

Weekly ELA Focus		Found in TE	Assessment
Foundational Literacy Standards			
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.	T370, T394	Informal: TE: T370, T394; PB: p. 226
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	T360, T388, T394, T402, T403	Informal: TE: T360, T388, T394; PB: p. 225
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.	T381, T388, T394	Informal: TE: T381, T388, T394; PB: pp. 227–228
	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	T371, T381	Informal: TE: T371, T381
	f. Read words with inflectional endings.	T371, T381, T395	Informal: TE: T371, T381, T395; PB: pp. 233–234
	g. Recognize and read grade-appropriate irregularly spelled words.	T363, T373, T383, T389, T395	Informal: TE: T363, T373, T383, T389, T395; PB: pp. 235, 239–240
	h. Read grade-level decodable text with purpose and understanding.	T364–T365	Informal: TE: T365
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.	T362, T372, T382, T389, T395	Informal: TE: T362, T372, T382, T389, T395; PB: pp. 229–231
	f. Write many common, frequently used words and some irregular words.	T371, T389, T395	Informal: TE: T371, T389, T395
		T363, T373, T383, T389, T395	Informal: TE: T363, T373, T383, T389, T395
Fluency	1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	T364–T365, T374–T375	Informal: TE: T365, T375; FA: pp. 14–61
	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	T365, T375	Informal: TE: T365, T375; FA: pp. 14–61
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. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms.	T371, T381, T389, T395	Informal: TE: T371, T381, T389, T395 Formal: PMA: Unit 3 Week 5 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.	T371, T381, T389, T395	Informal: TE: T371, T381, T389, T395
		T357, T387	Informal: TE: T357, T387
	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.	T357, T387	Informal: TE: T357, T387
Reading: Informational Text			
Key Ideas and Details	1.RI.KID.2 Identify the main topic and retell key details of a text.	T365, T387B	Informal: TE: T365, T387B
	1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals or ideas, or pieces of information in a text.	T375, T383A–	

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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.	T387, T387B	Informal: TE: T387, T387B
Integration of Knowledge and Ideas	1.RI.IKI.8 Identify the reasons an author provides to support points in a text.	T359, T390	Informal: TE: T359, T390
Range of Reading and Level of Text Complexity	1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.	T383A–T383E, T387A–T387B	Informal: TE: T383B–T383E, T387B
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.	T357, T396	Informal: RWC: pp. 122–123; TE: T357, T396
	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	T396, T408	Informal: TE: T396
	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.	T357, T392	Informal: TE: T357, T392
Presentation of Knowledge and Ideas	1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	T357, T365, T375, T383B, T383E, T398, T419, T421, T425	Informal: TE: T357, T365, T375, T383B, T383E, T398
	1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	T393, T419, T421, T423	Informal: TE: T393
	1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.	T367, T377, T385, T391, T412	Informal: TE: T367, T377, T385, T391
Writing Standards			
Text Types and Protocol	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.	T384	Informal: TE: T384
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.	T390, T392–T393	Informal: TE: T390, T393
	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.	T392–T393	Informal: TE: T393
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.	T392–T393	Informal: RWC: pp. 144–145; TE: T393

Assessment Key

Informal Assessment

RWC = Reading/Writing Companion; LA = Literature Anthology; TE = Teacher's Edition; PB = Practice Book; FA = Fluency Assessment

Formal Assessment

PMA = Progress Monitoring Assessments