

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 1

1st Grade

Unit of Study: Reading - Foundational Skills; Writing - Reader Response Journal, Free Writing, Captions
Pacing: 45 days

Overarching Common Core State Standards:

- **CC.1.R.F.1: Demonstrate understanding of the organization and basic features of print.**
- CC.1.R.F.1.a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **CC.1.R.F.2: Demonstrate understanding of spoken words, syllables and sounds.**
- CC.1.R.F.2.a: Distinguish long from short vowel sounds in spoken, single-syllable words.
- CC.1.R.F.2.b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- CC.1.R.F.2.c: Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.
- CC.1.R.F.2.d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **CC.1.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.**
- CC.1.R.F.3.a: Know the spelling-sound correspondences for common consonant digraphs.
- CC.1.R.F.3.b: Decode regularly spelled one-syllable words.
- CC.1.R.F.3.c: Know final –e and common vowel team conventions for representing long vowel sounds.
- CC.1.R.F.3.d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- CC.1.R.F.3.e: Decode two-syllable words following basic patterns by breaking the words into syllables.
- CC.1.R.F.3.f: Read words with inflectional endings..
- CC.1.R.F.3.g: Recognize and read grade appropriate irregularly spelled words.
- **CC.1.R.F.4: Read with sufficient accuracy and fluency to support comprehension.**
- CC.1.R.F.4.a: Read grade-level text with purpose and understanding.
- CC.1.R.F.4.b: Read grade-level text orally with accuracy, appropriate rate and expression.
- CC.1.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Overarching CT Standards/Grade Level Expectations:

- CT.1.R.5: Identify initial, medial and final sounds in words.
- CT.1.R.6: Distinguish long and short vowel sounds in spoken one syllable words.
- CT.1.R.8: Identify the number of syllables in a spoken word.
- CT.1.R.9: Blend up to four orally presented phonemes into a correct word.

- CT.1.R.10: Segment one-syllable spoken words into phonemes.
- CT.1.R.12: Match sounds to letters to read words.
- CT.1.R.13: Know sounds for common letter patterns (e.g., sh, th, eh, oo, ee, igh, ing, ed).
- CT.1.R.14: Decode words with common letter patterns (e.g., -ake, ick).
- CT.1.R.15: Decode orthographically regular one-syllable words (e.g., sit, take, need and nonsense words).
- CT.1.R.16: Decode compound words, contractions and words with common inflectional endings (e.g., -s, -es, -ed, -ing).
- CT.1.R.17: Use context clues and pictures to aid in the decoding of new words.
- CT.1.R.18: Read at least 110 high-frequency words.
- CT.1.R.19: Read aloud, attending to punctuation (e.g., pause at commas and periods, use inflection with questions marks, use excitement with exclamation marks).
- CT.1.R.20: Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech.
- CT.1.R.39: Use cueing system to determine meaning of unknown words (e.g., meaning, structure and visual).
- CT.2.R.8: Decode orthographically regular two-syllable words by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.

Priority Standards:

CC.1.R.F.1: Demonstrate understanding of the organization and basic features of print.

CC.1.R.F.2: Demonstrate understanding of spoken words, syllables and sounds.

CC.1.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CC.1.R.F.4: Read with sufficient accuracy and fluency to support comprehension.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Organization and basic features of print	Demonstrate understanding	Understanding
Spoken words, syllables and sounds	Demonstrate understanding	Understanding
Grade-level phonics and word analysis skills	Know and apply	Remembering
Comprehension	Read with accuracy and fluency	Applying

Essential Questions	Big Ideas
What do you need to do to be a reader?	A reader is able to read words and understand them.
What do you need to do to be a writer?	A writer is able to use words to convey meaning.