

**PRESCOTT UNIFIED SCHOOL DISTRICT**  
**District Instructional Guide**  
**Date Revised 6/2/2015**

<b>Grade: First</b>	<b>Subject: ELA</b>	<b>Time: Annual</b>	<b>Core Text: Reading Street</b>
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<b>Time</b>	<b>Topic</b>	<b>Standards</b>	<b>Skills</b>	<b>Vocabulary</b>	<b>Assessment</b>
Q1-I Q2-R Q3-R Q4-P	Reading Literature	1.RL.1 Ask and answer questions about key details in a text.	-ask -answer	-key details -text	-Guided Reading -Reading Street Questions -Read Works/Close Reading
Q2-I Q3-R Q4-P		1.RL.2. Identify the main topic and retell key details of text.	-retell -demonstrate		-Web(What do all the details point to?)=Main Idea -Wordle
Q1-I Q2-R Q3-P Q4-R		1.RL.3 Describe characters, settings, and major events in a story, using key details.	- describe (characters, settings, major events)	-characters -settings -major events	
Q2-I Q3-P Q4-R		1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-identify	-phrases -stories -poems	
Q3-I Q4-P		1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	-explain	-fictional text -informational text	
Q2-I		1.RL.6 Identify who is telling the story at	-identify	-comprehension	

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Q3-R Q4-P		various points in a text.			
Q1-I Q2-P Q3-R Q4-R		1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	-use illustrations and details to understand story elements	-illustrate -character -setting -events	-Journals -Follow up piece to reading street -Illustrations:Story Sequencing
Q3-I Q4-P		1.RL.9 Compare and contrast the adventures and experiences of characters in familiar stories.	-compare -contrast -identify	-compare -contrast -adventures -experiences	
Q3-I Q4-P		1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	-read -prompting -support	-prose -poetry	
Q1-I Q2-R Q3-R Q4-P	Reading Informational Text	1.RI.1 Ask and answer questions about key details in a text.	-ask -answer	-text -details	
Q1-I Q2-R Q3-R Q4-P		1.RI.2 Identify the main topic and retell key details of a text.	-identify -retell	-main topic -key details	
Q3-I Q4-P		1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	-describe -find	-connections -individuals -events -ideas	

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Q2-I Q3-P Q4-R		1.RI.4 Ask and answer questions to determine clarify the meaning of words and phrases in a text.	-clarify -comprehend	-comprehension -phrases	-Context clues -Read Alouds
Q2-I Q3-P Q4-R		1.RI.5 Know and use various text features (e.g, headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	-know -use -locate -analyze	-key facts -text features	-WOW Words
Q3-I Q4-P		1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-distinguish	-illustrations -pictures	
Q1-I Q2-P Q3-R Q4-R		1.RI.7 Use illustrations and details in a text to describe its key ideas	-use -describe	-key ideas	
Q3-I Q4-P		1.RI.8 Identify the reasons and author gives to support points in a text.	-identify	-author	
Q3-I Q4-P		1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures.)	-compare -contrast	-compare -contrast -Venn Diagram -similarities -differences	
Q2-I Q3-R Q4-P		1.RI.10 With prompting and support, read functional texts, including history/social studies, science, and technical texts appropriately complex for grade 1.	-prompting -support -read	-informational texts -functional texts	
Q1-I	Reading	1.RF.1 Demonstrate understanding of the	-demonstrate	-organize	

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<p>Q2-R Q3-R Q4-P</p>	<p>Foundational Skills</p>	<p>organization and basic features features of print.                      a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation.)</p>	<p>-understanding -recognize -features</p>	<p>-sentence -capital -first word -capitalize -punctuation</p>	
<p>Q1-I Q2-R Q3-R Q4-P</p>		<p>1.RF.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 consonants blends.                      c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.                      d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>-demonstrate -distinguish -orally produce -isolate -pronounce -segment</p>	<p>-phonemes -syllables -blend -consonant -vowel -initial sound -medial sound -final sound</p>	
<p>Q1-I Q2-R Q3-R Q4-P</p>		<p>1.RF.3 Know and apply grade-level phonics and word analysis skills decoding words.                      a. Know the spelling-sound correspondences for common digraphs.                      b. Decode regularly spelled one-syllable words.                      c. Know final -e and common vowel</p>	<p>-know -apply -decode -determine -use -recognize -read -analyze</p>	<p>-digraph -phonics -inflectional ending/suffix -syllables -vowel -consonant -noun</p>	

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		<p>team conventions for repressed long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>		-adjective	
<p>Q2-I Q3-R Q4-P</p>		<p>1. RF.4 Read with sufficient accuracy, and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.</p>	-read	<p>-accuracy -fluency -comprehension -rate -expression</p>	
<p>Q1-I Q2-R Q3-R Q4-P</p>	<p>Writing Standards</p>	<p>1.W.1 Write opinion pieces in which they introduce the topic or narrate the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>-write -state -supply -provide</p>	<p>-opinion -topic -reasons -closure</p>	
<p>Q2-I</p>		<p>1.W.2 Write informative/explanatory texts in</p>	-write	-informative text	

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Q3-R Q4-P		which they name a topic, supply facts about the topic, and provide some sense of closure.	-supply -provide -state	-explanatory text -topics -facts -closure	
Q1-I Q2-P Q3-R Q4-4		1.W.3 Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	-write -recount -describe -signal -provide -sequence	-event order -elaborate event -temporal words -sense of closure	-Journals -Field Trip Writing -Creating Schedules
Q2-I Q3-R Q4-P		1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, posters) in which the development and organization are appropriate to task and purpose.	-produce -develop -organize	-functional writing	
Q3-I Q4-P		1.W.5 With guidance and support from adults, focus on topics, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	-focus -strengthen -edit -revise	-adult guidance and support -topic -writing	
Q3-I Q4-P		1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in	-use -produce -publish	-collaborate with peers -digital tools -technology	

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		collaboration with peers.	-collaborate		
<b>Q3-I</b> Q4-P		1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to-do” books on a given topic and use them to write a sequence of instructions).	-participate -read -produce -record		
<b>Q1-I</b> Q2-R Q3-P Q4-R		1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	-recall -gather -answer	-prior knowledge -provided sources	
<b>Q1-I</b> Q2-R Q3-P Q4-R	Speaking and Listening	1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>	-participate -follow -listening -speaking -build -responding -ask -collaborate	-conversation -discuss -listening skills -topic -collaborative -diverse	
<b>Q1-I</b> Q2-R Q3-P Q4-R		1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	-ask -answer -present	-conversation -discuss -listening skills -information -details	

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				-media	
Q2-I Q3-R Q4-P		1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information clarify something that is not understood.	-ask -answer -clarify -gather	-conversation -discuss -listening skills -information -speaker -clarify	
Q1-I Q2-R Q3-P Q4-R		1.SL.4 Describe people, places, things, and events and with relevant details, express ideas and feelings clearly.	-describe -express	-people -place -things -description -relevant -details -events -express	
Q2-I Q3-R Q4-P		1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	-add -clarify	-visual displays -description -clarify	
Q2-I Q3-R Q4-P		1.SL. 6 Produce complete sentences when appropriate to task and situation.	-produce -complete	-produce -complete -sentence -task	
Q1-I Q2-R Q3-R Q4-P	Language Standards	1.L.1 Demonstrate command of the conventions of standard english grammar and usage when writing when writing or speaking. a. Print all upper and lowercase letters. b. Use common, proper, and	-print -use -identify -produce -expand -write	-print -upper -lower  -common noun -proper noun	



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		<p>possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops.; We hop.)</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked; Today I walk; Tomorrow I will walk).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g. and, but, or, so, because).</p> <p>h. Use determiners (e.g. articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g. during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>k. Write multiple sentences in an order that supports a main idea or a story.</p>		<p>-possessive noun</p> <p>-singular noun</p> <p>-plural noun</p> <p>-verb</p> <p>-personal pronoun</p> <p>-possessive pronoun</p> <p>-indefinite pronoun</p> <p>-past tense</p> <p>-present tense</p> <p>-future tense</p> <p>-adjective</p> <p>-conjunction</p> <p>-determiners</p> <p>-prepositions</p> <p>-simple sentence</p> <p>-compound sentence</p> <p>-declarative sentence</p> <p>-interrogative sentence</p> <p>-imperative sentence</p> <p>-exclamatory sentence</p> <p>-Multiple sentences</p>	
<p>Q1-I</p> <p>Q2-R</p>		<p>1.L.2 Demonstrate command of the conventions of the standard English</p>	<p>-capitalize</p> <p>-punctuate</p>	<p>-capitalize</p> <p>-proper nouns</p>	

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<p>Q3-P Q4-R</p>		<p>capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>	<p>-use -spell</p>	<p>-punctuation -sentence -period -telling sentence</p> <p>-comma -separate -series -date</p> <p>-common spelling patterns -irregular spelling patterns</p> <p>-beginning consonant -blend -ending consonant -short vowel -long vowel -singular -plural</p>	
<p>Q2-I Q3-R Q4-P</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> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> </ol>	<p>-use -identify</p>	<p>-sentence -clue -word -phrase -context clues</p> <p>-affix -suffix -prefix</p>	

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		<p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>		<p>-root words -base words -inflectional form</p>	
<p>Q1-I Q2-R Q3-P Q4-R</p>		<p>1.L.5 With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>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> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy.)</p> <p>d. Distinguish shades of meaning among verbs differing in intensity (e.g., look, peek, glance, stare, glare, scowl) and in adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or acting out the meanings.</p>	<p>-sort</p> <p>-define -identify -note -distinguish -choose</p>	<p>-category -similarities -differences -attributes -category -trait -attributes</p> <p>-connections -discuss</p> <p>-verb</p>	
<p>Q2-I Q3-R Q4-P</p>		<p>1.L.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to</p>	<p>-use -respond</p>	<p>-discuss -conversation -conjunctions -language</p>	

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		signal simple relationships (e.g. because).			
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