

***Houghton Mifflin English* © 2004**
Houghton Mifflin Company
First Grade
correlated to
Tennessee Accomplishments

Tennessee Accomplishments	<i>Houghton Mifflin English</i> © 2004
Reading	
Content Standard 1.0: The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.	
1.1.01 Develop oral language.	
a. Show evidence of expanding oral language through vocabulary growth.	Vocabulary, SB: 37, 77, 94, 133–134, 181–182, 193, 235–236, 252; TE: 37, 77, 87, 143, 181, 182, 191, 235, 236, 247
b. Implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker).	Speaking Tips, SB: 12, 115, 117, 215 Having Conversations, SB: 8, 11, 19, 116–117
c. Understand, follow and give oral directions.	Listening for Directions, SB: 9, 57, 247–251, 268–269; TE: 57 Follow Two-Step Oral Directions, SB: 57, 265, 266; TE: 57, 265, 266 Give Oral Directions, SB: 268–269; TE: 268, 269
d. Participate in group discussions.	Group Discussions, SB: 116–117
e. Participate in creative responses to text (e.g., choral reading, discussion and drama).	Discussing Literature, SB: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283 Dramatizing, SB: 58–59, 164; TE: 25, 73, 164
f. Respond to questions from teacher and other group members.	Ask and Answer Questions, SB: 117, 287; TE: 117, 287
g. Begin to narrate a personal story.	Composing a Personal Narrative, SB: 97–106, 107; WP: 43, 44, 45, 46; RW: 27, 28, 29, 30
h. Dramatize or retell what has been learned, heard or experienced.	Dramatizing, SB: 58–59, 164; TE: 25, 73, 164 Retell Stories/Reports in Sequence, SB: 48, 155–158, 257; TE: 48, 100, 149, 155, 156, 252, 257 Retelling a Spoken Message, SB: 270–271; TE: 270–271
i. Use familiar texts for recitations.	Reciting Text with Repeated Patterns, SB: 209, 211; TE: 209, 211
1.1.02 Develop listening skills.	
a. Listen attentively to speaker for specific information.	Listening Attentively, SB: 9, 117, 170, 209, 271; TE: 10, 57, 115, 117, 129, 170, 171, 181, 209, 271 Listening for Information, SB: 272–273, 284–291; TE: 272, 273, 284–291

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b. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	Listening Tips, SB: 10, 57, 117, 209, 271; TE: 10, 57, 117, 209, 271 Being a Good Listener and Speaker, SB: 8–12, 57, 114–115, 116–117, 208–209, 214–215, 270–271, 272–273
c. Listen and respond to a variety of media (e.g., books, audio tapes, videos).	Listening to the Selection, SB: 87–93, 143–148, 191–192, 247–251 Responding to Literature, SB: 94, 149, 193, 252; TE: 94, 149, 193, 252 Listening to Audiotapes, TE: 87, 96, 143, 151, 191, 195, 208, 209, 210, 247, 254, 266, 284 Viewing Videos, TE: 13, 206
d. Recognize the difference between formal and informal languages.	Formal and Informal Language, TE: 11
e. Understand and follow simple, three step oral directions.	Follow Directions, SB: 57, 58–59, 247–251, 268–269; TE: 57, 58, 59, 247–251, 268, 269
1.1.03 Demonstrate knowledge of concepts of print.	
a. Understand that printed materials provide information.	Print as Information, SB: 18; TE: 18
b. Demonstrate directionality by reading left to right and top to bottom.	See Kindergarten for directionality.
c. Track print when being read to aloud.	Follow Along with Teacher, SB: 87–93, 143–148, 191–192, 247–251; TE: 87, 143, 191, 247
d. Read and explain own writings and drawings.	Share and Celebrate Writing, SB: 44, 54–55, 106, 163–164, 205, 265–266; TE: 44, 54–55, 106, 163–164, 205, 265–266
e. Identify parts of a book (e.g., title page, table of contents).	Title Page, SB: 166, 167 Table of Contents, SB: 3–7; TE: 3
f. Recognize that groups of words make sentences.	Identifying Sentences, SB: 21–22, 39, 82, 138; WP: 1–2, 39, 63; RW: 1, 22, 39
g. Understand punctuation (e.g., period, question mark).	Punctuation, SB: 29–30, 33–34, 35–36, 40, 41, 138, 217–220, 231–233, 233–234, 238; WP: 9–10, 13–14, 15–16, 63, 89–90, 91–92, 93–94, 103–104, 105–106, 114; RW: 5, 7, 8, 39, 61, 62, 63, 68, 69, 76
1.1.04 Develop and maintain phonemic awareness.	
a. Recognize words that begin with the same sounds.	Initial Consonants, SB: 293, 306, 307–315; TE: 306, 307
b. Recognize words that end with the same sounds.	Final Consonants, SB: 211; TE: 211, 213
c. Identify rhyming words.	Identify/Produce Rhyming Words, SB: 211, 213; TE: 211, 213
d. Blend sounds together to form one-syllable words.	Blending sounds to form one-syllable words is covered in Houghton Mifflin Reading.
e. Segment one-syllable words into sounds.	Segmenting Words, TE: 293, 295
f. Change targeted sounds to modify or change words.	Inflected Forms, SB: 67–68, 80, 125–126, 136; TE: 67, 68, 125, 126
g. Show awareness of syllables by clapping, counting or moving objects.	Showing awareness of syllables is covered in Houghton Mifflin Reading.

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1.1.05 Develop and use decoding strategies.	
a. Use knowledge of letter-sound correspondence knowledge and structural analysis to decode grade appropriate words.	Letter and Sound Match, SB: 307–315 Inflected Forms, SB: 67–68, 80, 125–126, 136; TE: 67, 68, 125, 126
b. Decode phonetically regular, one-syllable words.	Decoding, TE: 211, 213, 293, 306, 307
c. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).	Segmenting Words, TE: 293, 295 Compound words are covered incidentally in lessons on nouns. See <i>seesaw</i> , 63; <i>grandfather</i> , 66, and <i>fireman</i> , 66 Word Families, SB: 211, 213; TE: 211, 213 For consonant digraphs, see Question Words, pages 37–38.
d. Apply long and short vowel rules when decoding.	Long Vowels, SB: 307, 308, 309, 311, 313 Short Vowels, SB: 307, 308, 309, 311, 313
e. Begin to decode unknown words automatically.	Decoding, TE: 211, 213, 293, 306, 307
1.1.06 Read to develop fluency, expression, accuracy and confidence.	
a. Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.	Oral Reading, SB: 106, 161, 164, 206, 262, 266, 283, 291; TE: 55, 106, 161, 164, 169, 206, 262, 266, 283
b. Reflect punctuation of written text while reading orally.	Oral Reading, SB: 106, 161, 164, 206, 262, 266, 283, 291; TE: 55, 106, 161, 164, 169, 206, 262, 266, 283
c. Participate in guided, oral readings.	Oral Reading, SB: 106, 161, 164, 206, 262, 266, 283, 291; TE: 55, 106, 161, 164, 169, 206, 262, 266, 283
d. Demonstrate the automatic recognition of high frequency words.	High-Frequency Words, SB: 37, 77, 133–134, 181–182, 235–236, 302; TE: 37, 77, 133, 134, 181, 182, 235, 236
e. Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes.	Follow Along with Teacher, SB: 87–93, 143–148, 191–192, 247–251
f. Read independently daily.	Suggestions for Independent and Recreational Reading, TE: 87, 143, 191, 247
g. Recite familiar texts to develop fluency, expression, accuracy and confidence.	Reciting Text with Repeated Patterns, SB: 209, 211; TE: 209, 211
1.1.07 Develop and extend reading vocabulary.	
a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.	Introducing Vocabulary, TE: 87, 143, 191, 247
b. Build vocabulary through frequent read-alouds.	Listening to the Selection, SB: 87–93, 143–148, 191–192, 247–251
c. Participate in shared reading.	Shared Reading, SB: 87–93, 143–148, 191–192, 247–251
d. Manipulate word families, word walls, and word sorts.	Word Families, SB: 211, 213; TE: 211, 213

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e. Match oral words to written words.	Matching oral and written words may be implemented during the unit on nouns. See pages 60–72.
f. Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues and structural analysis.	Picture Dictionary, SB: 306–315 Picture Clues, SB: 94, 149, 193, 252; TE: 170–171, 306–315 Context Clues, SB: 78, 134, 182, 209, 236; TE: T87, T143, 191, 247 Inflected Forms, SB: 67–68, 80, 125–126, 136; TE: 67, 68, 125, 126
g. Add endings to base words (e.g., -s, -ed, -es, -ing).	Endings, SB: 67–68, 125–126; TE: 67, 68, 125, 126
h. Identify simple abbreviations.	Abbreviations, SB: 221–222, 237, 245; WP: 93–94; RW: 63
1.1.08 Develop and use pre-reading strategies.	
a. Develop a purpose for listening/reading.	Purpose Setting for Reading, TE: 87, 143, 191, 247
b. Participate in activities to build background knowledge to derive meaning from text.	Build Background, TE: 87, 143, 191, 247
c. Make predictions about text.	Predicting Outcomes, TE: 87, 191
d. Use illustrations to preview text.	Using the Photograph, TE: 20, 42, 60, 86, 118, 142, 172, 190, 216, 246
1.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.	
a. Derive meaning while reading by	
1. asking questions about text.	Ask Questions for a Research Report, SB: 287–288; TE: 287, 288
2. recognizing errors in reading as they occur and self-correct.	See Houghton Mifflin Reading for error correction while reading.
3. participating in discussions about text and relating to personal experiences.	Discussing Literature, SB: 87–94, 143–149, 191–193, 210–213, 247–252, 278–283 Connect Story to Life Experiences, TE: 143
4. creating graphic organizers (e.g., charts, lists).	Making Charts, SB: 198, 212, 257–258, 282, 288 Composing Lists, SB: 17
5. predicting and adjusting outcomes during read-alouds.	Listening to Predict Outcomes, TE: 87, 191
b. Check for understanding after reading by	
1. recalling three to four step sequence of events.	Recalling Events, SB: 96, 270
2. retelling stories in their own words using sequencing words (i.e. first, next, last).	Retell Stories in Sequence, SB: 48, 150; TE: 48, 100, 149, 252, 257
3. drawing conclusions based on what has been read.	Drawing Conclusions, TE: 149, 193, 278
4. recognizing main idea in pictures, picture books and texts.	Recognizing Main Idea of a Story, SB: 167; TE: 167
1.1.10 Introduce informational skills to facilitate learning.	
a. Recognize the family and community as sources of information.	School-Home Connection, TE: 287

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b. Recognize a variety of print items as sources of information (e.g., books, magazines, maps, charts, and graphs).	Reference Books, SB: 287; TE: 287 Using Reference Resources, SB: 293–296; TE: 287, 288
c. Recognize sources of information (e.g., books, maps, graphs, charts).	Reference Books, SB: 287; TE: 287
d. Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, web).	Using Charts, SB: 48, 199, 213, 259, 287 Making a Graph, TE: 229 Word Web, SB: 47–48
e. Visit libraries to use and view appropriate material.	Using the Library, SB: 296; TE: 296
1.1.11 Develop skills to facilitate reading to learn in a variety of content areas.	
a. Begin to develop content specific vocabulary.	Introducing Vocabulary, TE: 87, 143, 191, 247
b. Use text features to locate information (e.g., maps, charts, illustrations and table of contents).	Using Charts, SB: 48, 199, 213, 259, 287 Picture Clues, SB: 94, 149, 193, 252; TE: 170–171, 306–315 Table of Contents, SB: 3–7; TE: 3
1.1.12 Read independently for a variety of purposes. (At this level, the student will explore as an emergent reader.)	
a. Read for literary experience.	Reading Fiction Selections, SB: 143–148; TE: 143 Reading Poetry, SB: 208–213; TE: 208, 209, 210, 211
b. Read to gain information.	Reading a Book Report, SB: 166 Reading a Research Report, SB: 284
c. Read to perform a task.	Reading and Following Directions, SB: 57, 58–59, 247–251, 268–269; TE: 247
d. Read for enjoyment.	Recreational Reading, TE: 87, 143, 191, 247
e. Read to expand vocabulary.	Introducing Vocabulary, TE: 87, 143, 191, 247
f. Read to build fluency.	Oral Reading, SB: 106, 161, 164, 206, 262, 266, 283, 291; TE: 55, 106, 161, 164, 169, 206, 262, 266, 283
1.1.13 Experience various literary and media genres.	
a. Read and view various literary (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.	Experience Various Literary Genre, 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 Visual Media, SB: 170–171, 272–273, 275–277; TE: 170, 171, 272, 273, 275, 276, 277
b. Explore non-fiction.	Reading Nonfiction Selections, SB: 87–93, 191–192, 247–252, 278, 284; TE: 87, 191, 247
c. Identify characters, events, and settings in print and non-print text.	Identifying Character, SB: 143, 144, 149, 150, 152, 168; TE: 143, 144, 150, 152, 168 Recognizing Plot, SB: 149, 150, 152, 155–158; TE: 152, 155–158 Recognizing Setting, SB: 155–156; TE: 155, 156
d. Recognize main character(s) in print and non-print text.	Identifying Character, SB: 143, 144, 149, 150, 152, 168; TE: 143, 144, 150, 152, 168
e. Determine whether a selection is real or fantasy.	Recognizing Fantasy/Realism, SB: 150; TE: 150

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f. Recognize rhyme in Mother Goose and other rhyming books.	Rhyme, SB: 209, 210–211, 213
g. Retell a story in correct sequence (e.g., using books, videos, films).	Retell Stories in Sequence, SB: 48, 150; TE: 48, 100, 149, 252, 257
h. Determine the problem in a story and discover its solution through classroom discussion.	Problem in a Story, SB: 149, 150, 152, 156–158
1.1.14 Develop and maintain a motivation to read.	
a. Visit libraries/media centers and regularly check out materials.	Using the Library, SB: 296; TE: 296
b. Share storybooks, poems, newspapers, and environmental print.	Reading Poetry, SB: 208–213; TE: 208, 209, 210, 211 Environmental Print, SB: 18; TE: 18
c. Explore a wide variety of literature through read alouds, tapes, and independent reading.	Listening to the Selection, SB: 87–93, 143–148, 191–192, 247–251 Listening to Audiotapes, TE: 87, 96, 143, 151, 191, 195, 208, 209, 210, 247, 254, 266, 284 Suggestions for Independent and Recreational Reading, TE: 87, 143, 191, 247
d. Identify favorite stories, informational text, authors, and illustrators.	Reread Favorite Books, TE: 167
e. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).	Suggestions for Independent and Recreational Reading, TE: 87, 143, 191, 247
f. Choose to read as a leisure activity.	Suggestions for Independent and Recreational Reading, TE: 87, 143, 191, 247
Writing	
Content Standard 2.0: The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.	
1.2.01 Use a variety of pre-writing strategies.	
a. Brainstorm ideas with teacher and peers.	Brainstorming in Prewriting, SB: 45–47
b. Draw pictures to generate ideas.	Drawing in Prewriting, SB: 46, 47, 97–98, 100–102, 103, 153–154, 155, 156, 196, 255–256, 280, 286; WP: 44, 67; RW: 28, 43
c. Construct graphic organizers (e.g., webs, charts, diagrams) as a small or large group to organize information.	Using Graphic Organizers in Prewriting, SB: 47–48, 97, 155–158, 257–258, 259; TE: 47, 48, 156, 257, 259
d. Use a variety of sources to gather information.	Finding Information, SB: 287, 288, 296; TE: 287, 288, 296 Organizing Research Information, SB: 287, 288; TE: 287, 288
1.2.02 Write for a variety of purposes.	
a. Write to acquire and exhibit knowledge (e.g., word families, numbers, shapes, sensory words and sentences).	Using Sensory Words in Writing, SB: 173–174, 175–176, 177–178, 179–180, 183–184, 189, 191–195, 197–198, 200; WP: 71–72, 73–74, 75–76, 77–78, 84, 85, 87; RW: 47, 48, 49, 50, 55, 57, 59

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b. Write to entertain (e.g., stories and poems).	Writing to Entertain, SB: 143–148, 150, 151–152, 159, 161 Composing Stories, SB: 45–56, 58–59, 114–115, 150, 151–152, 155–158, 174; WP: 19–20, 68; RW: 11–12, 44 Composing Poems, SB: 210–213; TE: 210, 211, 212, 213
c. Write to inform (e.g., write simple directions, journals, friendly letters).	Writing to Inform, SB: 46, 284–291 Composing Instructions, SB: 57, 58–59, 252–253, 254–261, 268–269; WP: 115, 116, 117; RW: 77, 78, 79 Composing Journal Entries, SB: 124, 234 Writing Diaries, Logs and Journals, TE: 20B, 42B, 60B, 86B, 118B, 142B, 172B, 190B, 216B, 246B, 274B Composing Friendly Letters, SB: 108–111, 113, 120, 180, 299, 300, 301
1.2.03 Show evidence of drafting and revision with written work.	
a. Compose first drafts using appropriate parts of the writing process with an emphasis on planning and self-correction.	Writing a First Draft, SB: 43, 49–50, 103, 159, 199, 259; WP: 86, 116; RW: 58, 78
b. Write in complete, coherent sentences.	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
c. Use descriptive words when writing.	Using Descriptive Language in Writing, SB: 191–195, 196–198, 200, 201; TE: 190, 191, 193, 194, 195, 197, 198, 200; WP: 85, 86, 87; RW: 57, 58, 59
d. Use temporary spelling to spell independently as necessary.	Approximate Spelling, SB: 162, 203, 204, 263–264, 291, 302, 304; TE: 67–68, 162, 203, 204, 263–264, 291
e. Arrange events in a logical/sequential order when writing or dictating.	Order, SB: 48, 57, 58–59, 95, 96, 100–102, 103, 198, 247–251, 252, 254, 257–258, 259–260, 261; WP: 44, 115, 116, 117; RW: 28, 77, 78, 79 Relating Personal Experiences Sequentially, SB: 100–102, 114–115; TE: 100, 101, 102, 114, 115
f. Participate in teacher-led experience stories.	Writing a Class Story, SB: 42–56; TE: 42–56
g. Reread draft and delete extraneous information.	Revising Drafts by Deleting, SB: 160, 201; WP: 69, 87; RW: 45, 59
h. Vary sentence types.	Sentence Types, SB: 27–28, 29–30, 31–32, 33–34, 35–36, 35, 40, 82, 217–218, 237, 240, 244; TE: 20B, 27, 28, 31, 32, 35, 36; WP: 7–8, 9–10, 39, 89–90, 109, 113; RW: 4, 5, 22, 61, 71, 75; Punchouts: <i>The Sentence Game; Sidewalk Sentences</i>
1.2.04 Include editing before the completion of finished work.	

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a. Apply elements of language (e.g., end marks, capitalization) and use complete sentences when writing and editing.	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 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
b. Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to support the writing process.	Writing Conferences, SB: 104, 161, 202, 213, 262, 283; TE: 104, 161, 202, 213, 262, 283
c. Use knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling.	Letter and Sound Match, SB: 307–315 Segmenting Words, TE: 293, 295 Proofreading for Spelling, SB: 162, 203, 204, 263–264, 291; TE: 67–68, 162, 203, 204, 263–264, 291; WP: 70, 88, 118; RW: 46, 60, 80
d. Create readable documents with legible handwriting.	Print Legibly, SB: 319, 320; TE: 319 Make a Neat Final Copy, SB: 106, 163, 205, 265; TE: 106, 163, 205, 265
e. Identify words or phrases that could be added to clarify meaning, after writing or dictating a story.	Revising Drafts by Elaborating, SB: 51–52, 99, 104, 160; WP: 19, 43, 45, 69; RW: 11, 27, 29, 45
1.2.05 Evaluate own and others' writing.	
a. Use a simple rubric to evaluate writing/pictures and group work (e.g., happy face, stickers).	Using Writing Rubrics, SB: 200, 260, 283, 290; TE: 200, 260, 283, 290
b. Discuss and react to writing.	Reflect on Writing, SB: 56, 106, 163, 205, 265
c. Review personal collection to determine progress.	Writing Portfolio, TE: 56, 106, 163, 205, 265, 283, 291
1.2.06 Experience numerous publishing opportunities.	
a. Prepare a variety of written work (e.g., published books, classroom books, experience stories).	Publishing Written Compositions, SB: 44, 54–55, 106, 163–164, 205, 265–266; TE: 44, 54–55, 106, 163–164, 205
b. Use technology to publish writing.	Technology in Publishing, SB: 106, 163, 164, 205, 206, 265, 275–277
c. Share completed work.	Share and Celebrate Writing, SB: 44, 54–55, 106, 163–164, 205, 265–266; TE: 44, 54–55, 106, 163–164, 205, 265–266
d. Create individual and classroom books.	Writing a Book, SB: 45–56, 164
e. Incorporate illustrations and photographs.	Incorporate Illustration in Written Compositions, SB: 55, 56, 164; TE: 55, 56, 164
1.2.07 Write narrative accounts.	
a. Write simple stories.	Composing Stories, SB: 45–56, 58–59, 114–115, 150, 151–152, 155–158, 174; WP: 19–20, 68; RW: 11–12, 44

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b. Write short accounts of personal experiences.	Composing Personal Narratives, SB: 97–98, 103–106, 108–111, 113; WP: 45, 46; RW: 29, 30
c. Write group stories with a beginning, middle and ending.	Composing a Class Story, SB: 45–56, 59, 174; TE: 45–48, 49–50, 51–52, 53, 54–56; WP: 19–20; RW: 11–12
1.2.08 Write frequently across content areas.	
a. Summarize concepts presented in science (e.g., illustration, dictating sentences or composing simple sentences).	Writing in Science, SB: 207
b. Write stories using concepts presented in social studies.	Writing in Social Studies, SB: 107, 207
c. Write in math journals, create math stories, and write explanations for problem solving.	Writing in Math, SB: 267
d. Participate in shared writing about the arts and class activities.	Writing about Art, SB: 107, 165, 207, 267 Writing in Music, SB: 267 Composing a Class Story, SB: 45–56, 59, 174; TE: 45–48, 49–50, 51–52, 53, 54–56; WP: 19–20; RW: 11–12
1.2.09 Write expressively using original ideas, reflections, and observations.	
a. Write, when given time, place, and materials.	Independent Writing, TE: 20, 42, 60, 86, 118, 142, 172, 190, 216, 246
b. Maintain, with teacher assistance, samples of writing and drawings that express opinions and judgements (e.g., portfolio, journals, student-made books).	Writing Portfolio, TE: 56, 106, 163, 205, 265, 283, 291 Keeping a Journals, TE: 20B, 42B, 60B, 86B, 118B, 142B, 172B, 190B, 216B, 246B, 274B
c. Dictate stories (e.g., to tape recorder, to adult, to older student).	Dictate Writing, SB: 106, 163, 205, 265 Drafting a Class Story, SB: 49–50
1.2.10 Write in response to literature.	
a. Write different endings to a story.	Writing a New Ending, SB: 155
b. Summarize a story using simple sentences and illustrations.	Summarizing a Story, SB: 168–169; TE: 168, 169
c. Create class books based on literature selections.	Composing a Class Story, SB: 45–56, 59, 174; TE: 45–48, 49–50, 51–52, 53, 54–56; WP: 19–20; RW: 11–12
d. Create and/or use an illustration, sign, or rebus symbols to respond to literature.	Incorporate Illustration in Written Compositions, SB: 55, 164; TE: 55, 164 Composing Signs, SB: 18; TE: 18
1.2.11 Write in a variety of modes and genres.	
a. Write friendly notes and messages.	Composing Thank-You Notes, SB: 300 Composing Messages, SB: 270–271, 275–277
b. Write stories.	Composing Stories, SB: 45–56, 58–59, 114–115, 150, 151–152, 155–158, 174; WP: 19–20, 68; RW: 11–12, 44
c. Write in journals.	Composing Journal Entries, SB: 124, 234 Writing Diaries, Logs and Journals, TE: 20B, 42B, 60B, 86B, 118B, 142B, 172B, 190B, 216B, 246B, 274B

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d. Write rhymes and poems.	Composing Poems, SB: 210–213; TE: 210, 211, 212, 213
Elements of Language	
Content Standard 3.0: The student will use standard English conventions and proper spelling as appropriate to speaking and writing.	
1.3.01 Demonstrate knowledge of standard English usage.	
a. Use nouns appropriately (e.g., singular and plural, possessive).	Singular Nouns, SB: 67, 121–122, 127–128, 129–130, 187; TE: 67, 121–122, 127–128, 129–130, 187; WP: 27–28, 49–50, 55–56, 57–58, 82; RW: 16, 32, 35, 36, 53 Plural Nouns, SB: 67–68, 84, 121–122, 127–128, 129–130, 187, 240; TE: 67–68, 84, 121–122, 127–128, 129–130, 187, 240; WP: 27–28, 41, 49–50, 55–56, 57–58, 82; RW: 16, 24, 32, 35, 36, 53
b. Use verbs (action words) appropriately (e.g., tense and agreement with simple subject).	Past Tense Verbs, SB: 125–126, 129–130, 136, 141, 188, 241; TE: 125, 126, 129, 130, 142B; WP: 53–54, 57–58, 66, 83, 110; RW: 34, 36, 42, 54 Present Tense Verbs, SB: 127–128, 141, 188, 241; TE: 118B, 127, 128; WP: 55–56, 66, 83, 110; RW: 35, 42, 54 Subject-Verb Agreement, SB: 121–122, 123–124, 127–128, 129–130, 135–136, 137, 141, 188, 242; TE: 118B, 121, 122, 123, 124, 127, 128, 129, 130; WP: 49–50, 51–52, 55–56, 57–58, 66, 83, 111; RW: 32, 33, 35, 36, 42, 54, 73
c. Use pronouns appropriately (e.g., subject and object agreement).	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
d. Use adjectives appropriately (e.g., vivid description words).	Adjective Usage, SB: 173–174, 175–176, 177–178, 179–180, 183–184, 189; WP: 71–72, 73–74, 75–76, 77–78, 84; RW: 47, 48, 49, 50, 55
1.3.02 Demonstrate knowledge of standard English mechanics.	
a. Capitalize the first word of a sentence, first and last names, pronoun “I” and proper nouns.	Capitalizing 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, 264; WP: 9–10, 13–14, 20, 40, 46, 63, 89–90, 118; RW: 5, 7, 12, 23, 30, 39, 61, 80 Capitalizing First Letter of a Name, SB: 69–70, 80, 84, 139, 187, 241; TE: 60B, 69, 70; WP: 21–22; RW: 13 Capitalizing the Pronoun I, TE: 73–74; TE: 73, 74; WP: 33–34; RW: 19 Capitalizing 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
b. Use correct punctuation at the end of simple declarative sentences and questions.	End Marks, 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; Punchouts: <u>The Punctuation Game</u>

Tennessee Accomplishments	<i>Houghton Mifflin English</i> © 2004
c. Identify and use contractions.	Contractions, SB: 131–132, 137, 140, 189, 242; WP: 59–60, 65, 111; RW: 37, 55
d. Write legibly in manuscript, using proper spacing between letters of a word and words of a sentence.	Print Legibly, SB: 319, 320; TE: 319 Make a Neat Final Copy, SB: 106, 163, 205, 265; TE: 106, 163, 205, 265
1.3.03 Demonstrate knowledge of standard English spelling.	
a. Spell high frequency words correctly.	Spelling High-Frequency Words, SB: 302–304
b. Spell words correctly as appropriate to grade level.	Spelling Conventions, SB: 67–68, 162, 203, 204, 263–264, 291, 302, 305; TE: 162, 203, 204, 263, 264, 291, 305; WP: 27–28, 70, 88, 118; RW: 16, 46, 60, 80
c. Spell three- and four-letter short vowel words and phonetically spell sight words correctly.	Approximate Spelling, SB: 162, 203, 204, 263–264, 291, 302, 304; TE: 67–68, 162, 203, 204, 263–264, 291
d. Alphabetize words to the first letter.	Alphabetical Order, SB: 293–295, 302, 306, 317–318; TE: 293, 294, 295
e. Begin to develop dictionary skills through the use of a picture dictionary.	Picture Dictionary, SB: 306–315
1.3.04 Demonstrate knowledge of correct sentence structure.	
a. Use complete and coherent sentences when speaking.	Speaking in Sentences, SB: 21, 22, 23, 24, 25, 26, 27, 28, 29, 30; TE: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
b. Identify complete sentences.	Identifying a Complete Sentence, SB: 21, 22, 28, 39; TE: 21, 22, 28, 39; WP: 3–4, 5–6; RW: 2, 3
c. Write a simple sentence.	Simple Sentences, SB: 23–26; TE: 23–26 WP: 3–4, 5–6; RW: 2, 3
d. Identify and correct incomplete sentences.	Complete/Incomplete Sentences, SB: 28, 39; TE: 21, 22, 39; WP: 7–8; RW: 4
e. Combine two simple sentences into a compound sentence using the word “and”.	Sentence combining is introduced at Level Two.
f. Identify statements and questions by noting ending punctuation when writing and intonation when speaking.	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