

Weekly ELA Focus

Foundational Literacy Standards

Print Concepts	1.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	T T
Phonological Awareness	1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.	T
	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	T
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	T
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.	T T
	f. Read words with inflectional endings.	T T
	g. Recognize and read grade-appropriate irregularly spelled words.	T T
	h. Read grade-level decodable text with purpose and understanding.	T
Word Composition	1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. f. Write many common, frequently used words and some irregular words.	T T
Fluency	1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	T
	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	T
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. i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	T T
	k. End sentences with correct punctuation.	-
Vocabulary Acquisition	1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade I 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.	-
	ii. Use frequently occurring affixes as a clue to the meaning of a word.	-
	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 meaning. iii. Identify real-life connections between words and their use.	-
	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.	-

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Reading Standards: Literature

Key Ideas and Details	1.RL.KID.1 Ask and answer questions about key details in a text.	T
	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.	T T
Integration of Knowledge and Ideas	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.	T T T
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.	T

Reading: Informational Text

Craft and Structure	1.RI.CS.5 Know and use various text features to locate key facts or information in a text.	T T
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.	T

Speaking and Listening

Comprehension and Collaboration	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1 st grade topics and texts.	T
Presentation of Knowledge and Ideas	1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	T

Writing Standards

Production and Distribution of Writing	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.	T
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.	T
	1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	T