

Reading, Writing, & Foundational Skills Standards

First-Grade Scope & Sequence

Unit 1: ARC Literacy Lab		Unit 2: Informational Writing	Unit 3: Narrative Writing	Unit 4: Argument Writing	
Q1: 1st 6–8 Weeks of School		Q2: Approximate Weeks 9–17	Q3: Approximate Weeks 18–26	Q4: Approximate Weeks 27–36	
Reading	<p>Reading #1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Reading #4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Reading #10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>+ Review of All Reading Standards</p>	<p>Reading #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Reading #7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Reading #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading #3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Reading #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Reading #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Reading #6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Reading #8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Across ALL Four Units: Reading #1, Reading #4, Reading #7, Reading #9, Reading #10</p> </div>	
	<p>Writing #9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Writing #10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Writing #2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Writing #1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Writing #3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Writing #1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Across ALL Four Units: Writing #4, Writing #5, Writing #6, Writing #7, Writing #8</p> </div>	
Foundational Skills	<p>RF.1.2.B: Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.</p> <p>RF.1.3.A: Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3.B: Decode regularly spelled one-syllable words.</p> <p>RF.1.3.G: Recognize and read grade-appropriate irregularly spelled words.</p>	<p>RF.1.2.A: Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3.C: Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>RF.1.3.D: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3.E: Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>RF.1.3.F: Read words with inflectional endings.</p>	<p>RF.2.3.B: Know spelling-sound correspondences for additional common vowel teams.</p> <p>RF.2.3.D: Decode words with common prefixes and suffixes.</p> <p>RF.1.4: Read with sufficient accuracy and fluency to support comprehension.</p>	
	<p>Ehri's Phases of Word Reading Development (Orthographic Mapping)</p> <p>Full Alphabetic →</p>		<p>→ Full Alphabetic, beginning Consolidated Alphabetic →</p>		
	<p>Phonological Awareness</p> <p>Onset and rime Phoneme manipulation</p>	<p>Phoneme manipulation</p>	<p>Phoneme manipulation</p>	<p>Advanced phoneme manipulation</p>	
	<p>Phonics</p> <p>One-syllable decoding: 25 word families</p>	<p>One-syllable decoding: Vowel teams R-controlled vowels Final -e rule</p>	<p>Multisyllabic decoding: Two-syllable words Compound words Inflectional endings</p>	<p>Multisyllabic decoding: Three-syllable words Suffixes Three-letter blends and trigraphs Advanced vowel teams</p>	
<p>Word Study</p> <p>Read and spell 25 word families.</p>	<p>Read and spell 40 word families.</p>	<p>Read and spell regular two-syllable words and words with inflectional endings.</p>	<p>Read and spell words with suffixes, three-letter blends and trigraphs, and advanced vowel teams.</p>		
<p>Leave No Reader Behind</p>		<p>1st-Grade Independent Reading Level Assessment (IRLA) Targets*</p> <p>Unit 1</p> <p>1.0 (1B) 1.2 (1B+) 1.3 (1B+) 1.4 (1B+)</p>		<p>1st-Grade Independent Reading Level Assessment (IRLA) Targets*</p> <p>Unit 3 Unit 4</p> <p>1.4 (1B+) 1.5 (1B+)/1.6 (2B) 1.7 (2B+) 1.8/1.9 (2B+) 1.99 (Ready for 1R)</p>	
<p>*See SchoolPace for current target based on your school/district calendar.</p>					