First Reading and Writing Units of Instruction 2022-23

Launch Unit: Building Stamina 29 Days	**UNIT 1: I am an Author** 14 Days	**UNIT 2: Narrative** 21 Days	**UNIT 3: Informational** 21 Days	**UNIT 4: Opinion** 22 Days	**UNIT 5: Narrative B** 21 Days	**Unit 6 Informational** 23+20 Flex
Prioritized Standards for 21-22 • RF.1.1 • RF.1.2 **RF.1.3** **RL.1.1** • RL1.10 **RI.1.1** • C.1.2 • L.1.1 • HW.1.1	**Prioritized Standards for 21-22** **RF.1.3** **RL1.1** **RL.1.3** **RL.1.4** • RL1.7 • RI.1.3 • C.1.1;C.1.2;C.1.3 • C.1.6 • L.1.2 • HW.1.1	**Prioritized Standards for 21-22** **RF.1.3g** **RL.1.2** **RL.1.4** • RL.1.5 • C.1.3 • L.1.2 • HW.1.1	**Prioritized Standards for 21-22** **RF.1.4** **RI.1.1** • RI.1.3 • **RI.1.4** • RI.1.5 • RI.1.6 • C.1.2 • L.1.4 • *HW.1.1	**Prioritized Standards for 21-22** **RI.1.1** **RI.1.2** **RI.1.4** • RI.1.7 • RI.1.8 • RI.1.9 **C.1.1** • L.1.5 • *HW.1.1	**Prioritized Standards for 21-22** • RF1.3 **RL.1.1** **RL1.3** **RL.1.4** • RL.1.6 • RL.1.9 • RL1.10 **C.1.3** • L.1.2 • *HW.1.1	**Prioritized Standards for 21-22** **RI.1.1** **RI.1.4** • RI.1.9 • RI.1.10 **C.1.2** • C.1.4 • C.1.5 • *HW.1.1

2022-23 Focus Questions to collect evidence of throughout the year and reconsider at the end of the year:

- ***Are there too many units for adequate time for instruction and assessment?***
- ***Should the same writing unit cover two reading units? For example, should C.1.2 be the writing priority in Unit 1 and 2, C.1.3 be the writing priority for 3 and 4, and C.1.1 for 5 and 6 for adequate time?***

Grade 1 Reading and Writing

Prioritized Standards and

Instructional-Launching Workshop and Guided Reading 1

1st Grade Reading and Writing
Launch Unit: Building Stamina

**This unit is designed to...	
****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**	
Multidimensionality *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT	
RF.1.1 Demonstrate understanding of the organization and basic features of print to aid in comprehension. a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.	Supporting Standard
RF.1.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes). 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).	Supporting Standard
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	**Priority Standard**

RL.K.1	**RL.1.1**	RL.2.1	**Priority Standard**
With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	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.	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	

RI.K.1	**RI.1.1**	RI.2.1	**Priority Standard**
With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	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.	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	

RL.K.10	**RL.1.10**	RL.2.10	Supporting Standard
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.	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.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade level appropriate, complex literary texts independently and proficiently.	

			Supporting Standard

C.K.2	**C.1.2**	C.2.2
Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply 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.) 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 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 idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**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.) 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.*	Compose informative and/or explanatory texts, using 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.) 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.

	Supporting Standard

L.K.1	**L.1.1**	L.2.1
When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences.	**When writing or speaking,** *demonstrate appropriate use* of: 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.	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding, and rearranging complete simple and compound sentences.

	Supporting Standard

HW.K.1	**HW.1.1**	HW.2.1
Print all upper and lowercase letters and numerals.	**Legibly print all upper- and lowercase letters and numerals with correct form**	Introduce formation of all upper and lowercase cursive letters.

Grade 1 Reading and Writing

Priority Standards and Instructional Unit 1

1st Grade Reading and Writing
Unit 1: I Am An Author

**This unit is designed to...	
****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**	
Multidimensionality *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	**Priority Standard**
RF.1.4 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.	Supporting Standard

RL.K.1	**RL.1.1**	RL.2.1	**Priority Standards**
With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	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.	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	

RL.K.3	**RL.1.3**	RL.2.3	**Priority Standards**
With prompting and support, identify characters, settings and major events in order to make meaning of the story development.	*Describe* CHARACTERS, SETTINGS and MAJOR EVENTS IN A STORY, *using key details,* **in order to make meaning of** *the story development.*	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	

RL.K.4	**RL.1.4**	RL.2.4	**Priority Standards**
With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	*Identify words and phrases* in stories or poems that SUGGEST FEELINGS OR APPEAL TO THE SENSES **in order to construct meaning.**	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem, or song.	

RL.K.7	**RL.1.7**	RL.2.7	**Supporting Standard**
With prompting and support, describe the relationship between illustrations and the story in which they appear	*Use a story's illustrations and details to describe its* CHARACTERS, SETTING AND EVENTS	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	
RI.K.3	**RI.1.3**	RI.2.3	**Supporting Standard**
With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.	With prompting and support, *identify* **the connection between** INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION *over the course of a text*	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	
C.K.1	**C.1.1**	C.2.1	Supporting Standard
Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	**Compose** OPINION PIECES, using a combination of drawing, dictating, writing and digital resources, to state the topic **and an opinion.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing**	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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 idea. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**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 idea.** f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and e***diting.*	b. Introduce the topic, followed by opinion statement and create an organizational structure. 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.	

Supporting Standard

C.K.2	**C.1.2**	C.2.2
Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply 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.) 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 to develop the topic. d. Use grade-appropriate conjunctions to develop text	**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.) 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*	Compose informative and/or explanatory texts, using 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.) 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.

structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	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.*	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.	

C.K.3	**C.1.3**	C.2.3	Supporting Standard
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.) 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. c. Include details which describe actions, thoughts, emotions.	**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.) 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	Compose narratives, using 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.) 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	

d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	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.*	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.	

C.K.6	**C.1.6**	C.2.6	Supporting Standard
With guidance and support, collect information from real world experiences or provided sources to answer or generate questions.	With guidance and support, *collect information from real-world experiences or provided sources* to **answer or generate questions.**	Collect information from real world experiences or provided sources to answer or generate questions.	

L.K.2	**L.1.2**	K.2.2	Supporting Standard
When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short vowel sounds. d. Spell simple words phonetically, drawing on	***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	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.	

knowledge of sound-letter relationships.	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.	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.	

HW.K.1	**HW.1.1**	HW.2.1	Supporting Standard
Print all upper and lowercase letters and numerals.	**Legibly print all upper- and lowercase letters and numerals with correct form**	Introduce formation of all upper and lowercase cursive letters.	

Grade 1 Reading and Writing

Priority Standards and
Instructional Unit 2

1st Grade Reading and Writing
Unit 2: Narrative

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.***

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RF.1.3g

Know and apply grade-level phonics and word analysis skills in decoding words.
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

Priority Standard

RL.K.2	**RL.1.2**	RL.2.2
With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	With prompting and support, *recognize key details from a summary* to **demonstrate understanding of the** AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL.	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.

Priority Standard

RL.K.4	**RL.1.4**	RL.2.4	**Priority Standard**
With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	*Identify words and phrases* in stories or poems that SUGGEST FEELINGS OR APPEAL TO THE SENSES **in order to construct meaning.**	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem, or song.	
RL.K.5	**RL.1.5**	RL.2.5	**Supporting Standard**
Recognize common structures of poems, stories and dramas	*Recognize major differences between the STRUCTURES OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.*	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	
C.K.3	**C.1.3**	C.2.3	Supporting Standard **Revised for 2022-23**
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.	**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**	Compose narratives, using 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	

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**sequences.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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.*	opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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.

Supporting Standard

L.K.2	**L.1.2**	L.2.2
When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter	***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	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

relationships.	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.	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.	

HW.K.1	**HW.1.1**	HW.2.1	Supporting Standard
Print all upper and lowercase letters and numerals.	**Legibly print all upper- and lowercase letters and numerals with correct form**	Introduce formation of all upper and lowercase cursive letters.	

Grade 1 Reading and Writing

Priority Standards and Instructional Unit 3

1st Grade Reading and Writing

Unit 3: Informational

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.***

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RF.1.4

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

RI.K.1	**RI.1.1**	RI.2.1
With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	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.	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

Priority Standard

RI.K.3	**RI.1.3**	RI.2.3
With prompting and support, identify the individuals, events, ideas or pieces of information	With prompting and support, *identify* **the connection between** INDIVIDUALS, EVENTS, IDEAS	Describe the connection between individuals, historical events, scientific ideas or concepts or

Supporting Standard

presented over the course of a text.	OR PIECES OF INFORMATION *over the course of a text*	steps in technical procedures over the course of a text.	
RI.K.4	**RI.1.4**	RI.2.4	**Priority Standard Revised for 2022-23**
With prompting and support, ask and answer questions about unknown words in a text.	*Ask and answer questions to help determine or* **clarify the meaning** *of words and phrases* in a GRADE-LEVEL TEXT.	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	
RI.K.5	**RI.1.5**	RI.2.5	Supporting Standard
Identify the front cover, back cover and title page of a book	*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.	Identify and describe informational text structures, including sequence/ chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	
RI.K.6	**RI.1.6**	RI.2.6	Supporting Standard
With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or	*Distinguish between* INFORMATION PROVIDED BY PICTURES *or other illustrations and* INFORMATION PROVIDED	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose	

information in a text	BY THE WORDS *in a text.*	shapes the content of the text.

Supporting Standard
Revised for 2022-23

C.K.2	**C.1.2**	C.2.2
Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply 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.) 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 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 idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**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.) 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.*	Compose informative and/or explanatory texts, using 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.) 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.

Supporting Standard

L.K.4	**L.1.4**	L.2.4
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content. a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	*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****.* **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.**	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content. a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Supporting Standard
Revised for 2022-23

HW.K.1	**HW.1.1**	HW.2.1
Print all upper and lowercase letters and numerals.	**Legibly print all upper- and lowercase letters and numerals with correct form**	Introduce formation of all upper and lowercase cursive letters.

Grade 1 Reading and Writing

Priority Standards and Instructional Unit 4

1st Grade Reading and Writing
Unit 4: Opinion

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.***

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

Priority Standard

RI.K.1	**RI.1.1**	RI.2.1
With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	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.	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

Priority Standard

RI.K.2	**RI.1.2**	RI.2.2
With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	With prompting and support, *recognize KEY DETAILS from a summary* **to demonstrate understanding of the** CENTRAL IDEA of a text.	Identify implicit and explicit information from a summary to determine the central idea of a text

RI.K.4	**RI.1.4**	RI.2.4	**Priority Standard**
With prompting and support, ask and answer questions about unknown words in a text.	*Ask and answer questions to help determine or* **clarify the meaning** *of words and phrases* in a GRADE-LEVEL TEXT.	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	
RI.K.7	**RI.1.7**	RI.2.7	Supporting Standard
With prompting and support, describe the relationship between visuals and the text.	*Use the visuals and details in a text to describe its* KEY IDEAS	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text	
RI.K.8	**RI.1.8**	RI.2.8	Supporting Standard
With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	*Identify the* CLAIM *and the* REASONS *an author gives* **to support the** CLAIM in a text.	Describe how reasons support specific claims the author makes in a text.	
RI.K.9	**RI.1.9**	RI.2.9	Supporting Standard
With prompting and support, identify information from two or	*Identify information* from TWO OR MORE TEXTS ON SIMILAR	Describe the relationship between information from two or more	

more texts on similar themes or topics.	THEMES OR TOPICS.	texts on the same theme or topic.

Priority Standard

C.K.1	**C.1.1**	C.2.1
Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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 idea. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**Compose** OPINION PIECES, using a combination of drawing, dictating, writing and digital resources, to state the topic **and an opinion.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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 idea.** f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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, followed by opinion statement and create an organizational structure. 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.

L.K.5	**L.1.5**	L.2.5
With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms.	With guidance and support from adults, **demonstrate understanding of word relationships and nuances in word meanings.** **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).	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).

Supporting Standard

HW.K.1	**HW.1.1**	HW.2.1
Print all upper and lowercase letters and numerals.	**Legibly print all upper- and lowercase letters and numerals with correct form**	Introduce formation of all upper and lowercase cursive letters.

Supporting Standard
Revised for 2022-23

Grade 1 Reading and Writing

Priority Standards and Instructional Unit 5

1st Grade Reading and Writing
Unit 5: Narrative B

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.***

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.
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

Supporting Standard

RL.K.1	**RL.1.1**	RL.2.1
With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	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.	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

Priority Standard

RL.K.3	**RL.1.3**	RL.2.3	**Priority Standard**
With prompting and support, identify characters, settings and major events in order to make meaning of the story development.	*Describe* CHARACTERS, SETTINGS and MAJOR EVENTS IN A STORY, *using key details,* **in order to make meaning of** *the story development.*	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	
RL.K.4	**RL.1.4**	RL.2.4	**Priority Standard**
With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	*Identify words and phrases* in stories or poems that SUGGEST FEELINGS OR APPEAL TO THE SENSES **in order to construct meaning.**	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem, or song.	
RL.K.6	**RL.1.6**	RL.2.6	Supporting Standard
With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	With prompting and support, *identify* WHO IS TELLING THE STORY *at various points in a text.*	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	

RL.K.9	**RL.1.9**	RL.2.9	Supporting Standard
With prompting and support, compare/contrast the adventures and experiences of characters in stories.	**Compare/contrast** *the adventures and experiences* of CHARACTERS in stories.	Compare/contrast two or more versions of the same story by different authors or from different cultures	
RL.K.10	**RL.1.10**	RL.2.10	Supporting Standard
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.	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.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade level appropriate, complex literary texts independently and proficiently.	
C.K.3	**C.1.3**	C.2.3	**Priority Standard**
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	**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**	Compose narratives, using 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	

sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**sequences.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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.*	opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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.

Supporting Standard

L.K.2	**L.1.2**	L.2.2
When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter	***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	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

relationships.	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.	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.

HW.K.1	**HW.1.1**	HW.2.1
Print all upper and lowercase letters and numerals.	**Legibly print all upper- and lowercase letters and numerals with correct form**	Introduce formation of all upper and lowercase cursive letters.

Supporting Standard
Revised for 2022-23

Grade 1 Reading and Writing

Priority Standards and Instructional Unit 6

1st Grade Reading and Writing
Unit 6: Informational B

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.***

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

Priority Standard

RI.K.1	**RI.1.1**	RI.2.1
With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	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.	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

Priority Standard

RI.K.4	**RI.1.4**	RI.2.4
With prompting and support, ask and answer questions about unknown words in a text.	*Ask and answer questions to help determine or* **clarify the meaning** *of words and phrases* in a GRADE-LEVEL TEXT.	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.

RI.K.9	**RI.1.9**	RI.2.9	Supporting Standard
With prompting and support, identify information from two or more texts on similar themes or topics.	*Identify information* from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.	Describe the relationship between information from two or more texts on the same theme or topic.	
RI.K.10	**RI.1.10**	Ri.2.10	Supporting Standard
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.	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.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade level appropriate, complex literary texts independently and proficiently.	
C.K.2	**C.1.2**	C.2.2	**Priority Standard**
Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic. (	**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	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year	

NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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 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 idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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.*	to utilize digital resources, but not every writing experience must utilize those digital resources.) 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.	

C.K.4	**C.1.4**	C.2.4	Supporting Standard
With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, use a VARIETY OF DIGITAL RESOURCES **to create and publish products, including in collaboration with peers**	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	

C.K.5	**C.1.5**	C.2.5	Supporting Standard
With guidance and support, participate in shared research and writing projects.	With guidance and support, **participate in shared** RESEARCH **and writing projects.**	Conduct shared research and writing projects that build knowledge about a topic	
HW.K.1	**HW.1.1**	HW.2.1	Supporting Standard **Revised for 2022-23**
Print all upper and lowercase letters and numerals.	**Legibly print all upper- and lowercase letters and numerals with correct form**	Introduce formation of all upper and lowercase cursive letters.	