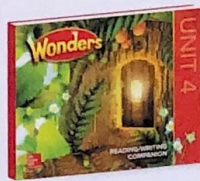
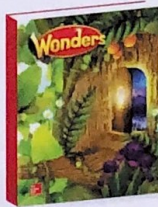


**KEY CONCEPT**  
Insects!



"Creep Low, Fly High" pp. 102-111



Hit! Fly Guy pp. 92-125



Where Is My Home? (Approaching), The Hat (On Level, ELL), Come One, Come All (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). a. Distinguish long from short vowel sounds in spoken single-syllable words.	T294, T338	Informal: TE: T294; PB: p. 295
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	T296, T310, T314, T338, T339, T360	Informal: TE: T296, T310, T314
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. b. Decode regularly spelled one-syllable words.	T294, T295, T304, T305, T314, T315, T322, T328	Informal: TE: T294, T295, T304, T305, T314, T315, T322, T328
	c. Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.	T294, T295, T304, T305, T314, T315, T322, T328	Informal: TE: T294, T295, T304, T305, T314, T315, T322, T328; PB: pp. 297-298
	f. Read words with inflectional endings.	T305, T315, T322, T328, T342	Informal: TE: T305, T315, T322, T328; PB: pp. 303-304
	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. 305, 311-312
	h. Read grade-level decodable text with purpose and understanding.	T298-T299	Informal: RWC: pp. 102-111; TE: T299
	Word Composition	1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -y, and r-controlled vowels. c. Spell words with inflectional endings. f. Write many common, frequently used words and some irregular words.	T296, T306, T316, T323, T329  T305, T315, T322, T328  T297, T306, T316, T317, T323, T329
Fluency	1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. 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: 299, T309, T313, T329
	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	T307, T317G, T336, T348, T354	Informal: TE: T307, T317G
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. d. Use verbs to convey a sense of past, present, and future.	T301, T311, T319, T324, T325, T331	Informal: TE: T301, T311, T319, T324, T325, T331; PB: pp. 308-309
Vocabulary Acquisition	1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase.	T307, T317G, T336, T348, T354	Informal: RWC: p. 113; TE: T307, T317G; PB: p. 307 Formal: PMA: Unit 4 Week 4 Test
	1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. iii. Identify real-life connections between words and their use.	T291, T302, T312, T320	Informal: TE: T291, T302, T312, 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, T299, T302, T307, T320	Informal: TE: T291, T299, T302, T307, T320



Weekly ELA Focus		Found in TE	Assessment
<b>Reading Standards: Literature</b>			
Key Ideas and Details	<b>1.RL.KID.3</b> Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	T308, T309, T317A–T317Q	Informal: RWC: pp. 114–115, 116–117; LA: p. 125; TE: T308, T309, T317E, T317F, T317H, T317I, T317K, T317O, T317P Formal: PMA: Unit 4 Week 4 Test
Integration of Knowledge and Ideas	<b>1.RL.IK1.7</b> Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	T299, T317F, T317L	Informal: TE: T299, T317F, T317L
Range of Reading and Level of Text Complexity	<b>1.RL.RRTC.10</b> With prompting and support, read stories and poems of appropriate complexity for grade I.	T317A–T317Q	Informal: TE: T317B–T317Q
<b>Reading: Informational Text</b>			
Craft and Structure	<b>1.RI.CS.5</b> Know and use various text features to locate key facts or information in a text.	T321, T321C, T321D	Informal: TE: T321, T321C, T321D
Range of Reading and Level of Text Complexity	<b>1.RI.RRTC.10</b> With prompting and support, read informational texts of appropriate complexity for grade I.	T321A–T321D	Informal: TE: T321B–T321D
<b>Speaking and Listening</b>			
Comprehension and Collaboration	<b>1.SL.CC.1</b> 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	<b>1.SL.PKI.5</b> Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	T317R, T327, T337, T349, T355, T365	Informal: TE: T317R, T327
	<b>1.SL.PKI.6</b> With prompting and support, speak in complete sentences when appropriate to task and situation.	T301, T319, T342, T343, T356	Informal: TE: T301, T319
<b>Writing Standards</b>			
Production and Distribution of Writing	<b>1.W.PDW.5</b> 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.	T324, T326–T327	Informal: TE: T324, T327
	<b>1.W.PDW.6</b> With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	T326–T327	Informal: RWC: pp. 126–127; TE: T327
Research to Build and Present Knowledge	<b>1.W.RBPK.7</b> 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