

**1st Grade Priority Standards
Reading and Writing 2020-2021**

Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Foundational Skills	<p>1.RF.2-Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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). 	xx	xx		
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. 	x	xx	xx	xx
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. 			xx	xx

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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.	xx	xx		x
Reading Literature	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.		x		
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.	x	xx		x
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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.	x		x	
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.			x	x
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.			x	
Strand	Priority Standards	Q1	Q2	Q3	Q4
Composition	1.C.1 -Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources to state the topic and an opinion. <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. 	x	x	x	x

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	<ul style="list-style-type: none"> 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. 				
Composition	<p>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. (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. 	x	x	x	x
Composition	<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. 	x	xx	x	x

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	<ul style="list-style-type: none"> 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. 				
Strand	Priority Standards	Q1	Q2	Q3	Q4
Language	<p>1.L.1-When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> 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. 	xx	xx	xx	xx
Language	<p>1.L.2-When writing:</p> <ul style="list-style-type: none"> 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 	xx	xx	xx	xx

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Language	<p>1.L.4-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"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. 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. 			xx	x
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Quarter 1: 8-10-20 thru 10-14-20

Quarter 2: 10-15-20 thru 12-18-20

Quarter 3: 1-4-21 thru 3-9-21

Quarter 4: 3-10-21 thru 5-20-21