

**1st Grade Priority Standards
Reading and Writing 2021-2022**

Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Foundational Skills	<p>1.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. 	<p>Launch</p> <p>Unit 1</p>	Unit 2		
Reading Foundational Skills	<p>1.RF.4-Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</p> <ul style="list-style-type: none"> 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. 		Unit 3		
Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Literature	<p>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.</p>	<p>Launch</p> <p>Unit 1</p>		Unit 5	
Reading Literature	<p>1.RL.2-With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.</p>		Unit 2		

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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.	Unit 1		Unit 5	
Reading Literature	1.RL.4- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	Unit 1	Unit 2	Unit 5	
Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Informational	1.RI.1- 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.	Launch	Unit 3	Unit 4	Unit 6
Reading Informational	1.RI.2- With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.			Unit 4	
Reading Informational	1.RI.4- Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.			Unit 4	Unit 6
Strand	Priority Standards	Q1	Q2	Q3	Q4
Composition	<p>1.C.1-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"> 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. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 			Unit 4	
Composition	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		Unit 3		Unit 6

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	<p>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"> 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. 				
<p>Composition</p>	<p>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. (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"> 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. 		<p>Unit 2</p>	<p>Unit 5</p>	

Quarter 1: 8-9-21 thru 10-18-21

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Quarter 2: 10-19-21 thru 12-17-21

Quarter 3: 1-3-22 thru 3-8-22

Quarter 4: 3-9-22 thru 5-20-22