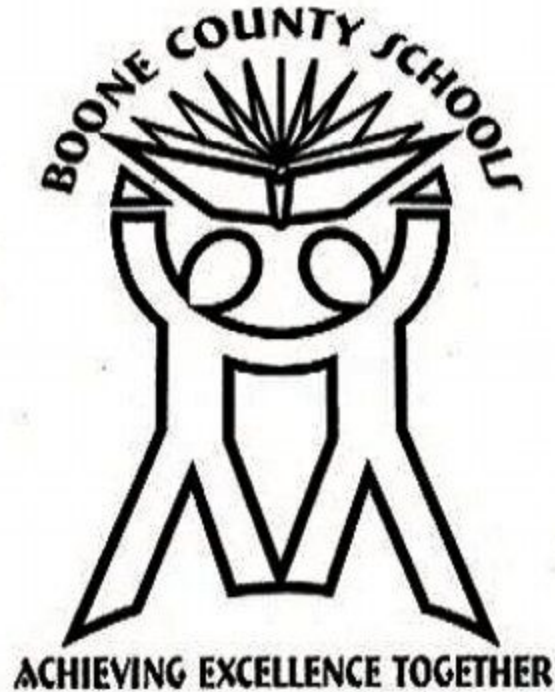


# First Grade Reading and Writing Units of Instruction 2019-2020



# Grade 1 Reading and Writing



Priority Standards and  
Instructional Unit 1

**1st Grade Reading and Writing  
Unit 1:**

\*\*This unit is designed to...

**\*\*Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

**Foundational Skill**

**1-RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

Priority Standard

**Reading Literature**

**1.RL.1** With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.

Priority Standard

**1.RL.3** Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

Priority Standard

<p><b>1.RL.7</b> Use a story's illustrations and details to describe its characters, setting and events.</p>	<p>Supporting Standard</p>
<p><b>Reading Informational</b></p>	
<p><b>1.RI.1</b> With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.</p>	<p>Priority Standard</p>
<p><b>Language</b></p>	
<p><b>1.L.1</b>-When writing or speaking, demonstrate appropriate use of</p> <ul style="list-style-type: none"> <li>a. common, proper and possessive nouns in a sentence.</li> <li>b. singular and plural nouns with matching verbs in basic sentences.</li> <li>c. personal, possessive and indefinite pronouns in a sentence.</li> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> <li>f. frequently occurring conjunctions in a sentence.</li> <li>g. frequently occurring prepositions in a sentence.</li> <li>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts</li> </ul>	<p>Priority Standard</p>
<p><b>1.L.2</b>-When writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds.</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<p>Priority Standard</p>

# Grade 1 Reading and Writing



Priority Standards and  
Instructional Unit 2

**1st Grade Reading and Writing  
Unit: 2**

\*\*This unit is designed to...

**\*\*Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

**Foundational Skill**

- 1-RF.2**-Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Distinguish long from short vowel sounds in spoken single-syllable words.
  - b. Orally produces single-syllable words by blending sounds (phonemes), including consonant blends
  - c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

Priority Standard

**Reading Literature**

**1.RL.3**-Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

**1.RL.5**-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Priority Standard

**Language**

- 1.L.1-**When writing or speaking, demonstrate appropriate use of:
- a. common, proper and possessive nouns in a sentence.
  - b. singular and plural nouns with matching verbs in basic sentences.
  - c. personal, possessive and indefinite pronouns in a sentence.
  - d. verbs to convey a sense of past, present and future in a sentence.
  - e. frequently occurring adjectives in a sentence.
  - f. frequently occurring conjunctions in a sentence.
  - g. frequently occurring prepositions in a sentence.
  - h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.

Priority Standard

## **Composition**

- 1.L.2-**When writing:
- a. Capitalize proper nouns, including but not limited to dates and names of people.
  - b. Demonstrate appropriate use of end punctuation.
  - c. With prompting and support, produce and write commas in dates and to separate single words in a series.
  - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Priority Standard

# Grade 1 Reading and Writing



Priority Standards and  
Instructional Unit 3



## 1st Grade Reading and Writing Unit: 3

\*\*This unit is designed to...

**\*\*Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

### Foundational Skill

**1.RF.3**-Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final –e and common vowel team conventions for representing long vowel sounds.
- d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. With adult support, decode two-syllable words by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Priority Standard

### Reading Literature

**1.RL.2**-With prompting With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/or moral.

Priority Standard

**1.RL.5**-Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

Priority Standard

<b>Language</b>	
<p><b>1.L.2</b> When writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> </ul>	Priority Standard
<p><b>1.L.1</b> When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> <li>a. common, proper and possessive nouns in a sentence.</li> <li>b. singular and plural nouns with matching verbs in basic sentences.</li> <li>c. personal, possessive and indefinite pronouns in a sentence.</li> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> <li>f. frequently occurring conjunctions in a sentence.</li> <li>g. frequently occurring prepositions in a sentence.</li> <li>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</li> </ul>	Priority Standard

# Grade 1 Reading and Writing



# Priority Standards and Instructional Unit 4

**1st Grade Reading and Writing**  
**Unit: 4**

**\*\*This unit is designed to...**

**\*\* Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

### **Foundational Skill**

- 1.RF.3**-Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled one-syllable words.
  - c. Know final –e and common vowel team conventions for representing long vowel sounds.
  - d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. With adult support, decode two-syllable words by breaking the words into syllables.
  - f. Read words with inflectional endings.
  - g. Recognize and read grade-appropriate irregularly spelled words.

Priority Standard

- 1.RF.4**-Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
- a. Read grade-level text with purpose and understanding.
  - b. Orally read grade-level text fluently on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Priority Standard

<b>Reading Informational</b>	
<b>1.RI.1</b> With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.	Priority Standard
<b>1.RI.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.	Priority Standard
<b>1.RI.5</b> Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	Supporting Standard
<b>Language</b>	
<b>1.L.1</b> When writing or speaking, demonstrate appropriate use of: <ul style="list-style-type: none"> <li>a. common, proper and possessive nouns in a sentence.</li> <li>b. singular and plural nouns with matching verbs in basic sentences.</li> <li>c. personal, possessive and indefinite pronouns in a sentence.</li> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> <li>f. frequently occurring conjunctions in a sentence.</li> <li>g. frequently occurring prepositions in a sentence.</li> <li>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</li> </ul>	Priority Standard
<b>1.L.2</b> When writing: <ul style="list-style-type: none"> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> </ul>	Priority Standard

<ul style="list-style-type: none"> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> </ul>	
<p><b>1.L.4</b> 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.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Identify common affixes and how they change the meaning of a word.</li> <li>c. With guidance and support, identify frequently occurring root words and their inflectional forms.</li> <li>d. 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.</li> </ul>	Priority Standard
<b>Composition</b>	
<p><b>1.C.1</b> Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> <li>b. Introduce the topic.</li> <li>c. Provide reasons with details to support the opinion.</li> </ul>	Priority Standard

<ul style="list-style-type: none"> <li>d. Use grade-appropriate transitions.</li> <li>e. Provide a concluding section.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	
<p><b>1.C.2-</b>Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> <li>b. Introduce the topic.</li> <li>c. Supply information with detail to develop the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Provide a concluding section.</li> <li>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	Priority Standard
<p><b>1.C.3-</b>Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those</p>	Priority Standard

digital resources.)

- a.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b.** Recount a single event or multiple events, memories or ideas.
- c.** Include details which describe actions, thoughts, emotions.
- d.** Use temporal words and phrases to signal event order.
- e.** Create a sense of closure.
- f.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.



# Grade 1 Reading and Writing



Priority Standards and  
Instructional Unit 5

**1st Grade Reading and Writing  
Unit: 5**

\*\*This unit is designed to...

**\*\*Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

**Foundational Skill**

- 1.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled one-syllable words.
  - c. Know final -e and common vowel team conventions for representing long vowel sounds.
  - d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. With adult support, decode two-syllable words by breaking the words into syllables.
  - f. Read words with inflectional endings
  - g. Recognize and read grade-appropriate irregularly spelled words.

Priority Standard

- 1.RF.4** Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
- a. Read grade-level text with purpose and understanding.

Priority Standard

<ul style="list-style-type: none"> <li>b. Orally read grade-level text fluently on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	
<b>Reading Informational</b>	
<p><b>1.RI.2</b> With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.</p>	Priority Standard
<p><b>1.RI.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p>	
<b>Language</b>	
<p><b>1.L.1</b> When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> <li>a. common, proper and possessive nouns in a sentence.</li> <li>b. singular and plural nouns with matching verbs in basic sentences.</li> <li>c. personal, possessive and indefinite pronouns in a sentence.</li> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> <li>f. frequently occurring conjunctions in a sentence.</li> <li>g. frequently occurring prepositions in a sentence.</li> <li>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</li> </ul>	Priority Standard
<p><b>1.L.2</b> When writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> <li>b. Demonstrate appropriate use of end punctuation</li> </ul>	Priority standards

<ul style="list-style-type: none"> <li>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words and phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	
<p><b>1.L.4</b> 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.:</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. With guidance and support, identify frequently occurring root words and their inflectional forms</li> </ul>	Priority
<b>Composition (3 weeks)</b>	
<p><b>1.C.1</b> Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources to state the topic and an opinion.</p> <ul style="list-style-type: none"> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> <li>b. Introduce a topic.</li> <li>c. Provide reasons with details to support the opinion.</li> <li>d. Use grade-appropriate transitions.</li> <li>e. Provide a concluding section.</li> <li>f. With guidance writing as needed by planning, revising and editing.</li> </ul>	Priority Standard

**1.C.2** Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate transitions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Priority Standard

**1.C.3** Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event or multiple events, memories or ideas.
- c. Include details which describe actions, thoughts, emotions.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure
- f. With guidance and support from peers and adults, develop and

Priority Standard

strengthen writing as needed by planning, revising and editing.

# Grade 1 Reading and Writing



Priority Standards and

# Instructional Unit 6

## 1st Grade Reading and Writing Unit: 6

\*\*This unit is designed to...

**\*\*Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

### Foundational Skill

- 1.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled one-syllable words.
  - c. Know final –e and common vowel team conventions for representing long vowel sounds.
  - d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. With adult support, decode two-syllable words by breaking the words into syllables.
  - f. Read words with inflectional endings.
  - g. Recognize and read grade-appropriate irregularly spelled words.

Priority Standard

<p><b>1.RF.4</b> Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Orally read grade-level text fluently on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>Priority Standard</p>
<p><b>Reading Literature</b></p>	
<p><b>1.RL.2</b> With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/or moral.</p>	<p>Priority Standard</p>
<p><b>1.RL.3</b> Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.</p>	<p>Priority Standard</p>
<p><b>Language</b></p>	
<p><b>1.L.1</b> When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> <li>a. common, proper and possessive nouns in a sentence.</li> <li>b. singular and plural nouns with matching verbs in basic sentences.</li> <li>c. personal, possessive and indefinite pronouns in a sentence.</li> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> <li>f. frequently occurring conjunctions in a sentence.</li> <li>g. frequently occurring prepositions in a sentence.</li> <li>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</li> </ul>	<p>Priority Standard</p>

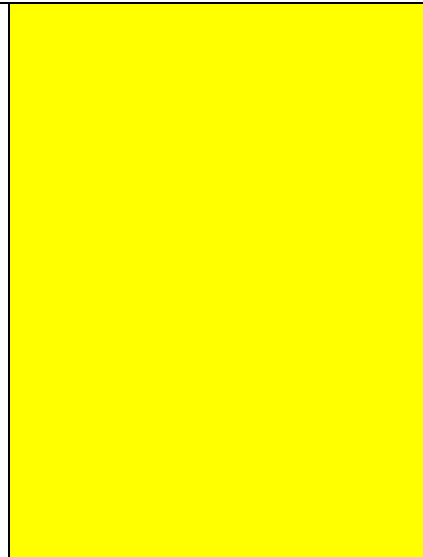


<p><b>1.L.2</b> When writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p>Priority Standard</p>
<p><b>Composition</b></p>	
<p><b>1.C.1</b> Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.</p> <ul style="list-style-type: none"> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> <li>b. Introduce the topic.</li> <li>c. Provide reasons with details to support the opinion.</li> <li>d. Use grade-appropriate transitions.</li> <li>e. Provide a concluding section.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	<p>Priority Standard</p>
<p><b>1.C.2</b> Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.</p>	<p>Priority Standard</p>

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**1.C.3** Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event or multiple events, memories or ideas.
- c. Include details which describe actions, thoughts, emotions.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.



Priority Standard