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| 2019 ELA Pacing Guide, Grade 1 | | |
| Dates | I CAN!s | Unit |
| 8/27-9/7/188  (4 Weeks) | Week of Welcome & Orientation  Beginning of the Year Assessments: iReady ELA & Math Diagnostic, DIBELS,  [Reading a-z Running Records,](https://www.readinga-z.com/helpful-tools/about-running-records/) Writing Prompt, Phonics Inventory & Learning Styles Identified | |
| 9/10-10/26/18  (7 Weeks) | 1.1, 1.2, 1.5 c, 1.7  Foundational Reading Skills: 1.12, 1.13, 1.14 | Reading & Writing Focus: **Literature, Poetry, & Narratives**  Support reading fluency through daily phonics lessons coupled with decodable student texts. Use complex teacher read-alouds for narrative comprehension, vocabulary studies, and to tie into social studies and science themes. |
| 10/29-11/9/18  (2 Weeks) | Flex Weeks | |
| Teacher Notes | | |
| 11/14-1/11/19  (4 Weeks) | 1.3, 1.4, 1.5 b  Foundational Reading Skills: 1.12, 1.13, 1.14, 1.15 | Reading & Writing Focus: **Informative**  Continue with daily phonics lessons and reading practice. Complex read-alouds can be used when introducing informational text or thematic content (e.g.” Based on what I just read to the class, what happens when an object is illuminated?” ngss 1-PSA-2,3). |
| 1/14-1/25/18  (2 Weeks) | Midyear Assessment  Semester 1 Ends  Dibels Reading Fluency Goal: 20-30 cwpm | |
| Teacher Notes | | |
| 1/28-3/15/19  (7 Weeks) | 1.10, 1.11  1.5 a  Foundational Reading Skills: 1.12, 1.13, 1.14, 1.15 | Reading & Writing Focus:  **Opinion**  Students hear opinion articles, have discussions, and pre-write using graphic organizers to organize their thoughts or feelings on a topic backed with reasons and evidence. |
| 3/18/19 - 3/29/19  (2 Weeks) | Flex Weeks | |
| Teacher Notes | | |
| 3/25-5/24/19  (8 Weeks) | Foundational Reading Skills: 1.12, 1.13, 1.14, 1.15  1.16, 1.17 | Reading & Writing Focus:  **Drama, Performance,** **Creative Writing, & Writing for Fun**  Students use their reading, writing, and speaking skills in fun and creative ways to help or entertain others: participate in a reader’s theater or play, perform a song or speech they wrote, or help in a community event. |
| Teacher Notes | | |
| 5/28-6/13/19  (2 Weeks) | Dibels Reading Fluency Goal: 40-50 cwpm  End of the Year Assessments & Demonstration of Mastery  I CAN! demonstrate mastery by applying new skills to complex, real-life problems. | |
| Teacher Notes | | |

[Dolch Sight Words](http://www.sightwords.com/pdfs/word_lists/dolch_group.pdf)

after again an any as ask by could every fly from give going had has her him his how just know let live may of old once open over put round some stop take thank them then think walk were when

[Marzano’s Vocabulary Words](https://docs.google.com/spreadsheets/d/14PoUYP0juwCPl_1Nsb8obI45mMQ_0ne31qbYavhHDGU/edit#gid=1582164689)

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| **Science** | **Social Studies** | **Language Arts** | **Math** |
| balance | budget | author | addend |
| energy | capital | beginning consonant | addition |
| evaporation | citizen | blend | a.m. |
| food chain | continent | consonant blend | analog |
| force | country | dictionary | attribute |
| gas | earn | ending consonant | celsius |
| gravity | freedom | letter-sound relationship | chart |
| habitat | folktale | long vowel | cylinder |
| heat | geography | lowercase | decrease |
| life cycle | history | margin | degree |
| light | inventor | parts of a book | digital |
| liquid | law | poem | even number |
| living | market | print | Fahrenheit |
| mass | needs | rhyme | fraction |
| matter | ocean | short vowel | height |
| nonliving | opportunity | sight word | increase |
| planet | patriotic symbols | title | length |
| predict | plain | title page | line |
| recycle | population | uppercase | number line |
| resource | recycle | vowel combination | odd number |
| rock | region | vowel sound | order |
| season | resource |  | place value |
| shadow | river |  | p.m. |
| soil | shelter |  | side |
| solid | trade |  | subtraction |
| sound | transportation |  | sum |
| speed | volunteer |  | table |
| temperature | vote |  | tally |
| vibrate | wants |  | timeline |
| volume | world |  | weight |

Suggested Assessments:

* DIBELS
* [Reading a-z Running Records](https://www.readinga-z.com/helpful-tools/about-running-records/)
* Phonics Inventory
* Writing Prompt
* i-Ready

Science and Social Studies Standards:

[Grade 1 HSS Standards](https://drive.google.com/open?id=12oqrHG5oaHVyKVOLYtbBco-rk_VuDrsn)

[Grade 1 NGSS Standards](https://drive.google.com/open?id=1AcxYPt5_dh8nWLmEJE6-mWYxekUKlXy7)

Grade 1 I CAN!s and CAN I?s

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| I CAN!s | Standard | Can I?s |
| Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class. | | |
| Reading Literature | | |
| 1.1  I CAN! read first grade books and poems. | Key Ideas & Details  **RL 3**  Integration of Knowledge & Ideas  **RL 7**  **RL 9** | a) CAN I? Ask and answer questions about **key details** in a text.  b) CAN I? Retell stories, including key details, and demonstrate understanding of their central message or **lesson**.  c) CAN I? Describe **characters**, **settings**, and **major events** in a story, using key details.  d) CAN I? Use **illustrations** and **details** in a story to describe its characters, setting, or events.  e) CAN I? **Compare and contrast** the adventures and experiences of characters in stories.  f) *CAN I?* With prompting and support, read first grade **prose** and **poetry**. |
| 1.2  I CAN! think about the type of book I’m reading. | Craft & Structure  **RL 4-6** | a) CAN I? Identify words and **phrases** in stories or **poems** that suggest feelings or appeal to the **senses**.  b) CAN I? Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  c) CAN I? Identify who is telling the story at various points in a text. |
| Reading Informational Text | | |
| 1.3  I CAN! read books about real things. | Key Ideas & Details  **RI 1-3**  Integration of Knowledge & Ideas  **RI 7-9** | a) *CAN I?* Ask and answer questions about key details in a text.  b) *CAN I?* Identify the main topic and retell key details of a text.  c) *CAN I?* Describe the connection between two individuals, events, ideas, or pieces of information in a text.  d) *CAN I?*  [Use the illustrations and details in a text to describe its key ideas.](https://www.mydigitalchalkboard.org/portal/default/Standards/Browser?action=2&view=level&id=14176)  e) *CAN I?* Identify the reasons an author gives to support points in a text.  f) *CAN I?* Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  g) CAN I? With prompting and support, read grade level informational texts. |
| 1.4  I CAN! use text features to help me understand what I’m reading. | Craft & Structure  **RI 4-6** | a) *CAN I?* Ask and answer questions to help determine or clarify the **meaning** of words and phrases in a text.  b) *CAN I?* Know and use various text **structures (e.g., sequence)** and **text features** (e.g., **headings, tables of contents, glossaries, electronic menus, icons**) to locate key facts or information in a text.  c) *CAN I?* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| Writing | | |
| 1.5  I CAN! write for different tasks, purposes, and audiences. | **W 1-3** | a) *CAN I?* Write **opinion** pieces introducing the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of **closure**.  b) *CAN I?* Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  c) *CAN I?* 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. |
| 1.6  I CAN! use the writing process to develop my writing. | Production and Distribu-  tion of Writing  **W 5-6** | a) *CAN I?* 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.  b) *CAN I?* 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 | | |
| 1.7  I CAN! listen to others and ask and answer questions. | Comprehension & Collaboration  **SL 1-3** | a) *CAN I?* Participate in collaborative conversations with partners about first grade topics and texts with peers and adults in small and larger groups.  b) *CAN I?*Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  c) *CAN I?* Continue a conversation through multiple exchanges.  d) *CAN I?*Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| 1.8  I CAN! share my work and ideas. | Presentation & Knowledge of Ideas  **SL 4-6** | a) *CAN I?* Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  b) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  c) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  d) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on pages 18 and 19 for specific expectations.) |
| Language | | |
| 1.9  I CAN! tell the meaning of a word by breaking it apart or looking at the words around it. | Vocabulary Acquisition and Use  **L4** | a) *CAN I?* 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.  b) *CAN I?* Use sentence-level context as a clue to the meaning of a word or phrase.  c) *CAN I?* Use frequently occurring affixes as a clue to the meaning of a word.  d) *CAN I?* Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). |
| 1.10  I CAN! with help from adults, explore word relationships and meanings. | Vocabulary Acquisition and Use  **L5 a-c** | a)*CAN I?* Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  b) *CAN I***?** Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).  c) *CAN I?* Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). |
| 1.11  I CAN! Use words and phrases learned in conversations, reading, and being read to. | Vocabulary Acquisition and Use  **L5d, L6** | a) *CAN I?* Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.  b) *CAN I? 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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| Reading & Language Convention Skills | | | | | |
| Steps: Student driven mastery learning skills. | | | | | |
| Reading Foundations | | | | Language Skills | |
| Print Concepts  **RF 1** | Phonemic Awareness &  Phonemes  **RF 2** | Phonics & Word Recognition  **RF 3** | Blending  **RF 4** | Conventions of Standard English  **L1** | Conventions of Standard English  **L2** |
| 1.12  I CAN! identify the parts of a sentence. | 1.13  I CAN! blend sounds and syllables into words. | 1.14  I CAN! Use phonics and spelling rules to sound out words. | 1.15  I CAN! read my first grade books. | 1.16  I CAN! use parts of speech correctly. | 1.17  I CAN! use capitals, punctuation, and spelling rules. |
| a) Print all upper- and lowercase letters.  b) Recognize the features of a sentence (e.g., first word, capitalization, ending punctuation). | 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). | 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. | a) Read on-level text with purpose and understanding.  b) Read on-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. | a) Use common, proper, and possessive nouns.  b) Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).  c) Use personal **(subject, object)**, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*).  d) 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*).  e) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | 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. |