GLE 0107.9.2 Distinguish between the properties of solids and liquids.</p> <p>GLE 0107.9.3 Predict the changes that may occur when different materials are mixed.</p>
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	<p>categories represent.</p> <p>*1.FL.VA.7b.iii Identify real-life connections between words and their use.</p>	<p>The following standards are INTEGRATED into READING WONDERS:</p> <p><u>Social Studies:</u> 1.2 Cultures 1.4 Cultures 1.8 Economics 1.9 Economics 1.2 Geography 1.3 Government and Civics 1.2 History -Columbus Day 1.4 History</p> <p><u>Science:</u> GLE.0107.3.1 Living Things GLE.0107.1.1 Living Things Conceptual Strand 2: Environment</p>
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2nd Nine Weeks

Phonics: Short u
Phoneme blending
Phoneme isolation

Comprehension Skill: Character, Setting, Plot
Using Illustrations

Writing Traits: Organization
English: Singular/Plural Nouns & Apostrophes w/ Contractions ('s)

Phonics: Ending Blends
Phoneme Categorization
Phoneme Substitution

Inflectional Ending *-ing*
Comprehension Skill: Main Topic
Key Details

Writing Traits: Ideas
English: Possessive Nouns & Apostrophes w/ Possessives

Phonics: Digraphs th, sh, ng
Phoneme Isolation
Phoneme Substitution

Closed Syllables
Comprehension Skill: Character, Setting, Events

English: Common/Proper Nouns & Capitalizing Proper Nouns

Phonics: Consonant Digraphs
Phoneme Blending
Phoneme Segmentation

- *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.
- *1.RL.CS.5** Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.
- 1.RL.CS.6** Identify who is telling the story at various points in a text.
- 1.RL.CS.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
- *1.RL.IKI.9** Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.
- *1.RI.KID.2** Identify the main topic and retell key details of a text.
- *1.RI.CS.5** Know and use various text features to locate key facts or information in a text.
- *1.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- *1.RI.IKI.8** Identify the reasons an author provides to support points in a text.
- *1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
- *1.FL.PWR.3.a** Know the sound-spelling correspondence for common consonant digraphs.
- *1.FL.PWR.3.b** Decode regularly spelled one-syllable words.
- *1.FL.PWR.3.c** Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.
- *1.FL.PWR.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- *1.FL.PWR.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables.
- *1.FL.PWR.3.f** Read words with inflectional endings.
- *1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled

- Social Studies:**
- 1.1** Explain with supporting details the culture of a specific place, including a student's community and state.
 - 1.2** Define multiculturalism as many different cultures living within a community, state, or nation.
 - 1.5** Present the student's family culture through the use of drawing, writing, and/or multimedia.
 - 1.15** Recognize basic map symbols, including references to land, water, cities, and roads.
 - 1.16** Define and locate the North and South Poles and the equator.
 - 1.17** Identify the shapes of Tennessee and the United States on maps and globes.
 - 1.18** Use cardinal directions on maps.
 - 1.19** Locate Washington, D.C. and Nashville on a United States map.
 - 1.20** Distinguish the difference between a continent, mountain, river, lake, and ocean.
 - 1.25** Identify the current city/county Mayor, Governor, and President, and explain their roles in government.
 - 1.27** Explain that our state's and country's laws are based upon the Constitution.
 - 1.28** Give examples of a rule

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<p>Plural Nouns -<i>es</i></p> <p>Comprehension Skill: Main Topic/Key Details</p> <p>English: Irregular Nouns & Capital Letters/Periods</p> <p>Phonics: Long a (sneaky e) Contractions w/ not Phoneme Addition Phoneme Substitution</p> <p>Comprehension Skill: Character, Setting, Plot</p> <p>English: Verbs Commas in a Series</p> <p>Phonics: Long i (Sneaky e) Plurals w/ CVCe words Phoneme Segmenting Phoneme Blending</p> <p>Comprehension Skill: Sequence</p> <p>English: Tense Verbs Titles of Plays (capitalization)</p> <p>Phonics: Soft c and g, dge Rhyme Phoneme Segmentation Inflectional Endings -ed/-ing (dropping final e)</p> <p>Comprehension Skill: Cause and Effect</p> <p>English: Past and Future Tense Verbs</p> <p>Phonics: Long o, u, e Phoneme Isolation</p>	<p>words.</p> <p>*1.FL.PA.2.a Distinguish long and short vowels in spoken single-syllable words.</p> <p>*1.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Writing</p> <p>1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.</p> <p>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.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p> <p>Language</p> <p>*1.FL.SC.6.a Use common, proper, and possessive nouns.</p> <p>1.FL.SC.6.b Use singular and plural nouns with correct verbs in basic sentences.</p> <p>*1.FL.SC.6.j Capitalize names of people and dates.</p> <p>*1.FL.SC.6.k End sentences with correct punctuation.</p> <p>*1.FL.SC.6.l Use commas in dates and to separate single words in a series.</p>	<p>and a law through the use of drawings, discussions, or writings.</p> <p>1.30 Summarize that voting is a way of making choices and decisions.</p> <p>Science: Embedded Technology and Engineering GLE 0107.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.</p> <p>Cells GLE 0107.1.1 Recognize that living things have parts that work together. GLE 0107.1.2 Use tools to examine major body parts and plant structures.</p> <p>Biodiversity and Change GLE 0107.5.1 Investigate how plants and animals can be grouped according to their habitats. GLE 0107.5.2 Recognize that some organisms which formerly lived are no longer found on earth.</p> <p>Energy GLE 0107.10.1 Investigate the effect of the sun on land, water, and air.</p>
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<p>Phoneme Blends CVCe syllables Comprehension Skill: Compare and Contrast English: is and are/Commas in Dates</p>	<p>*1.FL.WC.4.a Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. *1.FL.WC.4.b Use conventional spelling for one-syllable words with common vowel patterns including VCVe, common vowel teams, final-y, and r-controlled vowels. *1.FL.WC.4.c Spell words with inflectional endings. *1.FL.VA.7.c 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.</p>	<p>The following standards are INTEGRATED into READING WONDERS:</p> <p><u>Social Studies:</u> 1.1 Culture 1.5 Culture 1.12 Economics 1.15 Geography 1.16 Geography 1.18 Geography 1.30 Government and Civics 1.31 Government and Civics 1.39 Veteran's Day-History 1.39 Thanksgiving Day -History</p> <p><u>Science:</u> GLE.0107.5.1 Habits GLE.0107.1.2 Plant Structure GLE.0107.3.1 Growing Conceptual Plans</p>
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3rd Nine Weeks

Phonics: Variant Vowel Spelling with Diagraphs (*oo, u*)
Phoneme Segmentation
Phoneme Blending
Inflectional Endings --*ed/-ing* (double final consonants)
Comprehension Skill: Sequence
English: Contractions with not/Apostrophes in Contractions

Phonics: Long a- *a, ai, ay*
Using a dictionary
ABC Order (same 1st letter)
Comprehension Skill: Sequence
English: was and were & Apostrophes w/ Contractions

Phonics: Long e- *ee, ea*
Prefixes *re-, un-, pre-*
Comprehension Skill: Main Idea/Key Details
Context Clues/Sentence Clues
English: Has and Have & Capitalization/Punctuation

Phonics: Long o- *o, oa, ow*
Word Categories
Open Syllables
Comprehension Skill: Main Idea/Key Details
English: go, do & Capitalize

- ***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.
- ***1.RL.CS.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- ***1.RL.CS.6** Identify who is telling the story at various points in a text.
- ***RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- ***1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1.
- ***1.RI.KID.2** Identify the main topic and retell key details of a text.
- ***1.RI.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- ***1.RL.CS.5** Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.
- ***1.RL.CS.6** Identify who is telling the story at various points in a text
- ***1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- ***1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
- ***1.FL.PWR.3.b** Decode regularly spelled one-syllable words
- ***1.FL.PWR.3.c** Know the final *-e* and common vowel team conventions for representing long vowel sounds, including *r* controlled vowels.
- ***1.FL.PWR.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables.
- ***1.FL.PWR.3.f** Read words with inflectional endings.
- ***1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words.
- ***1.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.
- ***1.FL.F.5.a** Read grade-level text with purpose and understanding.

Social Studies:
1.10 Explain differences between goods and services and describe how people are consumers and producers of goods and services.
1.11 Describe goods and services that are exchanged worldwide.
1.12 Examine different type of advertisements used to sell goods and services.
1.13 With prompting and support, read informational texts about major products and industries found in Tennessee, to include mining, music, tourism, automobile manufacturing, and agriculture.
1.21 Describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation and recreation.
1.22 Construct a map showing the Atlantic Ocean, Pacific Ocean, Washington D.C., Memphis, Nashville, Knoxville, Chattanooga, Mississippi River, Cumberland River, Tennessee River, Great Smoky Mountains, Rocky Mountains, Center Hill Lake, Norris Lake, Reelfoot Lake, and Clingmans Dome.
1.23 Identify the three Grand Divisions of Tennessee on a map

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<p>Proper Nouns</p> <p>Phonics: Long i</p> <p>Inflectional Endings (change y to i)</p> <p>Spelling: long i</p> <p>Comprehension Skill: Point of View</p> <p>Context Clues: Sentence Clues</p> <p>English: see and saw & Underline Titles of Books</p> <p>Phonics: Long e (ey, y)</p> <p>Root Words</p> <p>Compound Words</p> <p>Spelling: -ey, -y</p> <p>Comprehension Skill: Sequence Main Idea and Details</p> <p>English: Adverbs that tell when & Commas in a Series</p> <p>Phonics: r- controlled vowel sr</p> <p>Plurals (irregular)</p> <p>Spelling: ar</p> <p>Comprehension Skill: Point of View</p> <p>Context Clues: Multiple Meaning Words</p> <p>English: Words that Join & Capitalizing Proper Nouns</p> <p>Phonics: r-controlled vowels- er, ir, ur, or</p> <p>Inflectional ending -er</p> <p>Comprehension Skill: Plot:</p>	<p>*1.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Writing</p> <p>1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.</p> <p>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.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*1.W.RBK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p> <p>1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.</p> <p>1.SL.PKI.6 With prompting and support, speak in complete sentences when</p>	<p>and compare and contrast each division's major physical features.</p> <p>1.24 Summarize in their own words, that a map is a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country or world.</p> <p>1.35 Place events in students' own lives in chronological order.</p> <p>1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future.</p> <p>1.37 Interpret information presented in picture timelines to show the sequence of events and distinguish between past, present, and future.</p> <p>Science:</p> <p>Embedded Inquiry</p> <p>GLE 0107.Inq.1 Observe the world of familiar objects using the senses and tools.</p> <p>GLE 0107.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.</p> <p>GLE 0107.Inq.3 Explain the data from an investigation.</p> <p>Embedded Technology & Engineering</p> <p>GLE 0107.T/E.2 Apply engineering design and creative thinking to solve practical problems.</p>
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<p>Cause and Effect Shades of Meaning Intensity English: Adjectives & Capitalization/Punctuation Phonics: or, ore, oar Prefixes Abbreviations Comprehension Skill: Problem and Solution English: Words that Compare & Capitalizing Proper Nouns</p>	<p>appropriate to task and situation.</p> <p>Language</p> <p>*1.FL.WC.4.g Print all upper- and lowercase letters.</p> <p>*1.FL.SC.6.b Use singular and plural nouns with correct verbs in basic sentences.</p> <p>*1.FL.SC.6.d Use verbs to convey a sense of past, present, and future.</p> <p>1.FL.SC.6.e Use frequently occurring adjectives.</p> <p>*1.FL.SC.6.f Use frequently occurring conjunctions.</p> <p>1.FL.SC.6.g Use articles and demonstratives.</p> <p>*1.FL.SC.6.j Capitalize names of people and dates.</p> <p>*1.FL.SC.6.k End sentences with correct punctuation.</p> <p>*1.FL.SC.6.l Use commas in dates, and to separate single words in a series.</p> <p>*1.FL.WC.4.a Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</p> <p>*1.FL.WC.4.b Use conventional spelling for one-syllable words with common vowel spelling patterns including VC<i>ve</i>, common vowel teams, final-<i>y</i>, and r-controlled vowels.</p> <p>*1.FL.WC.4.c Spell words with inflectional endings.</p> <p>*1.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>*1.FL.VA.7a.ii Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>*1.FL.VA.7.a.iii Identify frequently occurring root words and their inflectional forms.</p> <p>*1.FL.VA.7b.ii Define words by category and by one or more key attributes.</p> <p>*1.FL.VA.7b.iv Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p>	<p>Cells GLE 0107.1.1 Recognize that living things have parts that work together.</p> <p>Interdependence GLE 0107.2.1 Distinguish between living and non-living things in an environment.</p> <p>The Universe GLE 0107.6.1 Compare and describe features of the day and night sky. GLE 0107.6.2 Realize that the sun can only be seen during the day, while the moon can be seen at night and sometimes during the day.</p> <p>The following standards are INTEGRATED into READING WONDERS:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> 1.3 Culture 1.10 Economics 1.11 Economics 1.35 History 1.36 History 1.37 History 1.39 History <p>Science: GLE.0107.1.1 Living Things Conceptual Strand 2: Environment GLE.0107.3.1 Grow and Change Over Time GLE.0107.Inq.1 Senses and the World Around Us GLE.0107.9.1 Classifying</p>
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		Objects GLE.0107.6.1 Features of Day and Night GLE.0107.6.2 Sun and Moon Conceptual Strand 2: Inventions GLE.0107.T/E.1 Inventions Conceptual Strand 11: Force in Motion
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4th Nine Weeks

Phonics: Diphthongs ou, ow
 Suffixes
 Comparative Inflectional
 Endings *-er/-est*
Comprehension Skill: Problem
 and Solution
English: Using a, an, this, and
 that & Capitalizing/
 Underlining book titles

Phonics: Diphthongs oy, oi
 Inflectional Endings *-s, -ed,*
-ing
 Final Stable Syllables
Comprehension Skill: Cause and
 Effect
English: Prepositions &
 Abbreviations

Phonics: Variant vowel /u/
 (spelled *oo, u, u_e, ew, ue, ui,*
ou)
 Synonyms
 Suffixes *-ful* and *-less*
Comprehension Skill:
 Theme/Point of View
English: Pronouns
 Capitalizing I

Phonics: Variant Vowel aw, au
 Variant Vowel Spellings w/
 Digraphs (*a, aw, au, augh, al*)

***1.RL.KID.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

***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.

***1.RL.IKI.9** Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.

***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.

***1.RI.IKI.8** Identify the reasons an author gives to support points in a text.

***1.RI.IKI.9** Identify basic similarities in and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.

***1.RI.RRTC.10** With prompting and support, read informational texts appropriately complex for grade 1.

***1.FL.PWR.3.b** Decode regularly spelled one-syllable words.

***1.FL.PWR.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables.

***1.FL.PWR.3.f** Read words with inflectional endings.

***1.FL.PWR.3.g** Recognize and read grade-appropriate irregularly spelled words.

***1.FL.PWR.3.h** Read grade-level decodable text with purpose and understanding.

***1.FL.F.5.b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

***1.FL.F.5.c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Writing:

***1.W.TTP.2** With prompting and support, write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

***1.W.TTP.3** With prompting and support, write narratives recounting an

Social Studies:

1.4 Use collaborative conversations with diverse partners to discuss family customs and traditions.

1.29 Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live.

1.32 Recognize that communities in Tennessee have a local government and compare/contrast this to our state and national government.

1.33 Sort rules and responsibilities that citizens follow that are specific to their state compared to national rules and responsibilities, including wearing a seat belt, wearing a bicycle helmet, texting while driving, child restraints, voting, obtaining a driver's license at a particular age, and wearing a motorcycle helmet.

1.34 Create a visual representation, such as a graphic organizer, of Tennessee symbols, including the state tree (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), animal (raccoon), nickname (Volunteer State), flag, and one song (Tennessee

*Tested during the nine weeks

<p>Antonyms Vowel Team Syllables Comprehension Skill: Author's Purpose English: Possessive Pronouns Days, Months, Holidays Phonics: Silent Letters <i>wr/ kn/ gn</i> Similes Compound Words Comprehension Skill: Cause & Effect English: Indefinite Pronouns Commas in dates and letters Phonics: Three Letter Blends (scr, spl, spr, str, thr, shr) Inflectional endings -ed/ -ing Comprehension Skill: Theme English: I and me Commas in dates and letters Phonics: air, are, ear r-controlled vowel syllables Comprehension Skill: Author's Purpose Metaphors</p>	<p>event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. *1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. *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. *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. *1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>Speaking & Listening</u> 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation. <u>Language</u> *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. *1.FL.SC.6.c Use personal, possessive, and indefinite pronouns. *1.FL.SC.6.e Use frequently occurring adjectives. *1.FL.SC.6.g Use articles and demonstratives. *1.FL.SC.6.h Use frequently occurring prepositions such as <i>during, beyond,</i> and <i>toward</i>.</p>	<p>Waltz, Rocky Top). Write an opinion piece explaining why you think these are/are not good choices, including supporting detail. 1.38 Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment. 1.39 Use informational text to help describe the importance of celebrating these national holidays: - Martin Luther King, Jr. Day - Presidents' Day - Memorial Day - Veterans' Day - Thanksgiving Day 1.41 Identify holidays, historic events, symbols, and famous people from Tennessee. Students will be introduced to the lives of Tennessee leaders and their contributions. 1.42 Ask and answer questions about historical events that helped shape our Nation and explain the role Tennessee played in these events.</p>
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*Tested during the nine weeks

***1.FL.SC.6.i** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

***1.FL.SC.6.j** Capitalize names of people and dates.

***1.FL.SC.6** Use commas in dates and to separate single words in a series.

***1.FL.VA.7a.i** Use sentence-level context as a clue to the meaning of a word or phrase.

***1.FL.VA.7a.ii** Use frequently occurring affixes as a clue to the meaning of a word.

***1.FL.VA.7a.iii** Identify frequently occurring root words and their inflectional forms.

***1.FL.VA.7b** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

***1.FL.VA.7b.iii** Identify real-life connections between words and their use.

1.43 Through the use of drawings, discussions, or writings, express reasons the contributions made from these Tennessee leaders were important in the development of the state:

- Nancy Ward
- John Sevier
- Sam Houston
- Sam Davis
- Casey Jones
- Austin Peay
- Anne Dallas Dudley
- Cordell Hull
- Cornelia Fort
- Diane Nash

Science:
Embedded Technology and Engineering
GLE 0107.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.

Heredity
GLE 0107.4.1 Observe and illustrate the life cycle of animals.
GLE 0107.4.2 Describe ways in which animals closely resemble their parents.

The Atmosphere
GLE 0107.8.1 Gather and interpret daily weather data.

*Tested during the nine weeks

		<p>Motion GLE 0107.11.1 Investigate how forces (push, pull) can move an object or change its direction.</p> <p>Forces in Nature GLE 0107.12.1 Investigate materials that are attracted to magnets.</p> <p>The following standards are INTEGRATED into READING WONDERS:</p> <p><u>Social Studies:</u> 1.6 Culture 1.7 Culture 1.13 Economics 1.14 Economics 1.21 Geography 1.22 Geography 1.23 Geography 1.24 Geography 1.25 Government and Civics 1.27 Government and Civics 1.28 Government and Civics 1.29 Government and Civics 1.32 Government and Civics 1.34 Government and Civics 1.38 History 1.41 History 1.42 History 1.43 History</p> <p><u>Science:</u> GLE.0107.T/E.1 Simple Machines GLE.0107.8.1 Weather</p>
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*Tested during the nine weeks