

Grade 1 ELA Map/Pacing Guide 2019-2020

Topics & Standards

Time Frame

Quarter 1
9 weeks

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.

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Reading: Foundational Skills

Print Concepts

RF.1.1 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.

W.1.4 (Begins in Grade 3)

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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.

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.

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).

Language

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

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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	<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</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>
	<ul style="list-style-type: none"> • DIBELS Benchmark, and Progress Monitoring every 2 weeks • Illuminate Common Weekly Comprehension Assessments • Fluency probes • Sight word checks- Pre-primer and Primer Dolch Word Lists. May go to the next lists depending on how the child scores. 90% or better go to the next list. Word Lists are attached. • Performance Tasks 	<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 • Haggerty • Text dependent questions • Kindergarten Review: Getting Started <p>Reading Literature: *I was so mad Target Skill: Main idea Target Strategy: Summarize</p> <p>*Alexander and the Terrible, No Good Very Bad Day Target Skill: Understanding Characters</p>	<p>Phonemic Awareness & Phonics Instruction</p> <p>Haggerty</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phonemes ▪ Alphabet Recognition ▪ Blending to read and write words ▪ Advanced Phonics and Multisyllabic Words ▪ Syllables ▪ Word families ▪ Short vowel review ▪ Making Words ▪ Nouns ▪ Verbs 	<p>Introduction to Writers Workshop</p> <ul style="list-style-type: none"> • Writing is just telling on paper • Tools for writing • Building Stamina • Procedures for writer’s workshop • Choosing Topics • Noticing details • Using Resources • Focusing Ideas • Punctuation <p>Exploring Narratives</p> <ul style="list-style-type: none"> • Intro to book making • Story Hand • Stretching your story over pages • Prewriting / graphic organizers • Speech Bubbles • Using Word Wall • Writing an opinion statement

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		<p>Target Strategy: Infer/Predict</p> <p>*Clark the Shark Target Skill: Sequence of Events Target Strategy: Monitor and Clarify</p> <p>*The Art Lesson Target Skill: Understanding Characters Target Strategy: Summarize</p> <p>*Martha Speaks Target Skill: understanding Characters Target Strategy: infer/ Predict</p> <p>*How Do Apples Grow? Target Skill: Text and Graphic Features Target Strategy: Questioning</p> <p>* Creepy Carrots *Creepy Underwear Target Skill: Understanding Characters Target Strategy: Summarize and Compare/Contrast</p> <p>*Leonardo the Terrible Monster Target Skill: Understanding Characters</p>		<ul style="list-style-type: none"> • Conferencing with teacher and peers in order to edit and make writing better
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- Student matches the illustrations with the details to show how they support each other.

RI.1.8 Identify the reasons an author gives to support points in a text.

RL/RI.1.9 Compare and contrast the adventures and experiences of characters, setting, or events. / Identify basic similarities in and differences between two texts on the same topic.

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

RF.1.1 Demonstrate understanding of the organization and basic features of print.

Phonological Awareness:

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

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 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.

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

Fluency:

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

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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- b. 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.1.5** 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.

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.
- SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Language

- L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
 - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., during, beyond, toward).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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- a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates 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.
- 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>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
<ul style="list-style-type: none"> • DIBELS Benchmark, and Progress Monitoring every 2 weeks • Illuminate • Common Weekly Comprehension Assessments • Fluency probes • Sight word checks- Pre-primer and Primer Dolch Word Lists. May go to the next lists depending on how the child scores. 90% or better go to the next list. • Performance Tasks 	<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 ▪ Haggerty ▪ Text dependent questions <p>Reading Literature:</p> <p>*Pumpkin Circle Target Skill: Text and Graphic Features Target Strategy: Questioning</p> <p>*Stella Luna Target Skill: Sequence of Events Target Strategy: Infer / Predict</p> <p>*White Owl, Barn Owl Target Skill: Main idea and Details</p>	<p>Phonemic Awareness & Phonics Instruction</p> <p>Haggerty</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phonemes ▪ Alphabet Recognition ▪ Blending to read and write words ▪ Advanced Phonics and Multisyllabic Words ▪ Syllables ▪ Word families ▪ Short vowel review ▪ Making Words ▪ CVC, CVCe ▪ Digraphs 	<p>Procedural Writing</p> <ul style="list-style-type: none"> • Investigate procedural text • Using transitional words • Making illustrations clear • Review spaces, capitals and punctuation <p>Writing for a Reason</p> <ul style="list-style-type: none"> • different types of writing • word choice • adding voice <p>Informational Text</p> <ul style="list-style-type: none"> • Generating ideas • Informational text features • Writing comparisons

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		<p>Target Strategy: Infer / Predict</p> <p>*Scarecrow Target Skill: Sequence of events / point of view Target Strategy: Questioning</p> <p>*In November Target Skill: Story Structure Target Strategy: Visualize</p> <p>*A Turkey for Thanksgiving Target Skill: Characters and Setting Target Strategy: Infer</p> <p>*Ordinary Mary Target Skill: Problem / Solution Target Strategy: Visualization</p> <p>*Earrings Target Skill: Characters and setting Target Strategy: Retelling</p> <p>*The Gingerbread Baby Target Skill: Prediction Target Strategy: Compare / contrast</p>	<ul style="list-style-type: none"> ▪ Nouns, verbs, plurals, proper nouns ▪ Synonyms 	<ul style="list-style-type: none"> ● Organizing into categories ● Table of contents ● Anticipating questions ● Adding closure
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Topics & Standards

Time Frame

Quarter 3
9 weeks

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

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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

RF.1.1 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: 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.

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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.

Speaking and Listening

SL. 1.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and large groups.

- 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).
- Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

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).

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.

SL. 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL. 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL. 1.6 Produce complete sentences when appropriate to task and situation.

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Language

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

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates 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.

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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	<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
	<ul style="list-style-type: none"> • DIBELS Benchmark, and Progress Monitoring every 2 weeks • Illuminate • Common Weekly Comprehension Assessments • Fluency probes • Sight word checks- Primer and First Grade Dolch Word Lists. May go to the next lists depending on how the child scores. 90% or better go to the next list. • Performance Tasks 	<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 ▪ Haggerty ▪ Text dependent questions <p>Reading Literature:</p> <p>*The Emperor’s Egg Target Skill: Details Target Strategy: Analyze and Evaluate</p> <p>*Sneezy the Snowman Target Skill: Cause and Effect Target Strategy: Visualize</p> <p>*Snow Target Skill: Compare and Contrast Target Strategy: Monitor / Clarify</p> <p>*Martin’s Big Words</p>	<p>Phonemic Awareness & Phonics Instruction Haggerty</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phonemes ▪ Alphabet Recognition ▪ Blending to read and write words ▪ Advanced Phonics and Multisyllabic Words ▪ Syllables ▪ Word families ▪ Short vowel review ▪ Making Words ▪ CVC, CVCe ▪ Digraphs ▪ Nouns, verbs, plurals, proper nouns, adjectives, possessives ▪ Synonyms ▪ R-controlled vowels 	<p>Continue Informational Texts / Small Moments</p> <ul style="list-style-type: none"> • Generating ideas • Focusing on what’s important • Word Attack strategies • Focusing on partner talk • Adding details • Strong endings • adding opinions • Word Choice • Adding emotion or feelings <p>Fiction Writing / Opinion Writing / Book Reviews</p> <ul style="list-style-type: none"> • Reviews • Endings • Opinions • Adding Comparisons

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		<p>Target Skill: Compare and Contrast & Author's Purpose Target Strategy: Question</p> <p>*Pinkalicious Target Skill: Characters & Setting Target Strategy: prediction</p> <p>*I Ain't Gonna Paint No More Target Skill: Cause and Effect Target Strategy: infer</p> <p>*How to Heal a Broken Wing Target Skill: Sequence of events Target Strategy: Monitor / Clarify</p> <p>*The Moon Seems to Change Target Skill: Author's Purpose Target Strategy: Summarize</p> <p>*Don't Let the Pigeon Stay Up Late / The Pigeon Needs A Bath Target skill: Compare and Contrast & Dialogue Target Strategy: Visualize</p>		
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	<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> <ul 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> <ul 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> <ul 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.
	<p>Writing: Opinion</p> <p>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.</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>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>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> <ul 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.

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	<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <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>
	<p>Language</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates 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. <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>

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	<i>Types of Assessment (Evidence)</i>	<i>Guided Reading and Comprehension</i>	<i>Phonics, Working with Words and Vocabulary</i>	<i>Writing</i>
	<ul style="list-style-type: none"> • DIBELS Benchmark, and Progress Monitoring every 2 weeks • Illuminate • Common Weekly Comprehension Assessments • Fluency probes • Sight word checks- Primer and First Dolch Word Lists. May go to the next lists depending on how the child scores. 90% or better go to the next list. • Performance Tasks 	<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 ▪ Haggerty ▪ Text dependent questions <p><u>Reading Literature:</u></p> <p>*Chester: Target Strategy: Using Context Target Strategy: Monitor / Clarify</p> <p>*City Dog, Country Frog Target Skill: Story Structure Target Strategy: Analyze / Evaluate</p> <p>*Growing Frogs Target Skill: Sequencing events Target Strategy: Visualize</p> <p>*Pigsty</p>	<p>Phonemic Awareness & Phonics Instruction Haggerty</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phonemes ▪ Alphabet Recognition ▪ Blending to read and write words ▪ Advanced Phonics and Multisyllabic Words ▪ Syllables ▪ Word families ▪ Short vowel review ▪ Long Vowels ▪ Making Words ▪ CVC, CVCe ▪ Digraphs ▪ Nouns, verbs, plurals, proper nouns, possessives, adjectives ▪ Synonyms 	<p>Opinion Writing</p> <ul style="list-style-type: none"> • Endings • Opinions • Adding Comparisons • Looking at our writing growth • Setting up summer pen pals and writing journals

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		<p>Target Skill: Cause and Effect & figurative language Target Strategy: Monitor and Clarify</p> <p>*Insect Detectives Target Skill: Sequence of Events Target Strategy: Question</p> <p>*April Foolishness Target Skill: Narrative & Understanding Characters Target Strategy: Summarize</p> <p>*The Giving Tree Target Skill: Sequence of events Target Strategy: Monitor / Clarify</p> <p>*My Mom Had a Dancing Heart Target Skill: Characters and Setting Target Strategy: Inference</p>	<ul style="list-style-type: none"> ▪ Contractions 	
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DOLCH WORD LIST

Sorted alphabetically by grade level

Pre-primer		Primer		First		Second		Third	
a	play	all	out	after	once	always	right	about	never
and	red	am	please	again	open	around	sing	better	only
away	run	are	pretty	an	over	because	sit	bring	own
big	said	at	ran	any	put	been	sleep	carry	pick
blue	see	ate	ride	as	round	before	tell	clean	seven
can	the	be	saw	ask	some	best	their	cut	shall
come	three	black	say	by	stop	both	these	done	show
down	to	brown	she	could	take	buy	those	draw	six
find	two	but	so	every	thank	call	upon	drink	small
for	up	came	soon	fly	them	cold	us	eight	start
funny	we	did	that	from	then	does	use	fall	ten
go	where	do	there	give	think	don't	very	far	today
help	yellow	eat	they	going	walk	fast	wash	full	together
here	you	four	this	had	were	first	which	got	try
I		get	too	has	when	five	why	grow	warm
in		good	under	her		found	wish	hold	
is		have	want	him		gave	work	hot	
it		he	was	his		goes	would	hurt	
jump		into	well	how		green	write	if	
little		like	went	just		its	your	keep	
look		must	what	know		made		kind	
make		new	white	let		many		laugh	
me		no	who	live		off		light	
my		now	will	may		or		long	
not		on	with	of		pull		much	
one		our	yes	old		read		myself	

<http://www.k12reader.com>