



Grade 1 ELA Map/Pacing Guide 2018-2019

Topics & Standards

Time Frame

Quarter 1, Unit 1
Lessons 1 - 5

Reading: Literature/Informational Text

RL/RI.1.1: Ask and answer questions about key details in a text/Ask and answer questions about key details in a text.

- Think aloud model: questioning
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text –ask students what they are thinking; Does that make sense?
- Have students ask questions about the story using the pictures
- When listening to a grade level appropriate complex text, students will ask and answer questions about key details.
- Students will be able to ask and answer questions in a clear and focused sentence.
- Teachers will clarify student questions and answers for understanding.

RL/RI.1.2: Analyze literary text development/Identify the main topic and retell key details of a text.

- a. Demonstrate understanding of the lesson.
- b. Retell stories, including key details.

RL/RI.1.3: Describe characters, settings, and major events in a story, using key details/Describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Post-It note read along-students make notes throughout the reading to remind themselves of points they want to share or remember
- After listening to a first grade appropriate complex text, the student will be able to identify the characters, setting, and major events in the story using key details
- Students will be able to identify how the characters are feeling or behaving throughout the story using key details.

RL/RI.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses/ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RL/RI.1.7: Use illustrations and details in a story to describe its characters, setting, or events/Use the illustrations and details in a text to describe its key ideas.

- Ask students to look through the book and pictures and describe the story (characters, setting, events) based on the illustrations
- Teacher models matching the illustrations with the details to show how they support each other
- Student uses illustrations to understand the character, identify the setting and key events
- Student matches the illustrations with the details to show how they support each other.

RL/RI.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1/With prompting and support, read informational texts appropriately complex for grade 1.

Writing: Narrative

W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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W.1.4: (Begins in Grade 3)

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Reading: Foundational Skills

Print Concepts

RFI.1: Demonstrate understanding of the organization and basic features of print.

Phonological Awareness:

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:** Isolate and pronounce 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).

Phonics and Word Recognition:

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:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **F:** Read words with inflectional endings.
- **G:** Recognize and read grade-appropriate irregularly spelled words.

Fluency:

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

- **A:** Read grade-level text with purpose and understanding.
- **B:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **C:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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	<p>Language L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.5: With guidance and support from adults, explore word relationships and nuances in word meanings. L.1.6: 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 (e.g., because).</p>			
	<p>Speaking and Listening SL.1.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. 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). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>			
	<p><i>Assessments (Evidence)</i></p>	<p><i>Language Development</i></p>	<p><i>Foundational Skills</i></p>	<p><i>Writing</i></p>
	<p>At least 1 GRASP per quarter</p> <p>Weekly formatives on Illuminate (3-5 questions aligned to standards) RL K.1, 3, and 7</p>	<p>Comprehension, Vocabulary, and Writing Integrated</p> <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text <p>Text dependent questions</p> <p>Reading Literature Lesson 3: Curious George at School (Fantasy) Target Skill: Target Strategy: Monitor/Clarify</p> <p>Lesson 2: The Storm (Realistic Fiction)</p>	<p>Phonemic Awareness & Phonics Instruction</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phoneme ▪ Alphabet Recognition ▪ Blending to read words ▪ Advanced Phonics and Multisyllabic Words 	<p>Lesson 1: Narrative Writing Writing Skill: Sentence Structure - Capitalization and Punctuation Graphic Organizer: Narrative Graphic Organizer</p> <p>Lesson 2: Narrative Writing Writing Skill: Sentence Structure - Capitalization and Punctuation Graphic Organizer: Narrative Graphic Organizer</p> <p>Lesson 3: Narrative Writing Writing Skill: Adding Detailed Sentences Graphic Organizer: Narrative Graphic Organizer</p> <p>Lesson 4: Narrative Writing</p>

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		<p>Target Skill: Understanding Characters Target Strategy: Infer/Predict</p> <p>Lesson 5: Gus Takes the Train (Fantasy) Target Skill: Story Structure Target Strategy: Analyze/Evaluate</p> <p>Lesson 6: Jack and the Wolf (Fable) Target Skill: Understanding Characters Target Strategy: Summarize</p>		<p>Writing Skill: Adding Detailed Sentences Graphic Organizer: Narrative Graphic Organizer</p> <p>Lesson 5: Narrative Writing Writing Skill: Adding Detailed Sentences Graphic Organizer: Narrative Graphic Organizer</p>
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Grade 1 ELA Map/Pacing Guide 2018-2019

Topic & Standard

Quarter 1, Unit 2
Lessons 6-10

Reading: Informational Text/Literary Text

RI/RL.1.1: Ask and answer questions about key details in a text.

- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text—ask students what they are thinking; Does that make sense?
- Stop occasionally during reading to share think aloud orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group
- Teacher models answering a questioning a complete sentence.
- Teacher models answering a question using key details from the text.
- Teacher models answering who, what, where, when, and how questions.
- Teacher models asking questions about key details in a text.
- Teacher models identifying theme in an event

RI/RL.1.2: Analyze informational text development.

a. Identify the main topic.

b. Retell key details of a text.

- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Begin with oral retelling
- Teacher models identifying the main topic in a text
- Teacher models retelling the text using key details/Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI/RL.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text/Describe characters, settings, and major events in a story, using key details.

RI/RL.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text/Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RI/RL.1.7: Use the illustrations and details in a text to describe its key ideas/Use illustrations and details in a story to describe its characters, setting, or events.

- Teacher models using the illustrations to describe key ideas in a text
- Teacher models connecting the illustrations to key ideas in the text
- Teacher models recognizing how the illustrations help you understand the text

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- Teacher models using the different types of illustrations in a non-fiction text.

RI/RL.1.10: With prompting and support, read informational texts appropriately complex for grade 1/With prompting and support, read prose and poetry of appropriate complexity for grade 1. Reading: Foundational Skills

Print Concepts

RFI.1: Demonstrate understanding of the organization and basic features of print.

Phonological Awareness:

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:** Isolate and pronounce 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).

Phonics and Word Recognition:

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:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **F:** Read words with inflectional endings.
- **G:** Recognize and read grade-appropriate irregularly spelled words.

Fluency:

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

- **A:** Read grade-level text with purpose and understanding.
- **B:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **C:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing: Narrative

W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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<p>W.1.4: (Begins in Grade 3)</p> <p>W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>			
<p>Language</p> <p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4: 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> <p>L.1.6: 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 (e.g., because).</p>			
<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
<p>At least 1 GRASP per quarter</p> <p>Weekly formatives on Illuminate (3-5 questions aligned to standards) RI K.1, 2, and 7</p>	<p>Comprehension, Vocabulary, and Writing Integrated</p> <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected /decodable text ▪ Text dependent questions <p>Reading Informational Text Lesson 1: What is a Pal? (Informational Text) Target Skill: Main Idea Target Strategy: Summarize</p> <p>Lesson 7: How Animals Communicate (Informational Text)</p>	<p>Phonemic Awareness & Phonics Instruction</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phoneme ▪ Alphabet Recognition ▪ Blending to read words ▪ Advanced Phonics and Multisyllabic Words 	<p>Lesson 1: Narrative Writing Writing Skill: Sentence Structure - Capitalization and Punctuation Graphic Organizer: Narrative Graphic Organizer</p> <p>Lesson 2: Narrative Writing Writing Skill: Sentence Structure - Capitalization and Punctuation Graphic Organizer: Narrative Graphic Organizer</p> <p>Lesson 3: Narrative Writing Writing Skill: Adding Detailed Sentences Graphic Organizer: Narrative Graphic Organizer</p> <p>Lesson 4: Narrative Writing</p>

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		<p>Paired Text: Insect Messages Target Skill: Main Idea and Details Target Strategy: Text and Graphic Features</p> <p>Lesson 8: Drums (Paired Text-Informational Text) Target Skill: Narrator Target Strategy: Monitor/Clarify</p> <p>Lesson 9: Dr. Seuss (Biography) Target Skill: Text and Graphic Features Target Strategy: Question</p> <p>Lesson 10: From Seed to Pumpkin (Informational Text) Target Skill: Text Features / Summarize Target Strategy: Monitor / Clarify</p>		<p>Writing Skill: Adding Detailed Sentences Graphic Organizer: Narrative Graphic Organizer</p> <p>Lesson 5: Narrative Writing Writing Skill: Adding Detailed Sentences Graphic Organizer: Narrative Graphic Organizer</p>
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<p><i>Topic & Standard</i></p> <p><i>Q2</i></p> <p><i>Time Frame</i></p>	<p>Reading: Literature/Informational Text RL/RI.1.1: Ask and answer questions about key details in a text/Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> ▪ Think aloud model: questioning ▪ Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text –ask students what they are thinking; Does that make sense? ▪ Have students ask questions about the story using the pictures ▪ When listening to a grade level appropriate complex text, students will ask and answer questions about key details.
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Quarter 2, Unit 3 Lesson 11-13

- Students will be able to ask and answer questions in a clear and focused sentence.
- Teachers will clarify student questions and answers for understanding.

RL/RI.1.2: Analyze literary text development/Identify the main topic and retell key details of a text.

a. Demonstrate understanding of the lesson.

b. Retell stories, including key details.

RL/RI.1.3: Describe characters, settings, and major events in a story, using key details/Describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Post-It note read along-students make notes throughout the reading to remind themselves of points they want to share or remember
- After listening to a first grade appropriate complex text, the student will be able to identify the characters, setting, and major events in the story using key details
- Students will be able to identify how the characters are feeling or behaving throughout the story using key details.

RL/RI.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses/ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RL/RI.1.7: Use illustrations and details in a story to describe its characters, setting, or events/Use the illustrations and details in a text to describe its key ideas.

- Ask students to look through the book and pictures and describe the story (characters, setting, events) based on the illustrations
- Teacher models matching the illustrations with the details to show how they support each other
- Student uses illustrations to understand the character, identify the setting and key events
- Student matches the illustrations with the details to show how they support each other.

RL/RI.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1/With prompting and support, read informational texts appropriately complex for grade 1.

Reading: Foundational Skills

Print Concepts

RFI.1: Demonstrate understanding of the organization and basic features of print.

Phonological Awareness:

RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- **A:** Distinguish long from short vowel sounds in spoken single-syllable words.
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Phonics and Word Recognition:

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:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **F:** Read words with inflectional endings.
- **G:** Recognize and read grade-appropriate irregularly spelled words.

Fluency:

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

- **A:** Read grade-level text with purpose and understanding.
- **B:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **C:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing: Informative/ Explanatory

W.1.2: Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.4: (Begins in Grade 3)

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.3: (Begins in grade 2)

L.1.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

L.1.6: 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 (e.g., because).

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	<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
		Comprehension, Vocabulary, and Writing Integrated <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text ▪ Text dependent questions 		

<p style="text-align: center;"><i>Topic & Standard</i></p> <p style="text-align: center;">Quarter 3, Unit 3 Lesson 14-15 Time Frame</p>	<p>Reading: Informational Text/Literary Text</p> <p>RI/RL.1.1: Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> ▪ Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text—ask students what they are thinking; Does that make sense? ▪ Stop occasionally during reading to share think aloud orally with a partner and tell what might happen next. ▪ Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group ▪ Teacher models answering a questioning a complete sentence. ▪ Teacher models answering a question using key details from the text. ▪ Teacher models answering who, what, where, when, and how questions. ▪ Teacher models asking questions about key details in a text. ▪ Teacher models identifying theme in an event <p>RI/RL.1.2: Analyze informational text development.</p> <p>a. Identify the main topic.</p> <p>b. Retell key details of a text.</p> <ul style="list-style-type: none"> ▪ Teach a student how to retell, beginning with the characters and sequence of events. ▪ Have students retell the story using the pictures. ▪ Begin with oral retelling ▪ Teacher models identifying the main topic in a text
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- Teacher models retelling the text using key details/Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI/RL.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text/Describe characters, settings, and major events in a story, using key details.

RI/RL.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text/Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RI/RL.1.7: Use the illustrations and details in a text to describe its key ideas/Use illustrations and details in a story to describe its characters, setting, or events.

- Teacher models using the illustrations to describe key ideas in a text
- Teacher models connecting the illustrations to key ideas in the text
- Teacher models recognizing how the illustrations help you understand the text
- Teacher models using the different types of illustrations in a non-fiction text.

RI/RL.1.10: With prompting and support, read informational texts appropriately complex for grade 1/With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills

Print Concepts

RFI.1: Demonstrate understanding of the organization and basic features of print.

Phonological Awareness:

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:** Isolate and pronounce 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).

Phonics and Word Recognition:

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:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **E:** Decode two-syllable words following basic patterns by breaking the words into syllables.

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- **F:** Read words with inflectional endings.
- **G:** Recognize and read grade-appropriate irregularly spelled words.

Fluency:

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

- **A:** Read grade-level text with purpose and understanding.
- **B:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **C:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing: Informative/ Explanatory

W.1.2: Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.4: (Begins in Grade 3)

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.3: (Begins in grade 2)

L.1.4: 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.

L.1.6: 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 (e.g., because).

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Topic & Standard Q3	<p>Speaking and Listening</p> <p>SL. 1.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and large groups.</p> <ol style="list-style-type: none"> 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). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).</p> <p>SL. 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL. 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL. 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL. 1.6 Produce complete sentences when appropriate to task and situation.</p>			
	<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>

Topic & Standard Q3	<p>Reading: Literature/Informational Text</p> <p>RL/RI.1.1: Ask and answer questions about key details in a text/Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> ▪ Think aloud model: questioning ▪ Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text –ask students what they are thinking; Does that make sense? ▪ Have students ask questions about the story using the pictures ▪ When listening to a grade level appropriate complex text, students will ask and answer questions about key details.
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Time Frame

Quarter 3, Unit 4
Lessons 16-20

- Students will be able to ask and answer questions in a clear and focused sentence.
- Teachers will clarify student questions and answers for understanding.

RL/RI.1.2: Analyze literary text development/Identify the main topic and retell key details of a text.

a. Demonstrate understanding of the lesson.

b. Retell stories, including key details.

RL/RI.1.3: Describe characters, settings, and major events in a story, using key details/Describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Post-It note read along-students make notes throughout the reading to remind themselves of points they want to share or remember
- After listening to a first grade appropriate complex text, the student will be able to identify the characters, setting, and major events in the story using key details
- Students will be able to identify how the characters are feeling or behaving throughout the story using key details.

RL/RI.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses/ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RL/RI.1.7: Use illustrations and details in a story to describe its characters, setting, or events/Use the illustrations and details in a text to describe its key ideas.

- Ask students to look through the book and pictures and describe the story (characters, setting, events) based on the illustrations
- Teacher models matching the illustrations with the details to show how they support each other
- Student uses illustrations to understand the character, identify the setting and key events
- Student matches the illustrations with the details to show how they support each other.

RL/RI.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1/With prompting and support, read informational texts appropriately complex for grade 1.

Reading: Foundational Skills

Print Concepts

RFI.1: Demonstrate understanding of the organization and basic features of print.

Phonological Awareness:

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:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

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- **D:** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition:

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:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **F:** Read words with inflectional endings.
- **G:** Recognize and read grade-appropriate irregularly spelled words.

Fluency:

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

- **A:** Read grade-level text with purpose and understanding.
- **B:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **C:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing: Opinion

W.1.1: Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.4: (Begins in Grade 3)

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

L.1.6: 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 (e.g., because)

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	<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>
			<i>Writing</i>

<p style="text-align: center;"><i>Topic & Standard</i></p> <p style="text-align: center; font-size: 1.2em;">Q3</p> <p style="text-align: center;">Quarter 3, Unit 5 Lessons 21-22</p>	<p>Reading: Literature/Informational Text</p> <p>RL/RI.1.1: Ask and answer questions about key details in a text/Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> ▪ Think aloud model: questioning ▪ Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text –ask students what they are thinking; Does that make sense? ▪ Have students ask questions about the story using the pictures ▪ When listening to a grade level appropriate complex text, students will ask and answer questions about key details. ▪ Students will be able to ask and answer questions in a clear and focused sentence. ▪ Teachers will clarify student questions and answers for understanding. <p>RL/RI.1.2: Analyze literary text development/Identify the main topic and retell key details of a text.</p> <p>a. Demonstrate understanding of the lesson.</p> <p>b. Retell stories, including key details.</p> <p>RL/RI.1.3: Describe characters, settings, and major events in a story, using key details/Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> ▪ Post-It note read along-students make notes throughout the reading to remind themselves of points they want to share or remember ▪ After listening to a first grade appropriate complex text, the student will be able to identify the characters, setting, and major events in the story using key details ▪ Students will be able to identify how the characters are feeling or behaving throughout the story using key details. <p>RL/RI.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses/ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
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RL/RI.1.7: Use illustrations and details in a story to describe its characters, setting, or events/Use the illustrations and details in a text to describe its key ideas.

- Ask students to look through the book and pictures and describe the story (characters, setting, events) based on the illustrations
- Teacher models matching the illustrations with the details to show how they support each other
- Student uses illustrations to understand the character, identify the setting and key events
- Student matches the illustrations with the details to show how they support each other.

RL/RI.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1/With prompting and support, read informational texts appropriately complex for grade 1.

Reading: Foundational Skills

Print Concepts

RFI.1: Demonstrate understanding of the organization and basic features of print.

Phonological Awareness:

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:** Isolate and pronounce 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).

Phonics and Word Recognition:

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:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **F:** Read words with inflectional endings.
- **G:** Recognize and read grade-appropriate irregularly spelled words.

Fluency:

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

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- **A:** Read grade-level text with purpose and understanding.
- **B:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **C:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing: Opinion

W.1.1: Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.4: (Begins in Grade 3)

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.4: 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.

L.1.6: 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 (e.g., because).

<i>Assessment (Evidence)</i>	<i>Guided Reading and Comprehension</i>	<i>Phonics, Working with Words and Vocabulary</i>	<i>Writing</i>

Topic & Standard	Quarter 4, Unit 5 Lessons 23-25
	Reading: Literature/Informational Text RL/RI.1.1: Ask and answer questions about key details in a text/Ask and answer questions about key details in a text.

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- Think aloud model: questioning
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text –ask students what they are thinking; Does that make sense?
- Have students ask questions about the story using the pictures
- When listening to a grade level appropriate complex text, students will ask and answer questions about key details.
- Students will be able to ask and answer questions in a clear and focused sentence.
- Teachers will clarify student questions and answers for understanding.

RL/RI.1.2: Analyze literary text development/Identify the main topic and retell key details of a text.

a. Demonstrate understanding of the lesson.

b. Retell stories, including key details.

RL/RI.1.3: Describe characters, settings, and major events in a story, using key details/Describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Post-It note read along-students make notes throughout the reading to remind themselves of points they want to share or remember
- After listening to a first grade appropriate complex text, the student will be able to identify the characters, setting, and major events in the story using key details
- Students will be able to identify how the characters are feeling or behaving throughout the story using key details.

RL/RI.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses/ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RL/RI.1.7: Use illustrations and details in a story to describe its characters, setting, or events/Use the illustrations and details in a text to describe its key ideas.

- Ask students to look through the book and pictures and describe the story (characters, setting, events) based on the illustrations
- Teacher models matching the illustrations with the details to show how they support each other
- Student uses illustrations to understand the character, identify the setting and key events
- Student matches the illustrations with the details to show how they support each other.

RL/RI.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1/With prompting and support, read informational texts appropriately complex for grade 1.

Writing: Opinion

W.1.1: Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.4: (Begins in Grade 3)

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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	<p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
	<p>Language</p> <p>L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4: 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> <p>L.1.6: 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 (e.g., because).</p>
	<p>Foundational Skills</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending marks).</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual phonemes. <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> 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. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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<i>Time every Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Guided Reading and Comprehension</i>	<i>Phonics, Working with Words and Vocabulary</i>	<i>Writing</i>
		<p>Lesson 23: Whistle for Willie Target Skill: Cause and Effect Target Strategy: Monitor/Clarify</p> <p>Lesson 24: A Tree is a Plant Target Skill: Sequence of Events Target Strategy: Question</p> <p>Lesson 25: The New Friend Target Skill: Understanding Characters Target Strategy: Summarize</p>		<p>Lesson 23: Narrative Writing</p> <p>Lesson 24: Narrative Writing</p> <p>Lesson 25: Narrative Writing</p>

<i>Topic & Standard</i>	Quarter 4, Unit 6 Lessons 26-30
	<p>Reading: Literature/Informational Text RL/RI.1.1: Ask and answer questions about key details in a text/Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> ▪ Think aloud model: questioning

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- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text –ask students what they are thinking; Does that make sense?
- Have students ask questions about the story using the pictures
- When listening to a grade level appropriate complex text, students will ask and answer questions about key details.
- Students will be able to ask and answer questions in a clear and focused sentence.
- Teachers will clarify student questions and answers for understanding.

RL/RI.1.2: Analyze literary text development/Identify the main topic and retell key details of a text.

a. Demonstrate understanding of the lesson.

b. Retell stories, including key details.

RL/RI.1.3: Describe characters, settings, and major events in a story, using key details/Describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Post-It note read along-students make notes throughout the reading to remind themselves of points they want to share or remember
- After listening to a first grade appropriate complex text, the student will be able to identify the characters, setting, and major events in the story using key details
- Students will be able to identify how the characters are feeling or behaving throughout the story using key details.

RL/RI.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses/ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RL/RI.1.7: Use illustrations and details in a story to describe its characters, setting, or events/Use the illustrations and details in a text to describe its key ideas.

- Ask students to look through the book and pictures and describe the story (characters, setting, events) based on the illustrations
- Teacher models matching the illustrations with the details to show how they support each other
- Student uses illustrations to understand the character, identify the setting and key events
- Student matches the illustrations with the details to show how they support each other.

RL/RI.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1/With prompting and support, read informational texts appropriately complex for grade 1.

Reading: Foundational Skills

Print Concepts

RFI.1: Demonstrate understanding of the organization and basic features of print.

Phonological Awareness:

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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:** Isolate and pronounce 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).

Phonics and Word Recognition:

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:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **E:** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **F:** Read words with inflectional endings.
- **G:** Recognize and read grade-appropriate irregularly spelled words.

Fluency:

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

- **A:** Read grade-level text with purpose and understanding.
- **B:** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **C:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing: Narrative

W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.4: (Begins in Grade 3)

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Language

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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L.1.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
L.1.6: 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 (e.g., because).

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Guided Reading and Comprehension</i>	<i>Phonics, Working with Words and Vocabulary</i>	<i>Writing</i>
		<p>Lesson 26: The Dot Target Skill: Compare and Contrast Target Strategy: Monitor/Clarify</p> <p>Lesson 27: What Can You Do? Target Skill: Authors Purpose Target Strategy: Analyze/Evaluate</p> <p>Lesson 28: The Kite Target Skill: Story Structure Target Strategy: Infer/Predict</p> <p>Lesson 29: Hi! Fly Guy Target Skill: Understanding Characters Target Strategy: Visualize</p>		<p>Lesson 26: Opinion Writing</p> <p>Lesson 27: Opinion Writing</p> <p>Lesson 28: Opinion Writing</p> <p>Lesson 29: Opinion Writing</p> <p>Lesson 30: Opinion Writing</p>

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		Lesson 30: Winners Never Quit! Target Skill: Main Idea and Details Target Strategy: Summarize		
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