

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 1 WEEK 1	BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW: 8/26/19-10/4/19	
WEEK 1	WEEKLY CONCEPT: At School		ESSENTIAL QUESTION: What do you do at your school?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.5 RI.1.7 RI.1.9 RL.1.1 RL.1.2 SL.1.1a SL.1.1c	<b>LITERATURE BIG BOOK</b> <b>Title:</b> This School Year Will Be the Best!  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Concepts of Print:</b> Book Handling  <b>READ ALOUD</b> <b>Title:</b> "School Around the World"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> Jack Can  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>MAIN SELECTION</b> <b>Title:</b> Nat and Sam  <b>Genre:</b> Realistic Fiction  <b>PAIRED SELECTION Title:</b> "Rules at School" (180)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Photographs	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <b>MAIN SELECTIONS</b>  <b>Genre:</b> Realistic Fiction  <b>A:</b> A Fun Day/"We Share" (BR) <b>O:</b> We Like to Share/"Look at Signs" (60) <b>E:</b> We Like to Share/"Look at Signs" (100) <b>B:</b> Class Party/"Our Classroom Rules" (360)	<b>LITERATURE BIG BOOKS</b> Organization, Connection of Ideas
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> <b>Additional Domain Words:</b> rules, obey, safety ( <b>Additional Academic Vocabulary:</b> events, illustrations, punctuation <b>High Frequency Words:</b> <i>does, not, school, what</i> <b>Oral Vocabulary:</b> <i>learn, subjects, common, object, recognize</i>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonological/Phonemic Awareness:</b> Identify Rhyme, Phoneme Isolation/Blending/ Segmentation <b>Phonics/Spelling Skill:</b> short a Consonants reviewed throughout Unit1 <b>Structural Analysis:</b> -s (inflectional ending)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>ASSESSMENTS</b>  Weekly Formative Assessments		
W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Focus on a Single Event <b>Writing Product:</b> Personal Narrative <b>Write About Reading:</b> Analyze Key Details			
L.1.1j L.1.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Sentences <b>Grammar Mechanics:</b> Sentence Capitalization		<b>PLC Focus</b>	
W.1.7	<b>Research</b>	<b>Weekly:</b> What kinds of activities do we do at school?			

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UNIT 1	BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW: 8/26/19-10/4/19	
WEEK 2	WEEKLY CONCEPT: Where I Live		ESSENTIAL QUESTION: What is it like where you live?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.5 RI.1.9 RL.1.1 RL.1.2 SL.1.1a SL.1.1c	<p><b>LITERATURE BIG BOOK</b></p> <p><b>Title:</b> Alicia's Happy Day</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Strategy:</b> Visualize</p> <p><b>Concepts of Print:</b> Book Handling</p> <p><b>READ ALOUD</b></p> <p><b>Title:</b> "City Mouse and Country Mouse"</p> <p><b>Genre:</b> Fable</p> <p><b>Strategy:</b> Visualize</p>	<p><b>SHORT TEXT</b></p> <p>Six Kids (250)</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>MAIN SELECTION</b></p> <p><b>Title:</b> Go, Pip! (30)</p> <p><b>Genre:</b> Fantasy</p> <p><b>PAIRED SELECTION</b></p> <p><b>Title:</b> "I Live Here"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Bold print</p>	<p><b>Strategy:</b> Visualize</p> <p><b>Skill:</b> Key Details</p> <p><b>MAIN SELECTIONS Genre:</b> Fantasy</p> <p><b>A:</b> What Can We See?/"My Home" (BR)</p> <p><b>O:</b> A Trip to the City/"Where I Live" (30)</p> <p><b>E:</b> A Trip to the City/"Where I Live" (BR)</p> <p><b>B:</b> Harvest Time/"Where We Live" (330)</p>	<p><b>LITERATURE BIG BOOKS</b></p> <p>Organization, Lack of Prior Knowledge</p>
L.1.4	<b>VOCABULARY</b>	<p><b>Vocabulary Words:</b></p> <p><b>Additional Domain Words:</b> building, yard, playground</p> <p><b>Additional Academic Vocabulary:</b> author, bold print, Sequence</p> <p><b>High Frequency Words:</b> <i>down, out, up, very</i></p> <p><b>Oral Vocabulary:</b> <i>city, country, bored, feast, scurried</i></p>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3g	<b>PHONICS/SPELLING</b>	<p><b>Phonemic Awareness:</b> Alliteration, Phoneme Categorization/ Blending/Segmentation</p> <p><b>Phonics/Spelling Skill:</b> short I Consonants reviewed throughout Unit 1</p> <p><b>Structural Analysis:</b> double final consonants</p>			
RF.1.4b	<b>FLUENCY</b>	Intonation	<b>ASSESSMENTS</b>  Weekly Formative Assessments		
W.1.5	<b>WRITING</b>	<p><b>Writing Trait:</b> Ideas: Describing Details</p> <p><b>Writing Product:</b> Descriptive Sentences About a Place</p> <p><b>Write About Reading:</b> Analyze Key Details</p>			
L.1.2b	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> Word Order</p> <p><b>Mechanics:</b> Sentence Punctuation (periods)</p>		<b>PLC Focus</b>	
W.1.7	<b>Research</b>	<p><b>Weekly:</b> How are places in our community similar to, or different from, places in other communities?</p>			

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UNIT 1	BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW: 8/26/19-10/4/19	
WEEK 3	WEEKLY CONCEPT: Concept: Our Pets		ESSENTIAL QUESTION: What makes a pet special?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
SL.1.1c RF.1.1 RF.1.3b RL.1.1 RL.1.2 RI.2.5 RL.1.9	<b>LITERATURE BIG BOOK</b> Title: Cool Dog, School Dog Genre: Fiction Strategy: Visualize Concepts of Print: Track Print and Return Sweep READ ALOUD Title: "Our Pets" Genre: Nonfiction Strategy: Visualize	<b>SHORT TEXT</b> A Pig for Cliff (210) Genre: Fantasy Strategy: Visualize Skill: Key Details	Strategy: Visualize Skill: Key Details <b>MAIN SELECTION</b> Title: Flip (30) Genre: Fantasy <b>PAIRED SELECTION</b> Title: "What Pets Need" (370) Genre: Nonfiction Text Feature: Labels	Strategy: Visualize Skill: Key Details <b>MAIN SELECTIONS</b> Genre: Fantasy A: Mouse's Moon Party/"A Mouse in the House" (120) O: Pet Show/"Love That Llama!" (200) E: Pet Show/"Love That Llama!" (20) B: Polly the Circus Star/"Birds That Talk" (280)	<b>LITERATURE BIG BOOKS</b> Sentence Structure, Connection of Ideas
L.1.4	<b>VOCABULARY</b>	Vocabulary Words: Additional Domain Words: living things, need, cares Additional Academic Vocabulary: consonant, label, publish High Frequency Words: <i>be, come, good, pull</i> Oral Vocabulary: <i>care, train, groom, companion, popular</i>			
L.1.2d L.1.2e L.1.3d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Contrast Vowel Sounds, Phoneme Blending/Substitution/Segmentation Phonics/Spelling Skill: beginning consonant blends: l-blends Consonants reviewed throughout Unit 1 Structural Analysis: -s (plural nouns)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
L.1.1 W.1.5 W.1.6	<b>WRITING</b>	Writing Trait: Ideas: Describing Details Writing Product: Descriptive Sentences About an Animal Write About Reading: Analyze Key Details			
L.1.2 L.1.2b	<b>GRAMMAR</b>	Grammar Skill: Statements Mechanics: Capitalization and Punctuation (periods)			
W.1.7	<b>Research</b>	Weekly: What are the ways to care for pets?			<b>PLC Focus</b>

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UNIT 1 WEEK 4	BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW: 8/26/19-10/4/19	
WEEK 4	WEEKLY CONCEPT: Let's Be Friends		ESSENTIAL QUESTION: What do friends do together?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.1 RI.1.9 RL.1.1 RL.1.2 RL.2.4 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b>  Title: Friends All Around  Genre: Nonfiction  Strategy: Ask and Answer Questions  Concepts of Print: Book Handling and Labels  <b>READ ALOUD</b> Title: "Games Long Ago"  Genre: Nonfiction  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Toss! Kick! Hop! (290)  Genre: Nonfiction  Strategy: Ask and Answer Questions  Skill: Key Details	Strategy: Ask and Answer Questions  Skill: Key Details  <b>MAIN SELECTION</b> Title: Friends (60)  Genre: Nonfiction  <b>PAIRED SELECTION</b>  Title: "There Are Days and There Are Days"  Genre: Poetry	Strategy: Ask and Answer Questions  Skill: Key Details  <b>MAIN SELECTIONS</b> Genre: Nonfiction  A: Friends Are Fun/"I Like to Play" (130) O: Friends Are Fun/"I Like to Play" (110) E: Friends Are Fun/"I Like to Play" (100) B: Friends Are Fun/"I Like to Play" (350)	<b>LITERATURE BIG BOOKS</b> Organization, Connection of Ideas
L.1.4	<b>VOCABULARY</b>	Vocabulary Words: Additional Domain Words: poem Additional Academic Vocabulary: evaluate, rhyme High Frequency Words: <i>fun, make, they, too</i> Oral Vocabulary: <i>cooperate, relationship, deliver, chore, collect</i>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3g	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Phoneme Categorization/Segmentation/Deletion, Rhyme, Phoneme Blending Phonics/ Spelling Skill: short o Consonants reviewed throughout Unit 1 Structural Analysis: alphabetical order (one letter)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>ASSESSMENTS</b>  Weekly Formative Assessments  <b>PLC Focus</b>		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	Writing Trait: Organization: Compare and Contrast Writing Product: Personal Narrative Write About Reading: Analyze Key Details			
L.1.2b	<b>GRAMMAR</b>	Grammar Skill: Questions and Exclamations Grammar Mechanics: Question and Exclamation Marks			
W.1.7	<b>Research</b>	Weekly: What can we learn about our favorite games or sports?			

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UNIT 1	BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW: 8/26/19-10/4/19	
WEEK 5	WEEKLY CONCEPT: Let's Move		ESSENTIAL QUESTION: How does your body move?		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.1 RI.1.2 RI.1.5 RI.1.8 RI.1.9 RL.1.1 SL.1.1b	<b>LITERATURE BIG BOOK</b>  Title: Move!  Genre: Nonfiction  Strategy: Ask and Answer Questions  Concepts of Print: Special Text Treatments  READ ALOUD Title: "Rabbit and Coyote Race"  Genre: Folktale  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Move and Grin! (350)  Genre: Nonfiction  Strategy: Ask and Answer Questions  Skill: Key Details	Strategy: Ask and Answer Questions  Skill: Key Details  <b>MAIN SELECTION</b> Title: Move It! (60)  Genre: Nonfiction  <b>PAIRED SELECTION</b>  Title: "Using Diagrams" (440)  Genre: Nonfiction  Text Feature: Diagram	Strategy: Ask and Answer Questions  Skill: Key Details  <b>MAIN SELECTIONS</b> Genre: Nonfiction  A: We Can Move/"What's Under Your Skin?" (170) O: We Can Move!/"What's Under Your Skin?" (200) E: We Can Move!/"What's Under Your Skin?" (190) B: We Can Move!/"What's Under Your Skin?" (390)	<b>LITERATURE BIG BOOKS</b> Purpose, Vocabulary
L.1.4	<b>VOCABULARY</b>	Vocabulary Words: Additional Academic Vocabulary: diagram, first, last, next High Frequency Words: <i>jump, move, run, two</i> Oral Vocabulary: <i>physical, exercise, agree, exhausted, difficult</i>			
L.1.2d RF.1.2c RF.1.2d RF.1.3b RF.1.3g	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Phoneme Categorization/Segmentation/Deletion/Blending Phonics/Spelling Skill: Beginning consonant blends: r-blends; s-blends Consonants reviewed throughout Unit 1 Structural Analysis: possessives			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>ASSESSMENTS</b>  Weekly Formative Assessments  <b>PLC Focus</b>		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	Writing Trait: Organization: Order of Events Writing Product: Personal Narrative Write About Reading: Analyze Key Details			
L.1.2b	<b>GRAMMAR</b>	Grammar Skill: Writing Sentences Mechanics: Capitalization and Punctuation (periods, question and exclamation marks)			
W.1.7	<b>Research</b>	Weekly: How does the human body move? Unit Level: Research Skill: Selecting a Topic Unit Project: Self-select and develop from weekly research projects.			

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UNIT 1	BIG IDEA: Getting to Know Us — What makes you special?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: How does your body move?		8/26/19-10/4/19	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	FLUENCY	Reader's Theater: Look At Me Now	Using Assessment Results Tested skills:	
RI.1.5 W.1.6	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: World Games	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.1.5 W.1.7	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
	WRITING	Presentations	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW: 10/7/19-11/15/19	
WEEK 1	WEEKLY CONCEPT: Jobs Around Town		ESSENTIAL QUESTION: What jobs need to be done in a community?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
L.1.3 RF.1.1 RI.1.7 RI.1.9 RL.1.2 SL.1.1b SL.1.2	<p><b>LITERATURE BIG BOOK</b>  <b>Title:</b> Millie Waits for the Mail  <b>Genre:</b> Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Ellipses and Dashes  <b>READ ALOUD</b>  <b>Title:</b> "Jobs Around Town"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>SHORT TEXT</b>            Good Job, Ben! (130)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events</p>	<p><b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>MAIN SELECTION</b>  <b>Title:</b> The Red Hat (BR)  <b>Genre:</b> Realistic Fiction  <b>PAIRED SELECTION Title:</b> "Firefighters at Work" (290)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Labels</p>	<p><b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <b>MAIN SELECTIONS</b>  <b>Genre:</b> Realistic Fiction  <b>A:</b> Pick Up Day/"The Recycling Center" (70)  <b>O:</b> Ben Brings the Mail/"At the Post Office" (200)  <b>E:</b> Ben Brings the Mail/"At the Post Office" (70)  <b>B:</b> At Work with Mom/"Tools for the School Nurse" (330)</p>	<p><b>LITERATURE BIG BOOKS</b>            Sentence Structure, Organization</p>
L.1.4	<b>VOCABULARY</b>	<p><b>Vocabulary Words:</b>  <b>Additional Domain Words:</b> rules, obey, safety  <b>Additional Academic Vocabulary:</b> events, illustrations, punctuation  <b>High Frequency Words:</b> <i>again, help, new, there, use</i>  <b>Oral Vocabulary:</b> <i>occupation, community, equipment, fortunately, astonishing</i></p>			
L.1.2d L.1.2e RF.1.2b RF.1.2c RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS</b>	<p><b>Phonemic Awareness:</b> Phoneme Blending/Isolation/ Segmentation  <b>Phonics/ Spelling Skill:</b> short e spelled e and ea  <b>Structural Analysis:</b> inflectional ending -ed (no spelling change)</p>			
RF.1.4b	<b>FLUENCY</b>	Intonation		<b>Assessments</b> Weekly Formative Assessment	
W.1.5 W.1.6	<b>WRITING</b>	<p><b>Writing Trait:</b> Organization: Focus on an Idea  <b>Writing Product:</b> Story  <b>Write About Reading:</b> Analyze Character, Setting, Events</p>			
L.1.1b L.1.2c	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> Nouns  <b>Mechanics:</b> Commas in a Series</p>		<b>PLC Focus</b>	
W.1.7	<b>Research</b>	<p><b>Weekly:</b> What can we learn about jobs that help the community?</p>			

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UNIT 2	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW: 10/7/19-11/15/19	
WEEK 2	WEEKLY CONCEPT: Buildings All Around		ESSENTIAL QUESTION: What buildings do you know? What are they made of?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a RL.1.2 RL.1.3 RL.1.9 SL.1.1a SL.1.2	<p><b>LITERATURE BIG BOOK</b> Title: The 3 Little Dassies</p> <p>Genre: Fantasy</p> <p>Strategy: Make and Confirm Predictions</p> <p>Concepts of Print: Quotations</p> <p><b>READ ALOUD</b> Title: "The Three Little Pigs" Genre: Folktale</p> <p>Strategy: Make and Confirm Predictions</p>	<p><b>SHORT TEXT</b> Cubs in a Hut (390)</p> <p>Genre: Fantasy</p> <p>Strategy: Make and Confirm Predictions</p> <p>Skill: Character, Setting, Events</p>	<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Character, Setting, Events</p> <p><b>MAIN SELECTION</b> Title: The Pigs, the Wolf, and the Mud (320) Genre: Fantasy</p> <p><b>PAIRED SELECTION</b> Title: "Homes Around the World" (330) Genre: Nonfiction</p> <p>Text Feature: Captions</p>	<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Character, Setting, Events</p> <p><b>MAIN SELECTIONS</b> Genre: Fantasy</p> <p>A: What a Nest!/ "Stone Castles" (170) O: Staying Afloat/"A Day on a Houseboat" (150) E: Staying Afloat/"A Day on a Houseboat" (10) B: City Armadillo, Country Armadillo/"City or Country?" (330)</p>	<p><b>LITERATURE BIG BOOKS</b> Vocabulary</p>
L.1.4	<b>VOCABULARY</b>	<p><b>Additional Domain Words:</b> homes, build, shelter  <b>Additional Academic Vocabulary:</b> apostrophe, dialogue, presentation  <b>High Frequency Words:</b> <i>could, live, one, then, three</i>  <b>Oral Vocabulary:</b> <i>shelter, materials, collapsed, furious, refused</i></p>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3g	<b>PHONICS/SPELLING</b>	<p><b>Phonemic Awareness:</b> Rhyme, Phoneme Identity/Blending/ Segmentation  <b>Phonics/ Spelling Skill:</b> short u  <b>Structural Analysis:</b> contractions with 's</p>			
RF.1.4b	<b>FLUENCY</b>	Expression	<p><b>ASSESSMENTS</b></p> <p>Weekly Formative Assessments</p>		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<p><b>Writing Trait:</b> Organization: Beginning, Middle, End  <b>Writing Product:</b> Story  <b>Write About Reading:</b> Analyze Character, Setting, Events</p>			
L.1.1b	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> Singular and Plural Nouns  <b>Mechanics:</b> Adding -s and -es to form plural nouns</p>			
W.1.7	<b>Research</b>	<p><b>Weekly:</b> What can we learn about the buildings in our community? What are they made of?</p>			<p><b>PLC Focus</b></p>



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UNIT 2	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW: 10/7/19-11/15/19	
WEEK 3	WEEKLY CONCEPT: A Community in Nature		ESSENTIAL QUESTION: Where do animals live together?		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a RF.1.4b RI.1.2 RI.1.9 RL.1.4 SL.1.1a SL.1.2	<p><b>LITERATURE BIG BOOK</b>  <b>Title:</b> Babies in the Bayou</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Distinguish Sentences</p> <p><b>READ ALOUD</b>  <b>Title:</b> "Animals in the Desert"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>SHORT TEXT</b>  The Best Spot (160)</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>MAIN SELECTION</b>  <b>Title:</b> At a Pond (190)</p> <p><b>Genre:</b> Nonfiction</p> <p><b>PAIRED SELECTION</b>  <b>Title:</b> "Way Down Deep" (NP)</p> <p><b>Genre:</b> Poetry</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Main Topic and Key Details</p> <p><b>MAIN SELECTIONS</b>  <b>Genre:</b> Nonfiction</p> <p><b>A:</b> Meerkat Family/"I Live in a House!" (170)  <b>O:</b> Meerkat Family/"I Live in a House!" (210)  <b>E:</b> Meerkat Family/"I Live in a House!" (170)  <b>B:</b> Meerkat Family/"I Live in a House!" (370)</p>	<p><b>LITERATURE BIG BOOKS</b>  Purpose, Organization</p>
L.1.4	<b>VOCABULARY</b>	<p><b>Vocabulary Words:</b> Additional Domain Word: poem  <b>Additional Academic Vocabulary:</b> draft, repetition, rhythm  <b>High Frequency Words:</b> eat, no, of, under, who  <b>Oral Vocabulary:</b> habitat, depend, hibernate, tranquil, tolerate</p>			
L.1.2d L.1.2e RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	<p><b>Phonemic Awareness:</b> Phoneme Categorization/ Blending/ Substitution/ Segmentation  <b>Phonics/ Spelling Skill:</b> ending consonant blends nd, nk, nt, st, sk, mp  <b>Structural Analysis:</b> inflectional ending -ing (no spelling change); first introduction to two-syllable words</p>			
RF.1.3b RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<p><b>ASSESSMENTS</b></p> <p>Weekly Formative Assessments</p>		
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	<p><b>Writing Trait:</b> Ideas: Main Idea  <b>Writing Product:</b> Sentences That Explain  <b>Write About Reading:</b> Analyze Main Topic and Key Details</p>			
L.1.1b	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> Possessive Nouns  <b>Mechanics:</b> Apostrophe with Possessive Nouns</p>			
W.1.7	<b>Research</b>	<p><b>Weekly:</b> What can we learn about a habitat? What kinds of creatures live there?</p>			<b>PLC Focus</b>

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 2 WEEK 4	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW: 10/7/19-11/15/19	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.5 RI.1.9 RL.1.3 SL.1.1c SL.1.2	<p><b>LITERATURE BIG BOOK</b></p> <p><b>Title:</b> The Story of Martin Luther King Jr.</p> <p><b>Genre:</b> Nonfiction/ Biography</p> <p><b>Strategy:</b> Reread</p> <p><b>Concepts of Print:</b> Special Text Treatments</p> <p><b>READ ALOUD</b> <b>Title:</b> "Luis's Library"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Reread</p>	<p><b>SHORT TEXT</b> Thump Thump Helps Out (510)</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>MAIN SELECTION</b> <b>Title:</b> Nell's Books (200)</p> <p><b>Genre:</b> Fantasy</p> <p><b>PAIRED SELECTION</b> <b>Title:</b> "Kids Can Help!" (350)</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> List</p>	<p><b>Strategy:</b> Reread</p> <p><b>Skill:</b> Character, Setting, Events</p> <p><b>MAIN SELECTIONS</b> <b>Genre:</b> Fantasy</p> <p><b>A:</b> The Sick Tree/"Beach Clean-Up" (40) <b>O:</b> Squirrels Help/"Food Drive" (200) <b>E:</b> Squirrels Help/"Food Drive" (190) <b>B:</b> Wow, Kitty!/"Sharing Skills" (390)</p>	<p><b>LITERATURE BIG BOOKS</b> Genre, Prior Knowledge</p>
L.1.4	<b>VOCABULARY</b>	<p><b>Vocabulary Words:</b> Additional Domain Words: neighborhood, garden, recycle</p> <p><b>Additional Academic Vocabulary:</b> highlight, imaginary, stress</p> <p><b>High Frequency Words:</b> all, call, day, her, want</p> <p><b>Oral Vocabulary:</b> leadership, admire, enjoy, rely, connections</p>			
L.1.2b L.1.2d RF.1.2c RF.1.3a RF.1.3b RF.1.3e RF.1.3g	<b>PHONICS/SPELLING</b>	<p><b>Phonemic Awareness:</b> Phoneme Isolation/ Categorization/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> consonant digraphs th, sh, -ng</p> <p><b>Structural Analysis:</b> closed syllables</p>			
RF.1.4b	<b>FLUENCY</b>	Intonation	<b>ASSESSMENTS</b>  Weekly Formative Assessments		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<p><b>Writing Trait:</b> Organization: Beginning, Middle, End</p> <p><b>Writing Product:</b> Story</p> <p><b>Write About Reading:</b> Analyze Character, Setting, Events</p>			
L.1.1b	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> Common and Proper Nouns</p> <p><b>Mechanics:</b> Capitalize Proper Nouns (people, pets, places, and things)</p>			
W.1.7	<b>Research</b>	<p><b>Weekly:</b> How can we make our classroom a better place?</p>			<b>PLC Focus</b>

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW: 10/7/19-11/15/19	
WEEK 5	WEEKLY CONCEPT: Follow the Map		ESSENTIAL QUESTION: How can you find your way around?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a RI.1.2 RI.1.5 RI.1.8 RI.1.9 SL.1.1 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  Title: Me on the Map  Genre: Realistic Fiction  Strategy: Reread  Concepts of Print: Reading Sentences across Pages  <u>READ ALOUD</u> Title: "Map It!"  Genre: Nonfiction  Strategy: Reread	<u>SHORT TEXT</u> Which Way on the Map? (160)  Genre: Nonfiction  Strategy: Reread  Skill: Main Topic and Key Details	Strategy: Reread  Skill: Main Topic and Key Details  <u>MAIN SELECTION</u> Title: Fun with Maps (NP)  Genre: Nonfiction  Text Feature: Map  <u>PAIRED SELECTION</u>  Title: "North, East, South, or West?" (360)  Genre: Nonfiction  Text Feature: Map	Strategy: Reread  Skill: Main Topic and Key Details  <u>MAIN SELECTION</u>  Titles Genre: Nonfiction A: How Maps Help/"On the Map" (130) O: How Maps Help/"On the Map" (230) E: How Maps Help/"On the Map" (60) B: How Maps Help/"On the Map" (420)	<u>LITERATURE BIG BOOKS</u> Purpose, Organization
L.1.4	VOCABULARY	Additional Academic Vocabulary: blog, landmark, various High Frequency Words: around, by, many, place, walk Oral Vocabulary: <i>locate, route, height, model, separate</i>			
L.1.2d RF.1.2d RF.1.3a RF.1.3b RF.1.3f RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Segmentation/ Addition/ Blending Phonics/ Spelling Skill: consonant digraphs ch, tch, wh, ph Structural Analysis: -es (plural nouns)			
RF.1.4b	FLUENCY	Appropriate Phrasing	ASSESSMENTS  Weekly Formative Assessments  PLC Focus		
W.1.2 W.1.5 W.1.7	WRITING	Writing Trait: Ideas: Supporting Details Writing Product: Sentences That Explain Write About Reading: Analyze Main Topic and Key Details			
L.1.1d L.1.2b	GRAMMAR	Grammar Skill: Irregular Plural Nouns Mechanics: Capital Letters and Periods (in sentences)			
W.1.7	Research	Weekly: What can we learn about maps? Unit Level: Research Skill: Collecting Information Unit Project: Self-select and develop from weekly research projects.			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Our Community — What makes a community?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION:		10/7/19-11/15/19	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	FLUENCY	Reader's Theater: I Speak, I Say, I Talk	Using Assessment Results Tested skills:	
RI.1.5	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Help Your Community	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
W.1.7 W.1.8	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
W.1.1	WRITING	Presentations	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW: 11/18/19-1/17/20	
WEEK 1	WEEKLY CONCEPT: What Time Is It?		ESSENTIAL QUESTION: How do we measure time?		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a RI.1.5 RL.1.2 RL.1.6 SL.1.1a SL.1.2	<p><b>LITERATURE BIG BOOK</b></p> <p><b>Title:</b> A Second Is a Hiccup</p> <p><b>Genre:</b> Fiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Capitalization and Punctuation</p> <p><b>READ ALOUD</b></p> <p><b>Title:</b> "Measuring Time"</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Strategy:</b> Make and Confirm Predictions</p>	<p><b>SHORT TEXT</b></p> <p>Nate the Snake Is Late (460)</p> <p><b>Genre:</b> Fantasy</p> <p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p>Main Selection</p> <p><b>Title:</b> On My Way to School (330)</p> <p><b>Genre:</b> Fantasy</p> <p><b>PAIRED SELECTION</b></p> <p><b>Title:</b> "It's About Time" (270)</p> <p><b>Genre:</b> Nonfiction</p> <p><b>Text Feature:</b> Bold print</p>	<p><b>Strategy:</b> Make and Confirm Predictions</p> <p><b>Skill:</b> Character, Setting, Plot</p> <p><b>MAIN SELECTIONS</b></p> <p><b>Genre:</b> Fantasy</p> <p><b>A:</b> Busy's Watch/"Make a Clock" (40)</p> <p><b>O:</b> Kate Saves the Date!/ "Use a Calendar" (220)</p> <p><b>E:</b> Kate Saves the Date!/ "Use a Calendar" (330)</p> <p><b>B:</b> Uncle George Is Coming/"So Many Clocks!" (320)</p>	<p><b>LITERATURE BIG BOOKS</b></p> <p>Purpose, Organization</p>
L.1.4	<b>VOCABULARY</b>	<p><b>Vocabulary Words:</b> Additional <b>Domain Words:</b> clock, sundial, shadow</p> <p><b>Additional Academic Vocabulary:</b> capitalization, flare, rubric, timetable</p> <p><b>High Frequency Words:</b> <i>away, now, some, today, way, why</i></p> <p><b>Oral Vocabulary:</b> <i>schedule, immediately, weekend, calendar, occasion</i></p>			
L.1.2d L.1.2e RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.3a RF.1.3b RF.1.3c	<b>PHONICS/SPELLING</b>	<p><b>Phonemic Awareness:</b> Phoneme Identity/ Addition/ Substitution/ Blending/ Segmentation</p> <p><b>Phonics/ Spelling Skill:</b> long a: a_e</p> <p><b>Structural Analysis:</b> contractions with not (isn't, aren't, wasn't, weren't, hasn't, haven't, can't)</p>			
RF.1.4b	<b>FLUENCY</b>	Intonation		<b>ASSESSMENTS</b>	
W.1.5 W.1.6	<b>WRITING</b>	<p><b>Writing Trait:</b> Word Choice: Sensory Details</p> <p><b>Writing Product:</b> Poem</p> <p><b>Write About Reading:</b> Analyze Character, Setting, Plot</p>			
L.1.2c	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> Verbs</p> <p><b>Mechanics:</b> Commas in Series</p>		<b>PLC Focus</b>	
RI.1.9 W.1.7	<b>Research</b>	<p><b>Weekly:</b> What are the different ways to measure time?</p>			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW: 11/18/19-1/17/20	
WEEK 2		WEEKLY CONCEPT: Watch It Grow!		ESSENTIAL QUESTION: How do plants change as they grow?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RF.1.1a RI.1.5 RL.1.2 RL.1.3 RL.1.6 SL.1.1b SL.1.2	<p><b>LITERATURE BIG BOOK</b> Title: Mystery Vine</p> <p>Genre: Informational Fiction</p> <p>Strategy: Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Punctuation Within Sentences</p> <p><b>READ ALOUD</b> Title: "The Great Big, Gigantic Turnip"</p> <p>Genre: Folktale</p> <p>Strategy: Make and Confirm Predictions</p>	<p><b>SHORT TEXT</b> Time to Plant!</p> <p>Genre: Drama</p> <p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot: Sequence</p>	<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot: Sequence</p> <p><b>MAIN SELECTION</b> Title: The Big Yucca Plant</p> <p>Genre: Play</p> <p><b>PAIRED SELECTION</b> Title: "How Plants Grow" (400) Genre: Nonfiction Text Feature: Diagram</p>	<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot: Sequence</p> <p><b>MAIN SELECTIONS</b> Genre: Play A: Corn Fun/"Ear of Corn"(NP) O: Yum, Strawberries!/ "Strawberry Plant" E: Yum, Strawberries!/ "Strawberry Plant" B: A Tree's Life/"Inside Trees"</p>	<p><b>LITERATURE BIG BOOKS</b> Prior knowledge, Vocabulary</p>	
L.1.4	<b>VOCABULARY</b>	<p><b>Vocabulary Words: Additional Domain Words:</b> seed, root, sprout  <b>Additional Academic Vocabulary:</b> audience, harvest, vegetables  <b>High Frequency Words:</b> <i>green, grow, pretty, should, together, water</i>  <b>Oral Vocabulary:</b> <i>bloom, sprout, grasped, assist, spied</i></p>				
L.1.2d RF.1.2b RF.1.2d RF.1.3b RF.1.3c RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	<p><b>Phonemic Awareness:</b> Alliteration, Phoneme Deletion/ Segmentation/ Blending  <b>Phonics/Spelling Skill:</b> long i: i_e  <b>Structural Analysis:</b> plurals (with CVCe words)</p>				
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>ASSESSMENTS</b>  Weekly Formative Assessments			
W.1.1 W.1.6	<b>WRITING</b>	<p><b>Writing Trait:</b> Word Choice: Use Specific Words  <b>Writing Product:</b> Opinion About a Topic  <b>Write About Reading:</b> Analyze Plot: Sequence</p>				
L.1.1e	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> Present-Tense Verbs  <b>Mechanics:</b> Capitalize and Underline <b>Titles</b> of Plays</p>		<b>PLC Focus</b>		
RL.1.9 W.1.7	<b>Research</b>	<p><b>Weekly:</b> How do plants change as they grow?</p>				

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 3 WEEK 3	BIG IDEA: Changes Over Time — What can happen over time? WEEKLY CONCEPT: Tales Over Time			INSTRUCTIONAL WINDOW: 11/18/19-1/17/20	ESSENTIAL QUESTION: What is a folktale?
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1a RL.1.2 RL.1.3 RL.2.4 SL.1.1a SL.1.2	<p><b>LITERATURE BIG BOOK</b> Title: Interrupting Chicken</p> <p>Genre: Fiction</p> <p>Strategy: Make and Confirm Predictions</p> <p><b>Concepts of Print:</b> Quotation Marks/ Text Styles</p> <p><b>READ ALOUD</b> Title: "The Foolish, Timid Rabbit"</p> <p>Genre: Folktale</p> <p>Strategy: Make and Confirm Predictions</p>	<p><b>SHORT TEXT</b> The Nice Mitten (460)</p> <p>Genre: Folktale</p> <p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot: Cause and Effect</p>	<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot: Cause and Effect Main Selection</p> <p>Title: The Gingerbread Man (320)</p> <p>Genre: Folktale</p> <p><b>PAIRED SELECTION</b> Title: "Mother Goose Rhymes"</p> <p>Genre: Rhyme</p>	<p>Strategy: Make and Confirm Predictions</p> <p>Skill: Plot: Cause and Effect</p> <p><b>MAIN SELECTIONS</b> Genre: Folktale</p> <p>A: How Coquí Got Her Voice/"El Coquí/The Coquí" (300) O: The Magic Paintbrush/"Make New Friends" (230) E: The Magic Paintbrush/"Wanted: A Friend" (240) B: The Storytelling Stone/"Family Stories" (460)</p>	<p><b>LITERATURE BIG BOOKS</b> Organization, Connection of Ideas</p>
L.1.4	<b>VOCABULARY</b>	<p><b>Vocabulary Words: Additional Domain Words:</b> poem  <b>Additional Academic Vocabulary:</b> element, puppet, style  <b>High Frequency Words:</b> any, from, happy, once, so, upon  <b>Oral Vocabulary:</b> tale, hero, timid, foolish, eventually</p>			
L.1.2d L.1.2e RF.1.2b RF.1.2d RF.1.3a RF.1.3b RF.1.3f	<b>PHONICS/SPELLING</b>	<p><b>Phonemic Awareness:</b> Rhyme, Phoneme Blending/ Segmentation  <b>Phonics/ Spelling Skill:</b> soft c; soft g, dge  <b>Structural Analysis:</b> inflectional endings -ed and -ing (drop final e)</p>			
RF.1.4b	<b>FLUENCY</b>	Expression	<b>ASSESSMENTS</b>  Weekly Formative Assessments		
W.1.5	<b>WRITING</b>	<p><b>Writing Trait:</b> Word Choice: Use Strong Verbs  <b>Writing Product:</b> Poem  <b>Write About Reading:</b> Analyze Plot: Cause and Effect</p>			
L.1.1e	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> Past- and Future- Tense Verbs  <b>Mechanics:</b> Commas in Series</p>		<b>PLC Focus</b>	
RL.1.9 W.1.7	<b>Research</b>	<p><b>Weekly:</b> What can we learn about folktales?</p>			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW: 11/18/19-1/17/20	
WEEK 4		WEEKLY CONCEPT: Now and Then		ESSENTIAL QUESTION: How is life different than it was long ago?		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.1.1 RI.1.7 RL.1.2 SL.1.1 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b> Title: The Last Train  Genre: Fiction  Strategy: Reread <b>Concepts of Print:</b>  Reading Sentences Across Pages  <u>READ ALOUD</u> Title: "Pioneers"  Genre: Nonfiction  Strategy: Reread	<b>SHORT TEXT</b> Life at Home (490)  Genre: Nonfiction  Strategy: Reread  Skill: Connections Within Text: Compare and Contrast  Skill: Connections Within Text: Compare and Contrast	Strategy: Reread  Skill: Connections Within Text: Compare and Contrast  <b>MAIN SELECTION</b> Title: Long Ago and Now (480)  Genre: Nonfiction  <b>PAIRED SELECTION</b> Title: "From Horse to Plane" (370)  Genre: Nonfiction  Text Feature: Captions	Strategy: Reread Skill: Connections Within Text: Compare and Contrast <b>MAIN SELECTIONS</b> Genre: Nonfiction A: Schools Then and Now/"School Days" (170) O: Schools Then and Now/"School Days" (220) E: Schools Then and Now/"School Days"(270) B: Schools Then and Now/"School Days" (380)	<b>LITERATURE BIG BOOKS</b> Prior Knowledge, Vocabulary	
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words: Additional Domain Words:</b> transportation , engines, invented <b>Additional Academic Vocabulary:</b> confusion, frontier, proofreader’s marks <b>High Frequency Words:</b> ago, boy, girl, how, old, people <b>Oral Vocabulary:</b> century, past, present, future, entertainment				
L.1.2d L.1.3d RF.1.2b RF.1.2c RF.1.2d RF.1.3a RF.1.3b RF.1.3c RF.1.3e	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Segmentation/ Isolation/ Blending <b>Phonics/ Spelling Skill:</b> long O: o_e; long u: u_e; long e: e_e <b>Structural Analysis:</b> CVCe syllables				
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>ASSESSMENTS</b>  Weekly Formative Assessments  PLC Focus			
W.1.1 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Give Reasons for an Opinion <b>Writing Product:</b> Opinion About a Topic <b>Write About Reading:</b> Analyze Connections Within Text: Compare and Contrast				
L.1.1c L.1.1e L.1.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Is and Are <b>Mechanics:</b> Commas in Dates				
RI.1.9 W.1.7	<b>Research</b>	<b>Writing Trait:</b> Ideas: Give Reasons for an Opinion <b>Writing Product:</b> Opinion About a Topic <b>Write About Reading:</b> Analyze Connections Within Text: Compare and Contrast				



## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW: 11/18/19-1/17/20	
WEEK 5	WEEKLY CONCEPT: From Farm to Table		ESSENTIAL QUESTION: How do we get our food?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.1.1 RI.1.2 RI.1.3 RI.1.5 SL.1.1a SL.1.2	<p><b><u>LITERATURE BIG BOOK</u></b></p> <p>Title: Where Does Food Come From?</p> <p>Genre: Nonfiction</p> <p>Strategy: Reread</p> <p>Concepts of Print: Special Text Treatments</p> <p><b><u>READ ALOUD</u></b> Title: "The Little Red Hen"</p> <p>Genre: Folktale</p> <p>Strategy: Reread</p>	<p><b><u>SHORT TEXT</u></b> A Look at Breakfast (340)</p> <p>Genre: Nonfiction</p> <p>Strategy: Reread</p> <p>Skill: Connections Within Text: Sequence</p>	<p>Strategy: Reread</p> <p>Skill: Connections Within Text: Sequence</p> <p><b><u>MAIN SELECTION</u></b> Title: From Cows to You (550)</p> <p>Genre: Nonfiction</p> <p><b><u>PAIRED SELECTION</u></b> Title: "A Food Chart" (410)</p> <p>Genre: Nonfiction</p> <p>Text Feature: Chart</p>	<p>Strategy: Reread</p> <p>Skill: Connections Within Text: Sequence</p> <p><b><u>MAIN SELECTIONS</u></b> Genre: Nonfiction A: Apples from Farm to Table/"A Dairy Treat" (330) O: Apples from Farm to Table/"A Dairy Treat" (550) E: Apples from Farm to Table/"A Dairy Treat" (430) B: Apples from Farm to Table/"A Dairy Treat" (580)</p>	<p><b><u>LITERATURE BIG BOOKS</u></b> Purpose, Genre</p>
L.1.4	<b>VOCABULARY</b>	<p><b>Vocabulary Words:</b> Additional Academic Vocabulary: advantages and disadvantages, process, product</p> <p><b>High Frequency Words:</b> <i>after, buy, done, every, soon, work</i></p> <p><b>Oral Vocabulary:</b> <i>delicious, nutritious, responsibility, enormous, delighted</i></p>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	<p><b>Phonemic Awareness:</b> Phoneme Segmentation/ Blending/ Deletion <b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u</p> <p><b>Structural Analysis:</b> inflectional endings -ed and -ing (double final consonant)</p>			
RF.1.4b	<b>FLUENCY</b>	Intonation	<b>ASSESSMENTS</b>  Weekly Formative Assessments		
W.1.1 W.1.5 W.1.6	<b>WRITING</b>	<p><b>Writing Trait:</b> Ideas: Give Reasons for an Opinion</p> <p><b>Writing Product:</b> Opinion About a Topic</p> <p><b>Write About Reading:</b> Analyze Connections Within Text: Sequence</p>			
L.1.2	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> Contractions with Not</p> <p><b>Mechanics:</b> Apostrophes in Contractions</p>			
RI.1.8 RI.1.9 W.1.7	<b>Research</b>	<p><b>Writing Trait:</b> Ideas: Give Reasons for an Opinion</p> <p><b>Writing Product:</b> Opinion About a Topic</p> <p><b>Write About Reading:</b> Analyze Connections Within Text: Sequence</p>		<b>PLC Focus</b>	

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Changes Over Time — What can happen over time?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: How does your body move?		11/18/19-1/17/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	FLUENCY	Reader's Theater: Shadow Dance	Using Assessment Results Tested skills:	
RI.1.5 W.1.8	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: World Games	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.1.5 W.1.7	RESEARCH AND INQUIRY	Research skill Seasons Bring Change  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
	WRITING	Presentations	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?			INSTRUCTIONAL WINDOW: 1/21/20-2/28/20	
WEEK 1	WEEKLY CONCEPT: Animal Features		ESSENTIAL QUESTION: How do animals' bodies help them?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.5 RI.1.7 RL.1.1 RL.1.3 SL.1.1 SL.1.1c SL.1.2	<b>LITERATURE BIG BOOK</b> <b>READ ALOUD</b> Title: "The Elephant's Child" Genre: Fantasy Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> A Tale of a Tail: "How the Beaver Got Its Flat Tail" (430) Genre: Folktale Strategy: Ask and Answer Questions Skill: Plot: Sequence	Strategy: Ask and Answer Questions Skill: Plot: Sequence <b>MAIN SELECTION</b> Title: How Bat Got Its Wings Genre: Folktale (410) <b>PAIRED SELECTION</b> Title: "Bats! Bats! Bats!" Genre: Nonfiction (400) Text Feature: Chart	Strategy: Ask and Answer Questions Skill: Plot: Sequence <b>MAIN SELECTIONS</b> Genre: Folktale A: The King of the Animals/"Lions and Elephants" (350) O: Fly to the Rescue!/ "Animal Traits" (290) E: Fly to the Rescue!/ "Animal Traits" (270) B: Hummingbird's Wings/"What Is a Hummingbird?" (520)	Literature Anthology: Prior Knowledge
L.1.4	<b>VOCABULARY</b>	Vocabulary Words: special, splendid Additional Domain Words: mammal, bird, hunt Additional Academic Vocabulary: image, traditions, unusual Vocabulary Strategy: Use a Dictionary High Frequency Words: <i>about, animal, carry, eight, give, our</i> Oral Vocabulary: <i>feature, appearance, determined, predicament, relief</i>			
L.1.2d L.1.2e L.2.4e RF.1.2b RF.1.2c RF.1.3b RF.1.3c RF.1.3g	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Rhyme, Phoneme Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: long a: a, ai, ay Structural Analysis: alphabetical order (two letters)			
RF.1.4b	<b>FLUENCY</b>	Intonation	<b>ASSESSMENTS</b>  Weekly Formative Assessments  <b>PLC Focus</b>		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	Writing Trait: Word Choice: Figurative Language Writing Product: Story Write About Reading: Analyze Plot: Sequence			
L.1.1c L.1.1e	<b>GRAMMAR</b>	Grammar Skill: Was and Were Mechanics: Apostrophe with Contractions			
RL.1.9 W.1.7	<b>Research</b>	Weekly: What can we learn about animal features?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?			INSTRUCTIONAL WINDOW: 1/21/20-2/28/20	
WEEK 2	WEEKLY CONCEPT: Animals Together		ESSENTIAL QUESTION: How do animals help each other?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.2 RI.2.5 SL.1.1 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Animals Working Together"  Genre: Nonfiction  Strategy: Ask and Answer Questions	<u>SHORT TEXT</u> A Team of Fish (340)  Genre: Nonfiction  Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  Text Feature: Captions	Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  <u>MAIN SELECTION</u> Title: Animal Teams  Genre: Nonfiction (480)  Text Feature: Captions  <u>PAIRED SELECTION</u> Title: "Busy As a Bee"  Genre: Nonfiction (500)  Text Feature: Captions	Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  <u>MAIN SELECTIONS</u> Genre: Nonfiction A: Penguins All Around/"Animals Work Together!" (340) O: Penguins All Around/"Animals Work Together!" (450) E: Penguins All Around/"Animals Work Together!" (340) B: Penguins All Around/"Animals Work Together!" (610)	Literature Anthology: Purpose, Connection of Ideas
L.1.4	VOCABULARY	Vocabulary Words: partner, danger Additional Domain Words: worker, honey, queen Additional Academic Vocabulary: accomplish, cooperate, investigate, logical order Vocabulary Strategy: Context Clues: Sentence Clues High Frequency Words: because, blue, into, or, other, small Oral Vocabulary: behavior, beneficial, dominant, instinct, endangered			
L.1.2d RF.1.2c RF.1.2d RF.1.3b RF.1.3c RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Identity/ Segmentation, Rhyme, Phoneme Blending Phonics/ Spelling Skill: long e: e, ee, ea, ie Structural Analysis: prefixes re-, un-, pre-			
RF.1.4b	FLUENCY	Appropriate Phrasing	ASSESSMENTS  Weekly Formative Assessments  PLC Focus		
W.1.2 W.1.5 W.1.6	WRITING	Writing Trait: Organization: Introduce the Topic Writing Product: Report Write About Reading: Analyze Main Idea and Key Details			
L.1.2b	GRAMMAR	Grammar Skill: Has and Have Mechanics: Capitalization and End Punctuation			
RI.1.9 W.1.7	Research	Weekly: How can animals help one another?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?			INSTRUCTIONAL WINDOW: 1/21/20-2/28/20	
WEEK 3	WEEKLY CONCEPT: In the Wild		ESSENTIAL QUESTION: How do animals survive in nature?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.1 RI.1.2 RI.1.6 RL.1.4 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b>  <b>READ ALOUD</b> Title: "Animals in Winter"  Genre: Nonfiction  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Go Wild! (530) Genre: Nonfiction  Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  Text Feature: Illustrations/ Photographs	Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  <b>MAIN SELECTION</b> Title: Vulture View(70)  Genre: Nonfiction  Text Feature: Illustrations/ Photographs  <b>PAIRED SELECTION</b> Title: "When It's Snowing"  Genre: Poetry (Non-Prose)	Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  <b>MAIN SELECTIONS Genre: Nonfiction</b> A: Go, Gator!/ "Ducklings" (320) O: Go, Gator!/ "Ducklings" (510) E: Go, Gator!/ "Ducklings" (270) B: Go, Gator!/ "Ducklings" (590)	<b>Literature Anthology:</b> Organization, Sentence Structure
L.1.5b	<b>VOCABULARY</b>	Vocabulary Words: search, seek Additional Domain Words: poem Additional Academic Vocabulary: diorama, experience, scene, survive Vocabulary Strategy: Word Categories High Frequency Words: <i>find, food, more, over, start, warm</i> Oral Vocabulary: <i>survive, provide, wilderness, communicate, superior</i>			
L.1.2d RF.1.2b RF.1.2c RF.1.3b RF.1.3c RF.1.3e RF.1.3g	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Phoneme Categorization/ Blending, Contrast Sounds, Phoneme Segmentation Phonics/ Spelling Skill: long O: o, oa, ow, oe Structural Analysis: open syllables			
RF.1.4b	<b>FLUENCY</b>	Expression	<b>ASSESSMENTS</b>  Weekly Formative Assessments		
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	Writing Trait: Organization: Write a Concluding Sentence Writing Product: Report Write About Reading: Analyze Main Idea and Key Details			
L.1.1e L.1.2a	<b>GRAMMAR</b>	Grammar Skill: Go and Do Mechanics: Capitalize Proper Nouns			
RI.1.9 W.1.7	<b>Research</b>	Weekly: How do animals survive in their habitats?			<b>PLC Focus</b>

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?			INSTRUCTIONAL WINDOW: 1/21/20-2/28/20	
WEEK 4	WEEKLY CONCEPT: Insects!		ESSENTIAL QUESTION: What insects do you know about? How are they alike and different?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.5 RL2.6 SL.1.1 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Insect Hide and Seek"  Genre: Nonfiction  Strategy: Visualize	<u>SHORT TEXT</u> Creep Low, Fly High (290)  Genre: Fantasy  Strategy: Visualize  Skill: Point of View	Strategy: Visualize  Skill: Point of View  <u>MAIN SELECTION</u> Title: Hi! Fly Guy  Genre: Fantasy(200)  <u>PAIRED SELECTION</u> Title: "Meet the Insects"  Genre: Nonfiction (420)  Text Feature: Headings	Strategy: Visualize  Skill: Point of View  <u>MAIN SELECTIONS</u> Genre: Fantasy A: Where Is My Home?/ "Wings" (170) O: The Hat/"Let's Look at Insects!" (290) E: The Hat/"Let's Look at Insects!" (230) B: Come One, Come All/"Compare Insects" (330)	Literature Anthology: Organization
L.1.4a	VOCABULARY	Vocabulary Words: beautiful, fancy Additional Domain Words: body, protects, senses Additional Academic Words: alike, edit, narrator Vocabulary Strategy: Context Clues: Sentence Clues High Frequency Words: <i>caught, flew, know, laugh, listen, were</i> Oral Vocabulary: <i>flutter, different, resemble(s), protect(s), imitate</i>			
L.1.2d L.1.2e RF.1.2c RF.1.3b RF.1.3c RF.1.3f RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Categorization/ Identity/ Segmentation/ Substitution Phonics/ Spelling Skill: long i: i, y, igh, ie Structural Analysis: inflectional endings (change y to i)			
RF.1.4b	FLUENCY	Appropriate Phrasing	ASSESSMENTS  Weekly Formative Assessment  PLC Focus		
W.1.1 W.1.5 W.1.6	WRITING	Writing Trait: Organization: Write a Concluding Statement Writing Product: Opinion about a Story Write About Reading: Analyze Point of View			
L.1.1e	GRAMMAR	Grammar Skill: See and Saw Mechanics: Underline Titles of Books			
RI.1.9 W.1.7	Research	Weekly: What can we learn about insects?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 4 WEEK 5	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?			INSTRUCTIONAL WINDOW: 1/21/20-2/28/20	
WEEK 5	WEEKLY CONCEPT: Working with Animals	ESSENTIAL QUESTION: How do people work with animals?			
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.2 RI.1.7 RI.2.5 SL.1.1 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Ming's Teacher"  Genre: Folktale  Strategy: Visualize	<u>SHORT TEXT</u> Time for Kids: From Puppy to Guide Dog (680)  Genre: Nonfiction  Strategy: Visualize  Skill: Connections Within Text: Sequence  Text Feature: Captions	Strategy: Visualize  Skill: Connections Within Text: Sequence  <u>MAIN SELECTION</u> Title: Time for Kids: Koko and Penny  Genre: Nonfiction(370)  <u>PAIRED SELECTION</u> Title: "Saving Mountain Gorillas"  Genre: Nonfiction(450)  Text Feature: Captions	Strategy: Visualize  Skill: Connections Within Text: Sequence  <u>MAIN SELECTIONS</u> Genre: Nonfiction A: Teach a Dog!/ "Working with Dolphins" (270) O: Teach a Dog!/ "Working with Dolphins" (330) E: Teach a Dog!/ "Working with Dolphins" (220) B: Teach a Dog!/ "Working with Dolphins" (440)	Literature Anthology: Organization, Genre
L.1.4c L.1.5c	<b>VOCABULARY</b>	Vocabulary Words: Vocabulary Words: clever, signal Additional Academic Words: graphic organizer, guide dog, series, tasks Vocabulary Strategy: Root Words High Frequency Words: <i>found, hard, near, woman, would, write</i> Oral Vocabulary: <i>career, soothe, remarkable, advice, trust</i>			
L.1.2d RF.1.2b RF.1.2c RF.1.3b RF.1.3e RF.1.3g	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Phoneme Categorization/ Deletion/ Blending/ Addition Phonics/ Spelling Skill: long e: y, ey Structural Analysis: compound words			
RF.1.4b	<b>FLUENCY</b>	Intonation	<b>ASSESSMENTS</b>  Weekly Formative Assessments  <b>PLC Focus</b>		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	Writing Trait: Word Choice: Words That Tell Order Writing Product: How-to Sentences Write About Reading: Analyze Connections Within Text: Sequence			
L.1.2c	<b>GRAMMAR</b>	Grammar Skill: Adverbs That Tell When Mechanics: Commas in a Series			
RI.1.9 W.1.7	<b>Research</b>	Weekly: How do people and animals work together? Unit Level: Research Skill: Asking Questions Unit Project: Self-select and develop from weekly research projects.			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: How does your body move?		1/21/20-2/28/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	FLUENCY	Reader's Theater: Fooba Wooba John	Using Assessment Results Tested skills:	
RI.1.5	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Teeth At Work	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
W.1.1 W.1.7 W.1.8	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
	WRITING	Presentations	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	



## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Figure It Out — How can we make sense of the world around us?			INSTRUCTIONAL WINDOW: 3/2/20-4/9/20	
WEEK 1	WEEKLY CONCEPT: See It, Sort It		ESSENTIAL QUESTION: How can we classify and categorize things?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.7 RL2.6 SL.1.1 SL.1.1c SL.1.2	<b>LITERATURE BIG BOOK</b> <b>READ ALOUD</b>  Title: "Goldilocks" Genre: Folktale  Strategy: Make and Confirm Predictions	<b>SHORT TEXT</b> A Barn Full of Hats(320)  Genre: Fantasy  Strategy: Make and Confirm Predictions  Skill: Point of View	Strategy: Make and Confirm Predictions  Skill: Point of View  <b>MAIN SELECTION</b> Title: A Lost Button (from Frog and Toad Are Friends) (340)  Genre: Fantasy  <b>PAIRED SELECTION</b> Title: "Sort It Out"  Genre: Nonfiction(210)  Text Feature: Photographs	Strategy: Make and Confirm Predictions  Skill: Point of View  <b>MAIN SELECTIONS</b> Genre: Fantasy A: Nuts for Winter/"Sort by Color!" (170) O: Dog Bones/"Sorting Balls" (360) E: Dog Bones/"Sorting Balls" (260) B: Spark's Toys/"Sorting Fruit" (390)	<b>Literature Anthology:</b> Organization, Connection of Ideas
L.1.4a	<b>VOCABULARY</b>	Vocabulary Words: trouble, whole Additional Domain Words: alike, different, sort Additional Academic Words: categorize, directions, errors, revision Vocabulary Strategy: Context Clues: Multiple Meanings High Frequency Words: four, large, none, only, put, round Oral Vocabulary: distinguish, classify, organize, entire, startled			
L.1.2d L.1.2e RF.1.2b RF.1.2c RF.1.3b RF.1.3g	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation Phonics/ Spelling Skill: r-controlled vowel ar Structural Analysis: plurals (irregular)			
RF.1.4b	<b>FLUENCY</b>	Phrasing	<b>ASSESSMENTS</b>  Weekly Formative Assessments  <b>PLC Focus</b>		
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	Writing Trait: Sentence Fluency: Use Complete Sentences Writing Product: Directions to a Place Write About Reading: Analyze Point of View			
L.1.1g	<b>GRAMMAR</b>	Grammar Skill: Words That Join Mechanics: Capitalize Proper Nouns (places)			
RL.1.9 W.1.7	<b>Research</b>	Weekly: How do we classify and categorize objects?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Figure It Out — How can we make sense of the world around us?			INSTRUCTIONAL WINDOW: 3/2/20–4/9/20	
WEEK 2	WEEKLY CONCEPT: Up in the Sky		ESSENTIAL QUESTION: What can you see in the sky?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.5 RL.1.3 SL.1.1 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b> <b>READ ALOUD</b>  Title: "Why the Sun and Moon Are in the Sky"  Genre: Folktale  Strategy: Make and Confirm Predictions	<b>SHORT TEXT</b> A Bird Named Fern(360)  Genre: Fantasy  Strategy: Make and Confirm Predictions  Skill: Plot: Cause and Effect	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect  <b>MAIN SELECTION</b> Title: Kitten's First Full Moon (550)  Genre: Fantasy  <b>PAIRED SELECTION</b> Title: "The Moon"  Genre: Nonfiction  Text Feature: Captions (400)	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect  <b>MAIN SELECTIONS</b> Genre: Fantasy A: Little Blue's Dream/"Hello, Little Dipper!" (280) O: Hide and Seek/"Our Sun Is a Star!" (310) E: Hide and Seek/"Our Sun Is a Star!" (310) B: The Foxes Build a Home/"Sunrise and Sunset" (420)	<b>Literature Anthology:</b> Connection of Ideas, Sentence Structure
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> leaped, stretched <b>Additional Domain Words:</b> earth, telescope, astronaut <b>Additional Academic Words:</b> enthusiasm, excitement, observe <b>Vocabulary Strategy:</b> Shades of Meaning/ Intensity <b>High Frequency Words:</b> <i>another, climb, full, great, poor, through</i> <b>Oral Vocabulary:</b> <i>observe, vast, thoughtful, certain, remained</i>			
L.1.2d RF.1.2b RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	Phonological Awareness: Rhyme, Phoneme Substitution/ Blending/Deletion/Segmentation Phonics/ Spelling Skill: r-controlled vowels er, ir, ur, or Structural Analysis: inflectional ending -er			
RF.1.4b	<b>FLUENCY</b>	Intonation	<b>ASSESSMENTS</b>  Weekly Formative Assessments		
W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Describing Adjectives <b>Writing Product:</b> Description of a Place <b>Write About Reading:</b> Analyze Plot: Cause and effect			
L.1.1f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adjectives <b>Mechanics:</b> Capitalization and End Marks		<b>PLC Focus</b>	
RL.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> What can we see in the sky?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Figure It Out — How can we make sense of the world around us?			INSTRUCTIONAL WINDOW: 3/2/20-4/9/20	
WEEK 3	WEEKLY CONCEPT: Great Inventions		ESSENTIAL QUESTION: What inventions do you know about?		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.3 RL.1.4 SL.1.1 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Great Inventions"  Genre: Nonfiction  Strategy: Ask and Answer Questions	<u>SHORT TEXT</u> The Story of a Robot Inventor(420)  Genre: Nonfiction/ Biography  Strategy: Ask and Answer Questions  Skill: Connections Within Text: Problem and Solution	Strategy: Ask and Answer Questions  Skill: Connections Within Text: Problem and Solution  <u>MAIN SELECTION</u> Title: Thomas Edison, Inventor (510)  Genre: Nonfiction/ Biography  <u>PAIRED SELECTION</u> Title: "Windshield Wipers" and "Scissors"  Genre: Poetry	Strategy: Ask and Answer Questions  Skill: Connections Within Text: Problem and Solution  <u>MAIN SELECTIONS</u> Genre: Biography A: The Wright Brothers/"Fly Away, Butterfly" (410) O: The Wright Brothers/"Fly Away, Butterfly" (500) E: The Wright Brothers/"Fly Away, Butterfly" (430) B: The Wright Brothers/"Fly Away, Butterfly" (660)	Literature Anthology: Genre, Purpose, Organization
L2.4b	VOCABULARY	Vocabulary Words: idea, unusual Additional Domain Words: poem Additional Academic Words: alliteration, change, robot Vocabulary Strategy: Prefixes High Frequency Words: <i>began, better, guess, learn, right, sure</i> Oral Vocabulary: <i>curious, improve, complicated, imagine, device</i>			
L.1.2d RF.1.2b RF.1.2d RF.1.3b RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Categorization/ Substitution/ Blending/ Addition Phonics/ Spelling Skill: r-controlled vowels or, ore, oar Structural Analysis: abbreviations			
RF.1.4b	FLUENCY	Appropriate Phrasing	ASSESSMENTS  Weekly Formative Assessments  PLC Focus		
W.1.3 W.1.5 W.1.6	WRITING	Writing Trait: Word Choice: Time-Order Words Writing Product: Personal Narrative Write About Reading: Analyze Connections Within Text: Problem and Solution			
L.1.1f	GRAMMAR	Grammar Skill: Adjectives That Compare (-er and -est) Mechanics: Capitalize Days, Months, and Holidays			
RI.1.9 W.1.7	Research	Weekly: What can we learn about an invention?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 5 WEEK 4	BIG IDEA: Figure It Out — How can we make sense of the world around us?			INSTRUCTIONAL WINDOW: 3/2/20-4/9/20	
WEEK 4	WEEKLY CONCEPT: Sounds All Around		ESSENTIAL QUESTION: What sounds can you hear? How are they made?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.7 RL.1.3 SL.1.1 SL.1.1c SL.1.2	<b>LITERATURE BIG BOOK</b>  <b>READ ALOUD</b> Title: "The Squeaky Bed"  Genre: Folktale  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Now, What's That Sound? (240)  Genre: Realistic Fiction  Strategy: Ask and Answer Questions  Skill: Plot: Problem and Solution	Strategy: Ask and Answer Questions  Skill: Plot: Problem and Solution  <b>MAIN SELECTION</b> Title: Whistle for Willie (520)  Genre: Realistic Fiction  <b>PAIRED SELECTION</b> Title: "Shake! Strike! Strum!" (290)  Genre: Nonfiction  Text Feature: Directions	Strategy: Ask and Answer Questions  Skill: Plot: Problem and Solution  <b>MAIN SELECTIONS</b> Genre: Realistic Fiction A: Thump, Jangle, Crash/"How to Make Maracas" (180) O: Down on the Farm/"How to Make a Rain Stick" (390) E: Down on the Farm/"How to Make a Rain Stick" (170) B: Going on a Bird Walk/"How to Make a Wind Chime" (420)	<b>Literature Anthology:</b> Organization, Sentence Structure
L.1.4b	<b>VOCABULARY</b>	Vocabulary Words: suddenly, scrambled Additional Domain Words: pitch, volume, instrument Additional Academic Words: emphasis, favorite, realistic, sound effect Vocabulary Strategy: Suffixes High Frequency Words: color, early, instead, nothing, oh, thought Oral Vocabulary: volume, senses, squeaky, nervous, distract			
L.1.2d RF.1.2b RF.1.2c RF.1.3a RF.1.3b RF.1.3f	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Phoneme Substitution/ Isolation/ Blending Phonics/ Spelling Skill: diphthongs ou, ow Structural Analysis: comparative inflectional endings -er, est			
RF.1.4b	<b>FLUENCY</b>	Expression	<b>ASSESSMENTS</b>  Weekly Formative Assessments  <b>PLC Focus</b>		
W.1.1 W.1.5 W.1.6	<b>WRITING</b>	Writing Trait: Sentence Fluency: Use Complete Sentences Writing Product: Opinion About a Story Write About Reading: Analyze Plot: Problem and Solution			
L.1.1h	<b>GRAMMAR</b>	Grammar Skill: Using a, an, and the Mechanics: Capitalize/Underline Book Titles			
RL.1.9 W.1.7	<b>Research</b>	Weekly: What can we learn about the sounds we hear, specifically the radio?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Figure It Out — How can we make sense of the world around us?			INSTRUCTIONAL WINDOW: 3/2/20-4/9/20	
WEEK 5	WEEKLY CONCEPT: Concept: Build It!		ESSENTIAL QUESTION: How do things get built?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.2 RI.1.3 RI.2.5 SL.1.1 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b>  <b>READ ALOUD</b> Title: "The Sheep, the Pig, and the Goose Who Set Up House"  Genre: Folktale  Strategy: Ask and Answer Questions	<b>SHORT TEXT</b> Time for Kids: The Joy of a Ship (560)  Genre: Nonfiction  Strategy: Ask and Answer Questions  Skill: Plot: Cause and Effect  Text Features: Captions	<b>Strategy:</b> Ask and Answer Questions Skill: Plot: Cause and Effect Skill: Plot: Cause and Effect  <b>MAIN SELECTION</b> Title: Time for Kids: Building Bridges Genre: Nonfiction(550)  <b>PAIRED SELECTION</b> Title: "Small Joy" Genre: Nonfiction (490) Text Feature: Captions	<b>Strategy:</b> Ask and Answer Questions Skill: Plot: Cause and Effect <b>MAIN SELECTIONS</b> Genre: Nonfiction A: What Is a Yurt?/ "Treehouses"(430) O: What Is a Yurt?/ "Treehouses"(440) E: What Is a Yurt?/ "Treehouses"(390) B: What Is a Yurt?/ "Treehouses"(620)	<b>Literature Anthology:</b> Purpose
L.1.4c L.1.5c	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Vocabulary Words: balance, section <b>Additional Academic Vocabulary:</b> demonstrate, magazine, reorder <b>Vocabulary Strategy:</b> Inflectional Endings <b>High Frequency Words:</b> <i>above, build, fall, knew, money, toward</i> <b>Oral Vocabulary:</b> <i>structure, project, contented, intend, marvelous</i>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3e RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Blending/ Segmentation/ Categorization Phonics/ <b>Spelling Skill:</b> diphthongs oi, oy <b>Structural Analysis:</b> final stable syllables			
RF.1.4b	<b>FLUENCY</b>	Intonation, Appropriate Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Steps in Order <b>Writing Product:</b> How-to Article <b>Write About Reading:</b> Analyze Plot: Cause and Effect			
L.1.1i	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Prepositions/Prepositional Phrases <b>Mechanics:</b> Name <b>Titles</b> (capitals and periods with Mr., Mrs., Ms., Dr.)			
RI.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> How are things built? <b>Unit Level:</b> Research <b>Skill:</b> Taking Notes <b>Unit Project:</b> Self-select and develop from weekly research projects.			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Figure It Out — How can we make sense of the world around us?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: How does your body move?		3/2/20–4/9/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	FLUENCY	Reader’s Theater: Supper With the Queen	Using Assessment Results Tested skills:	
RI.1.5 W.1.8	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Great Ideas!	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
W.1.6 W.1.7	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
	WRITING	Presentations	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Together We Can! — How does teamwork help us?			INSTRUCTIONAL WINDOW: 4/20/20-5/29/20	
WEEK 1	WEEKLY CONCEPT: Taking Action		ESSENTIAL QUESTION: How can we work together to make our lives better?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.7 RL.1.2 SL.1.1 SL.1.1c SL.1.2	<b>LITERATURE BIG BOOK</b> <b>READ ALOUD</b> Title: "The Cat's Bell"  Genre: Fable  Strategy: Reread	<b>SHORT TEXT</b> Super Tools (430)  Genre: Fantasy  Strategy: Reread  Skill: Theme	<b>Strategy:</b> Reread  <b>Skill:</b> Theme  <b>MAIN SELECTION</b> Title: Click, Clack, Moo Cows That Type  Genre: Fantasy (380)  <b>PAIRED SELECTION</b> Title: "March On!" (510)  Genre: Nonfiction  Text Feature: Captions	<b>Strategy:</b> Reread  <b>Skill:</b> Theme  <b>MAIN SELECTIONS</b> Genre: Fantasy A: Two Hungry Elephants/"Dogs Helping People" (290) O: What a Feast!/ "Helpers Bring Food" (500) E: What a Feast!/ "Helpers Bring Food" (350) B: Beware of the Lion!/ "Pete Seeger" (480)	<b>Literature Anthology:</b> Organization, Connection of Ideas, Specific Vocabulary
L.1.4b	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> demand, emergency <b>Additional Domain Words:</b> rights, protest, improve <b>Additional Academic Vocabulary:</b> collaborate, disagreement, length, reasonable <b>Vocabulary Strategy:</b> Synonyms <b>High Frequency Words:</b> <i>answer, brought, busy, door, enough, eyes</i> <b>Oral Vocabulary:</b> <i>fair, conflict, shift, risk, argument</i>			
L.1.2d RF.1.2c RF.1.2d RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Identity/ Segmentation/ Substitution, Rhyme, Syllable Deletion <b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou <b>Structural Analysis:</b> suffixes -ful and -less			
RF.1.4b	<b>FLUENCY</b>	Expression	<b>ASSESSMENTS</b>  Weekly Formative Assessments		
W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Sentence Fluency: Varying Sentence Length <b>Writing Product:</b> Story <b>Write About Reading:</b> Analyze Theme			
L.1.1d	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Pronouns I, you, he, she, it, we, they <b>Mechanics:</b> Capitalize I		<b>PLC Focus</b>	
RL.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> How can people work together to make things better?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Together We Can! — How does teamwork help us?			INSTRUCTIONAL WINDOW: 4/20/20-5/29/20	
WEEK 2	WEEKLY CONCEPT: My Team		ESSENTIAL QUESTION: Who helps you?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.3 RI.2.6 RL.1.4 SL.1.1 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b> <b>READ ALOUD</b> Title: "Anansi's Sons"  Genre: Folktale  Strategy: Reread	<b>SHORT TEXT</b> All Kinds of Helpers (530)  Genre: Nonfiction  Strategy: Reread  Skill: Author's Purpose	Strategy: Reread  Skill: Author's Purpose  <b>MAIN SELECTION</b> Title: Meet Rosina (420)  Genre: Nonfiction  <b>PAIRED SELECTION</b> Title: "Abuelita's Lap"  Genre: Poetry	Strategy: Reread Skill: Author's Purpose <b>MAIN SELECTIONS</b> Genre: Nonfiction <b>A:</b> Helping Me, Helping You!/"Fire!" (310) <b>O:</b> Helping Me, Helping You!/"Fire!" (400) <b>E:</b> Helping Me, Helping You!/"Fire!" (290) <b>B:</b> Helping Me, Helping You!/"Fire!" (540)	<b>Literature Anthology:</b> Purpose, Organization
L.1.4	<b>VOCABULARY</b>	Vocabulary Words: accept, often Additional Domain Words: poem Additional Academic Vocabulary: admire, interview, intonation Vocabulary Strategy: Antonyms High Frequency Words: <i>brother, father, friend, love, mother, picture</i> Oral Vocabulary: <i>inspire, respect, distance, swiftly, decision</i>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3e RF.1.3g	<b>PHONICS/SPELLING</b>	Phonemic Awareness: Phoneme Categorization/ Reversal/Blending/Segmentation/ Substitution Phonics/ Spelling Skill: variant vowel spellings with digraphs: a, aw, au, augh, al Structural Analysis: vowel-team syllables			
RF.1.4b	<b>FLUENCY</b>	Intonation		<b>ASSESSMENTS</b>  Weekly Formative Assessments	
W.1.5	<b>WRITING</b>	Writing Trait: Voice: Use Your Own Voice Writing Product: Thank-You Note Write About Reading: Analyze Author's Purpose			
L.1.1d L.1.2a	<b>GRAMMAR</b>	Grammar Skill: Possessive Pronouns Mechanics: Capitalize Days, Months, and Holidays		<b>PLC Focus</b>	
RI.1.9 W.1.7	<b>Research</b>	Weekly: What are the different parts of a newspaper?			



## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Together We Can! — How does teamwork help us?			INSTRUCTIONAL WINDOW: 4/20/20-5/29/20	
WEEK 3	WEEKLY CONCEPT: Weather Together		ESSENTIAL QUESTION: How can weather affect us?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.5 RL.1.3 SL.1.1 SL.1.1a SL.1.2	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Paul Bunyan and the Popcorn Blizzard"  Genre: Folktale  Strategy: Visualize	<u>SHORT TEXT</u> Wrapped in Ice (320)  Genre: Realistic Fiction  Strategy: Visualize  Skill: Plot: Cause and Effect	Strategy: Visualize  Skill: Plot: Cause and Effect  <u>MAIN SELECTION</u> Title: Rain School (440)  Genre: Realistic Fiction  <u>PAIRED SELECTION</u> Title: "Rainy Weather" (470)  Genre: Nonfiction  Text Feature: Headings	Strategy: Visualize  Skill: Plot: Cause and Effect  <u>MAIN SELECTIONS</u> Genre: Realistic Fiction A: Snow Day/"A Mountain of Snow" (390) O: Heat Wave/"Stay Safe When It's Hot" (460) E: Heat Wave/"Stay Safe When It's Hot" (370) B: Rainy Day Fun/"Let's Stay Dry!" (420)	Literature Anthology: Prior Knowledge
L.1.4 L.1.5	VOCABULARY	Vocabulary Words: country, gathers Additional Domain Words: storm, damage, predict Additional Academic Vocabulary: affect, closing, tornado Vocabulary Strategy: Similes High Frequency Words: <i>been, children, month, question, their, year</i> Oral Vocabulary: <i>predict, cycle, creative, frigid, scorching</i>			
L.1.2d RF.1.2c RF.1.2d RF.1.3b RF.1.3e RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Categorization/ Segmentation/ Substitution Phonics/ Spelling Skill: silent letters wr, kn, gn Structural Analysis: compound words			
RF.1.4b	FLUENCY	Intonation	<b>ASSESSMENTS</b>  Weekly Formative Assessments		
W.1.5 W.1.6	WRITING	Writing Trait: Voice: Use Your Own Voice Writing Product: Letter Write About Reading: Analyze Plot: Cause and Effect			
L.1.1d L.1.2c	GRAMMAR	Grammar Skill: Special Pronouns (anyone, everyone, anything, everything, nothing) Mechanics: Commas in Dates and Letters		<b>PLC Focus</b>	
RL.1.9 W.1.7	Research	Weekly: What can we learn about tornadoes?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 6		BIG IDEA: Together We Can! — How does teamwork help us?			INSTRUCTIONAL WINDOW: 4/20/20-5/29/20	
WEEK 4		WEEKLY CONCEPT: Sharing Traditions		ESSENTIAL QUESTION: What traditions do you know about?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION		ACCESS COMPLEX TEXT (ACT)
RI.1.6 RL.1.2 SL.1.1 SL.1.1a SL.1.2	<p><b>LITERATURE BIG BOOK</b></p> <p><b>READ ALOUD</b> Title: "Let's Dance"</p> <p>Genre: Nonfiction</p> <p>Strategy: Visualize</p>	<p><b>SHORT TEXT</b> A Spring Birthday (380)</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Skill: Theme</p>	<p>Strategy: Visualize</p> <p>Skill: Theme</p> <p><b>MAIN SELECTION</b> Title: Lissy's Friends (460)</p> <p>Genre: Realistic Fiction</p> <p><b>PAIRED SELECTION</b> Title: "Making Paper Shapes" (510)</p> <p>Genre: Nonfiction</p> <p>Text Feature: Directions</p>	<p>Strategy: Visualize</p> <p>Skill: Theme</p> <p><b>MAIN SELECTIONS</b> Genre: Realistic Fiction</p> <p><b>A:</b> The Quilt/"Making a Quilt Square" (380) <b>O:</b> Latkes for Sam/"What Is a Taco?" (410) <b>E:</b> Latkes for Sam/"What Is a Taco?" (290) <b>B:</b> Patty Jumps!/"How to Play Four Square" (440)</p>		Literature Anthology: Genre, Connection of Ideas
L.1.4 L.2.4d	<b>VOCABULARY</b>	<p><b>Vocabulary Words:</b> difficult, nobody  <b>Additional Domain Words:</b> origami, decorations, holiday  <b>Additional Academic Vocabulary:</b> celebrate, greeting, signature  <b>Vocabulary Strategy:</b> Compound Words  <b>High Frequency Words:</b> <i>before, front, heard, push, tomorrow, your</i>  <b>Oral Vocabulary:</b> <i>tradition, effort, ancient, movement, drama</i></p>				
L.1.2d L.1.3f RF.1.2b RF.1.2d RF.1.3b RF.1.3f RF.1.3g	<b>PHONICS/SPELLING</b>	<p><b>Phonemic Awareness:</b> Syllable Addition, Phoneme Segmentation/ Blending/ Substitution  <b>Phonics/ Spelling Skill:</b> three-letter blends scr, spl, spr, str, thr, shr  <b>Structural Analysis:</b> inflectional endings -ed, ing</p>				
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>ASSESSMENTS</b>  Weekly Formative Assessments	
W.1.5	<b>WRITING</b>	<p><b>Writing Trait:</b> Sentence Fluency: Varying Sentence Types  <b>Writing Product:</b> Letter  <b>Write About Reading:</b> Analyze Theme</p>				
L.1.1d L.1.2c	<b>GRAMMAR</b>	<p><b>Grammar Skill:</b> I and Me  <b>Mechanics:</b> Commas in Dates and Letters</p>			<b>PLC Focus</b>	
W.1.7 RI.1.9	<b>Research</b>	<p><b>Weekly:</b> Why are traditions important?</p>				

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Together We Can! — How does teamwork help us?			INSTRUCTIONAL WINDOW: 4/20/20-5/29/20	
WEEK 5	WEEKLY CONCEPT: Celebrate America!		ESSENTIAL QUESTION: Why do we celebrate holidays?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.1.3 RI.1.5 RI.2.6 SL.1.1 SL.1.2 SL.1.6	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Celebrate the Flag"  Genre: Nonfiction  Strategy: Reread	<u>SHORT TEXT</u> Time for Kids: Share the Harvest and Give Thanks (680)  Genre: Nonfiction  Strategy: Reread  Skill: Author's Purpose	Strategy: Reread  Skill: Author's Purpose  <u>MAIN SELECTION</u> Title: Time for Kids: Happy Birthday, U.S.A.! (580)  Genre: Nonfiction  <u>PAIRED SELECTION</u> Title: "A Young Nation Grows" (390)  Genre: Nonfiction  Text Feature: Map	Strategy: Reread  Skill: Author's Purpose  <u>MAIN SELECTIONS</u> Genre: Nonfiction A: It's Labor Day!/ "Four Voyages" (440) O: It's Labor Day!/ "Four Voyages" (620) E: It's Labor Day!/ "Four Voyages" (360) B: It's Labor Day!/ "Four Voyages" (660)	Literature Anthology: Purpose, Organization
L.1.4c L.4.5a	VOCABULARY	Vocabulary Words: Vocabulary Words: nation, unite Additional Academic Vocabulary: holiday, origins, phrasing Vocabulary Strategy: Metaphors High Frequency Words: favorite, few, gone, surprise, wonder, young Oral Vocabulary: <i>pride, display, design, purpose, represent</i>			
L.1.2d RF.1.2b RF.1.3b RF.1.3e RF.1.3g	PHONICS/SPELLING	Phonemic Awareness: Phoneme Reversal/ Blending/ Deletion/Addition, Syllable Deletion/Addition  Phonics/ Spelling Skill: r-controlled vowels air, are, ear  Structural Analysis: r-controlled vowel syllables			
RF.1.4b	FLUENCY	Appropriate Phrasing			ASSESSMENTS  Weekly Formative Assessments
W.1.2 W.1.5 W.1.6	WRITING	Writing Trait: Ideas: Main Idea and Details ( Writing Product: Report Write About Reading: Analyze Author's Purpose			
L.1.1 L.1.2	GRAMMAR	Grammar Skill: Adverbs That Tell How Mechanics: Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.)			
RI.1.9 W.1.7	Research	Weekly: What can we learn about national holidays in other countries? Unit Level: Research Skill: Using Key Words Unit Project: Self-select and develop from weekly research projects.			PLC Focus

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Together We Can! — How does teamwork help us?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION:		4/20/20-5/29/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	FLUENCY	Reader's Theater: That Goat Has Got to Go	Using Assessment Results Tested skills:	
RI.1.5 W.1.1	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: This Land Is Our Land	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
W.1.6 W.1.7	RESEARCH AND INQUIRY	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
	WRITING	Presentations	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		Instructional strategy(ies)/activity(ies):	