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Grade One

correlated to

TerraNova, Second Edition
Level 11

Test	TerraNova Objective	Houghton Mifflin English © 2004
01 Oral Comprehension		
Complete Battery Multiple Assessments	<ul style="list-style-type: none"> Demonstrate both literal and interpretive understanding of passages that are read aloud. 	<p>Read Aloud for a Group, SB: 106, 206, 291; TE: 106, 206, 291</p> <p>Listening for Directions, SB: 9, 57, 247–251, 268–269; TE: 57</p> <p>Listening to Riddles, TE: 218</p> <p>Listening to a Story, TE: 143–149</p> <p>Listen Attentively to Stories, SB: 87–94, 108–109, 143–150, 151–152, 167, 170–171; TE: 87–94, 108–109, 143–150, 151–152, 167, 170–171</p> <p>Listening to a Narrative, SB: 87–94, 108–109, 143–150, 151–152, 161, 170–177</p> <p>Listening to Rhymes, SB: 209, 210–211, 213; TE: 209, 210–211</p> <p>Listening for Information, SB: 272–273, 284–291; TE: 272, 273, 284–291</p>

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Multiple Assessments	<ul style="list-style-type: none"> • <i>Use writing or other means to respond to literal and interpretive questions about passages that are read aloud.</i> 	Responding to Literature, SB: 94, 149, 193, 252; TE: 94, 149, 193, 252

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02 Basic Understanding		
Complete Battery Multiple Assessments	<ul style="list-style-type: none"> Demonstrate understanding of the literal meaning of a passage through identifying stated information, indicating sequence of events, and defining grade-level vocabulary. 	<p>Noting Details, TE: 87, 94, 143, 149, 191, 193, 247 Listening for Details, SB: 96, 108, 116–117 Retell Stories/Reports in Sequence, SB: 48, 155–158, 257; TE: 48, 100, 149, 155, 156, 252, 257 Sequence of Instructions, SB: 57, 58–59, 247–251, 252, 254, 256–258, 268–269; WP: 115; RW: 77 Sequence in a Personal Narrative, SB: 100–102, 103; WP: 44; RW: 28 Sequence in a Story, SB: 48, 58–59, 95, 96, 155–158, 159; WP: 68; RW: 44 Sequence of Events, SB: 48, 58–59, 100–102; WP: 44; RW: 28 Vocabulary, SB: 37, 77, 94, 133–134, 181–182, 193, 235–236, 252; TE: 37, 77, 87, 143, 181, 182, 191, 235, 236, 247</p>
03 Analyze Text		
Complete Battery Multiple Assessments	<ul style="list-style-type: none"> Demonstrate comprehension by drawing conclusions; inferring relationships such as cause and effect; and identifying theme and story elements, such as plot, climax, character and setting. 	<p>Drawing Conclusions, TE: 149, 193, 278 Problem in a Story, SB: 149, 150, 152, 156–158 Identifies Plot, SB: 152, 155–158; TE: 152, 155–158; WP: 68; RW: 44 Setting, SB: 155–156; TE: 155, 156 Character, SB: 143, 144, 150, 152, 153–154, 168; TE: 143, 144, 150, 152, 153–154, 168</p>
Multiple Assessments	<ul style="list-style-type: none"> Write responses that show an understanding of the text that goes beyond surface meaning. 	<p>Writing a Book Report, SB: 166–169 Literature Models for Writing, SB: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283; TE: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283</p>

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04 Evaluate and Extend Meaning		
Complete Battery Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate critical understanding by making predictions; distinguishing between fact and opinion, and reality and fantasy; transferring ideas to other situations; and judging author purpose, point of view, and effectiveness. 	Make New Predictions, TE: 94, 149, 193, 252 Fact and Opinion, SB: 287 Fantasy/Realism, SB: 150; TE: 150 Author, SB: 166–167, 206
Multiple Assessments	<ul style="list-style-type: none"> • Write responses that make connections between texts based on common themes and concepts; evaluate author purpose and effectiveness, and extend meaning to other contexts. 	Comparing and Contrasting, SB: 272–273; TE: 272, 273 Writing a Book Report, SB: 166–169
05 Identify Reading Strategies		
Complete Battery Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate awareness of techniques that enhance comprehension, such as using existing knowledge, summarizing content, comparing information across texts, using graphic and text structure, and formulating questions that deepen understanding. 	Objective #05 (Identifying Reading Strategies) is not included in the TerraNova series at this grade level.
Multiple Assessments	<ul style="list-style-type: none"> • Write responses that interpret and extend the use of information from documents and forms, and that demonstrate knowledge and use of strategies. 	Objective #05 (Identifying Reading Strategies) is not included in the TerraNova series at this grade level.
06 Introduction to Print		

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Complete Battery Multiple Assessments	<ul style="list-style-type: none"> Demonstrate knowledge of sound/symbol and structural relationships in letters, words, and signs. 	See My Picture Dictionary, pages 307–315 to recognize short and long vowel sounds; initial and final consonant sounds. (continued)
Complete Battery Multiple Assessments	<ul style="list-style-type: none"> Demonstrate knowledge of sound/symbol and structural relationships in letters, words, and signs. (continued) 	Spelling High-Frequency Words, SB: 302–304 Rhyming Words, SB: 211, 213; TE: 211, 213 Word Families, SB: 211, 213; TE: 211, 213
Multiple Assessments	<ul style="list-style-type: none"> <i>Write responses that show knowledge of letters and words.</i> 	Handwriting Models, SB: 317–318 Spelling, SB: 162, 203, 204, 263, 264, 291, 305; TE: 162, 203, 204, 263, 264, 291, 305
07 Sentence Structure		

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Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate an understanding of conventions for writing complete and effective sentences, including treatment of subject and verb, punctuation, and capitalization. • Demonstrate understanding of conciseness and clarity of meaning in combining two sentences. 	<p>Activities for Writing Sentences, SB: 30, 34, 168, 184, 186, 217–218, 222, 226, 230, 237, 239, 240, 244, 296, 298; TE: 217–218; WP: 9–10, 13–14, 81, 89–90, 93–94, 97–98, 101–103, 109, 113; RW: 5, 7, 52, 61, 63, 65, 67, 71, 75</p> <p>Action Parts of a Sentence, SB: 25–26, 39–40, 82, 119–120, 121–122, 138, 186, 240; WP: 5–6, 39, 47–48, 49–50, 63, 81, 109; RW: 3, 22, 31, 32, 39, 52, 71</p> <p>Naming Parts of a Sentence, SB: 23–24, 26, 39–40, 82, 186, 240; WP: 3–4, 5–6, 39, 81, 109; RW: 2, 3, 22, 52, 71</p> <p>Capitalization of First Word in Sentence, SB: 29–30, 33–34, 40, 53–54, 83, 105, 138, 217–218, 219, 264; TE: 20B, 29, 30, 34, 35, 36, 53, 216B, 217, 218, 219; WP: 9–10, 13–14, 20, 40, 46, 63, 89–90, 118; RW: 5, 7, 12, 23, 30, 39, 61, 80</p> <p>Punctuating Sentences, SB: 30, 34, 36, 40, 41, 138, 217–218, 239, 245; WP: 9–10, 13–14, 15–16, 63, 89–90, 114; RW: 5, 7, 8, 39, 61, 76</p> <p>Exclamation Point, SB: 219–220, 237, 244; TE: 216B, 219, 220; WP: 91–92, 113; RW: 62, 75</p> <p>Period, SB: 29–30, 35–36, 83, 105, 217–218, 221–222, 237, 239, 244; TE: 29–30, 35–36, 83, 105, 217–218, 221–222, 237, 239, 244; WP: 9–10, 15–16, 40, 46, 89–90, 93–94, 113; RW: 5, 8, 23, 30, 61, 63, 75</p> <p style="text-align: right;">(continued)</p>
Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate an understanding of conventions for writing complete and effective sentences, including treatment of subject and verb, punctuation, and capitalization. (continued) • Demonstrate understanding of conciseness and clarity of meaning in combining two sentences. 	<p>Question Mark, SB: 31–32, 33–34, 35, 37–38, 40, 83, 217–218, 237, 239, 244; TE: 31–32, 33–34, 35, 37–38, 40, 83, 217–218, 237, 239, 244; WP: 11–12, 13–14, 17–18, 40, 89–90, 113; RW: 6, 7, 23, 95</p>

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08 Writing Strategies		
Complete Battery Multiple Assessments	<ul style="list-style-type: none"> • Demonstrate knowledge of information sources, outlines, and other prewriting techniques. • Demonstrate an understanding of the use of topic sentences, concluding sentences, connective and transitional words and phrases, supporting statements, sequencing ideas, and relevant information in writing expository prose. 	<p>Prewriting, SB: 43, 45–48, 97–102, 153–157, 196–198, 255–258; TE: 43, 45–48, 97–102, 153–157, 196–198, 255–258; WP: 43, 44, 67, 85, 115; RW: 27, 28, 43, 57, 77</p> <p>Using Graphic Organizers in Prewriting, SB: 47–48, 97, 155–158, 257–258, 259; TE: 47, 48, 156, 257, 259</p> <p>Topic Sentence, SB: 195, 199, 200, 259; WP: 86, 116; RW: 58, 78</p> <p>Order Words, SB: 57, 247, 248, 251, 252, 254, 257–258, 261; WP: 115, 117; RW: 77, 79</p>
09 Editing Skills		
Complete Battery Multiple Assessments	<ul style="list-style-type: none"> • Identify the appropriate use of capitalization, punctuation, nouns, pronouns, verbs, adjectives, and adverbs in existing text. 	<p>Capitalization of the Pronoun I, SB: 73, 74; TE: 73, 74; WP: 33; RW: 19</p> <p>Capitalization of Abbreviations, SB: 221–222, 237, 245; WP: 93–94, 114; RW: 63</p> <p>Capitalization of Days of the Week, SB: 225–226, 238, 245; TE: 216B, 226, 227; WP: 97–98, 114; RW: 65, 76</p> <p>Capitalization of Greetings and Closings in Letters, SB: 108, 120, 180</p> <p style="text-align: right;">(continued)</p>

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Complete Battery Multiple Assessments	<ul style="list-style-type: none"> Identify the appropriate use of capitalization, punctuation, nouns, pronouns, verbs, adjectives, and adverbs in existing text. (continued) 	<p>Capitalization of Holidays, SB: 229–230, 238, 245; WP: 101–102, 114; RW: 67, 76</p> <p>Capitalization of Months of the Year, SB: 227–228, 238; WP: 99–100; RW: 65</p> <p>Capitalization of Beginning of Sentence, SB: 30, 34, 40, 53–54, 83, 105, 138, 217–218, 219, 264; TE: 30, 34, 40, 53–54, 83, 105, 138, 217–218, 219, 264; WP: 9–10, 13–14, 20, 40, 46, 63, 89–90, 118; RW: 5, 7, 12, 23, 30, 39, 61, 80</p> <p>Capitalization of Special Nouns, SB: 69–70, 71–72, 80–81, 84, 105, 139, 162, 238, 241; TE: 69–70, 71–72, 80–81, 84, 105, 139, 162, 238, 241; WP: 29, 30, 31–32, 41, 46, 64, 70, 110; RW: 17, 18, 24, 30, 40, 46, 72</p> <p>Punctuating Dates, SB: 231–232; WP: 103–104; RW: 68</p> <p>Punctuating Place Names, SB: 233–234, 238; WP: 105–106; RW: 69</p> <p>Punctuating Sentences, SB: 29–30, 33–34, 35–36, 40, 41, 138, 217–220, 239, 245; WP: 9–10, 13–14, 15–16, 63, 89–90, 91–92, 114; RW: 5, 7, 8, 39, 61, 62, 76;</p> <p>Punchouts: <u>The Punctuation Game</u></p> <p>Punctuating of Titles For People, SB: 221–222; WP: 93–94; RW: 63</p> <p>Identifying Nouns, SB: 61–62, 63–64, 65–66, 79–80, 84, 139, 187, 240; WP: 21–22, 23–24, 25–26, 41, 41, 64, 82, 109; RW: 13, 14, 15, 24, 40, 53, 71</p> <p>Pronoun Usage, SB: 73–74, 75–76, 81, 85, 123–124, 135, 140, 188; WP: 33–34, 35–36, 42, 51–52, 65, 83; RW: 19, 20, 25, 33, 41, 54</p> <p>Identifying Verbs, SB: 119–120, 135, 140, 241; TE: 119, 120; WP: 47–48, 65, 110; RW: 31, 41</p> <p>Identifying Adjectives, SB: 173–174, 175–176, 177–178, 183–184, 189; WP: 71–72, 73–74, 75–76, 84; RW: 47, 48, 49, 55; Punchouts: <u>The Adjective Game</u></p>

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Multiple Assessments	<ul style="list-style-type: none"> <i>Demonstrate knowledge of writing conventions and sentence structure through identifying and correcting errors in existing text and in text written by the student</i> 	Proofreading Capitalization, SB: 53–54, 105, 162, 180, 203, 204, 218, 220, 222, 224, 226, 228, 230, 239, 263–264, 291; WP: 20, 46, 70, 88, 89–90, 91–92, 93–94, 95–96, 97–98, 99–100, 101–102, 118; RW: 12, 30, 46, 60, 61, 62, 63, 64, 65, 66, 67, 80 <p style="text-align: right;">(continued)</p>
Multiple Assessments	<ul style="list-style-type: none"> <i>Demonstrate knowledge of writing conventions and sentence structure through identifying and correcting errors in existing text and in text written by the student (continued) .</i> 	Proofreading Punctuation, SB: 53–54, 105, 162, 203, 204, 218, 220, 222, 232, 234, 239, 263–264; WP: 20, 46, 70, 88, 89–90, 91–92, 93–94, 103–104, 105–106, 118; RW: 12, 30, 46, 60, 61, 62, 63, 68, 69, 80 Proofreading for Spelling, SB: 162, 203, 204, 263–264, 291; WP: 70, 88, 118; RW: 46, 60, 80 Proofreading for Usage, SB: 162, 180, 204, 222; WP: 70, 88, 93–94; RW: 46, 60, 63 Proofreading Grammar, SB: 162, 204; WP: 70, 88; RW: 46, 60

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