

First Grade Reading and Writing Units of Instruction 2020-2021



Grade 1 Reading and Writing



Priority Standards and Instructional Unit 1

1st Grade Reading and Writing Unit 1:

**This unit is designed to...	
** <i>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.</i>	
Foundational Skill	
1-RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> 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.7 Use a story's illustrations and details to describe its characters, setting and events.	Supporting Standard
1.RL.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing,	Supporting Standard

summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	
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.	Priority Standard
1.RI.7 Use the visuals and details in a text to describe its key ideas.	Supporting Standard
1.RI.10 With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	Supporting Standard
Writing Workshop Unit 1 Launching WW-Building Stamina	
Language	
1.L.1 -When writing or speaking, demonstrate appropriate use of a. common nouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts	Priority Standard
1.L.2 -When writing: b. Demonstrate appropriate use of end punctuation. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	Priority Standard

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). <ul style="list-style-type: none"> 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
1.RF.3 -Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. g. Recognize and read grade-appropriate irregularly spelled words. 	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
1.RL.4 -Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	Support Standard
1.RL.6 - With prompting and support, identify who is telling the story at various points in a text.	Support Standard
1.RL.7 -Use a story's illustrations and details to describe its characters, setting and events.	Support Standard
1.RL.9 -Compare/contrast the adventures and experiences of characters in stories.	Support Standard
1.RL.10 -With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	Support Standard
Writing Workshop Unit 2 I am an Author 11 Days	
1.C.1 Opinion Text	Priority Standard
1.C.2 Informative and/or Explanatory Texts	Priority Standard
1.C.3 Narrative Text	Priority Standard

Writing Workshop Unit 3 Mini Lessons on all 3 Modes 12 days
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<p>1.C.1 Opinion Text 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. 	Priority Standard
<p>1.C.2 Informative and/or Explanatory Texts 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> <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. 	Priority Standard
<p>1.C.3 Narrative Text 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.</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. 	Priority Standard
Language	
<p>1.L.1-When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. common and proper nouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in 	Priority Standard

response to prompts.	
1.L.2 -When writing: c. Capitalize proper nouns, including but not limited to dates and names of people. d. Demonstrate appropriate use of end punctuation. 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.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.	Priority Standard
1.RF.3 -Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final –e and common vowel team conventions for representing long vowel sounds. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	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
1.RL.4 -Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	Support Standard

<p>1.RL.6- With prompting and support, identify who is telling the story at various points in a text.</p>	<p>Support Standard</p>
<p>1.RL.7-Use a story’s illustrations and details to describe its characters, setting and events.</p>	<p>Support Standard</p>
<p>1.RL.10-With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.</p>	<p>Support Standard</p>
<p>Writing Workshop Unit 3 Mini Lessons on all 3 Modes 9 Days</p>	
<p>1.C.1 Opinion Text Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. 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.</p>	<p>Priority Standard</p>
<p>1.C.2 Informative and/or Explanatory Texts 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.</p>	<p>Priority Standard</p>
<p>1.C.3 Narrative Text</p>	<p>Priority Standard</p>

<p>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.</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. 	
Language	
<p>1.L.1-When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. common and proper nouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	Priority Standard
<p>1.L.2-When writing:</p> <ul style="list-style-type: none"> d. Demonstrate appropriate use of end punctuation. f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions 	Priority Standard

Writing Workshop Unit 4 Narrative Writing 25 Days	
<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.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the 	

<p>development and organization are appropriate to task and purpose.</p> <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. 	
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. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	Priority Standard
<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. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words and phonetically, drawing on phonemic awareness 	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.

- 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

Reading Information

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.

Priority Standard

<p>1.RI.2 (<i>Introduced. Mastery not yet expected</i>) With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.</p>	<p>Priority Standard</p>
<p>1.RI.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.</p>	<p>Priority Standard</p>
<p>1.RI.5-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.</p>	<p>Supporting Standard</p>
<p>1.RI.10-With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.</p>	<p>Supporting Standard</p>
<p>Language</p>	
<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. c. With guidance and support, identify frequently occurring root words and their inflectional forms. 	<p>Priority Standard</p>
<p>1.L.5-With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 	<p>Supporting Standard</p>

<ul style="list-style-type: none"> c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic). 	
<p>Writing Workshop Unit 5 Informative Writing 14 Days</p>	
<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.</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>Priority Standard</p>
<p>Language</p>	
<p>1.L.1 When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> b. singular and plural nouns with matching verbs in basic sentences. e. frequently occurring adjectives in a sentence. g. frequently occurring prepositions in a sentence. 	<p>Priority Standard</p>
<p>1.L.2 When writing:</p>	<p>Priority Standard</p>

- 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 and phonetically, drawing on phonemic awareness and spelling conventions.

Writing Workshop Unit 6 Opinion Writing 19 Days

- 1.C.1**-Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.
- 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.

Priority Standard

Language

- 1.L.1** When writing or speaking, demonstrate appropriate use of:
- b. singular and plural nouns with matching verbs in basic sentences.
 - e. frequently occurring adjectives in a sentence.
 - f. frequently occurring conjunctions in a sentence.
 - g. frequently occurring prepositions in a sentence.

Priority Standard

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 and phonetically, drawing on phonemic awareness and spelling conventions.

Priority Standard

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. <ul style="list-style-type: none"> e. With adult support, decode two-syllable words by breaking the words into syllables. 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. <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 	Priority Standard
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.	Priority Standard
1.RI.4 -Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade level text.	Priority Standard

<p>1.RI.5-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.</p>	<p>Supporting Standard</p>
<p>1.RI.6-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Supporting Standard</p>
<p>1.RI.7-Use the visuals and details in a text to describe its key ideas.</p>	<p>Supporting Standard</p>
<p>1.RI.8-Identify the claim and the reasons an author gives to support the claim in a text.</p>	<p>Supporting Standard</p>
<p>1.RI.9-Identify information from two or more texts on similar themes or topics.</p>	<p>Supporting Standard</p>
<p>1.RI.10-With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts</p>	<p>Supporting Standard</p>
<p>Language</p>	
<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. With guidance and support, identify frequently occurring root words and their inflectional forms d. Use words and phrases acquired through conversations, reading and 	<p>Priority Standard</p>

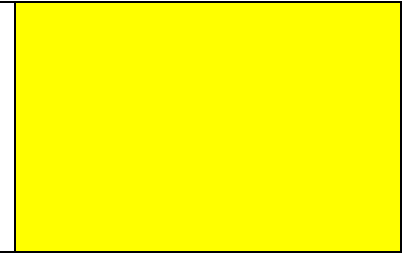
<p>being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>	
<p>1.L.5-With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic). 	<p>Supporting Standard</p>
<p>Writing Workshop Unit 7 Narrative Writing 12 Days</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.</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>Priority Standard</p>
<p>Language</p>	

<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. c. personal, possessive and indefinite pronouns in a sentence. 	<p>Priority Standard</p>
<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 and phonetically, drawing on phonemic awareness and spelling conventions. 	<p>Priority standards</p>

<p>Writing Workshop Unit 8 Informative Writing 14 Days</p>	
<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.</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. 	<p>Priority Standard</p>

<ul style="list-style-type: none"> 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>1.C.4-With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p>	Supporting Standard
<p>1.C.5-With guidance and support, participate in shared research and writing projects.</p>	Supporting Standard
<p>1.C.6-With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.</p>	Supporting Standard
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. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. 	Priority Standard
<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. 	Priority Standard

- d.** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e.** Spell untaught words and phonetically, drawing on phonemic awareness and spelling conventions.



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. 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
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.2- 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

<p>1.RL.3- 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>1.RL.4-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.</p>	<p>Supporting Standard</p>
<p>1.RL.5-Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.</p>	<p>Supporting Standard</p>
<p>1.RL.6-With prompting and support, identify who is telling the story at various points in a text.</p>	<p>Supporting Standard</p>
<p>1.RL.10-With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.</p>	<p>Supporting Standard</p>
<p>Writing Workshop Unit 9 Opinion Writing 15 Days</p>	
<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. 	<p>Priority Standard</p>

<p>1.C.4-With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p>	<p>Supporting Standard</p>
<p>1.C.5-With guidance and support, participate in shared research and writing projects.</p>	<p>Supporting Standard</p>
<p>Language</p>	
<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. 	<p>Priority Standard</p>
<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. 	<p>Priority Standard</p>

Writing Workshop Unit 10 Narrative Writing		15 Days
<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.</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>Priority Standard</p>	
<p>Language</p>		
<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. 	<p>Priority Standard</p>	

h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	
1.L.2 When writing: <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.	Priority Standard