

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: At School		ESSENTIAL QUESTION: What do you do at your school?		
UCS	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 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>INTERIM WINDOW:</b>
W.1.7	<b>Research</b>	<b>Weekly:</b> What kinds of activities do we do at school?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Where I Live		ESSENTIAL QUESTION: What is it like where you live?		
UCS	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>Title: Alicia's Happy Day</p> <p>Genre: Realistic Fiction</p> <p>Strategy: Visualize</p> <p>Concepts of Print: Book Handling</p> <p><b>READ ALOUD</b></p> <p>Title: "City Mouse and Country Mouse"</p> <p>Genre: Fable</p> <p>Strategy: Visualize</p>	<p><b>SHORT TEXT</b></p> <p>Six Kids (250)</p> <p>Genre: Fantasy</p> <p>Strategy: Visualize</p> <p>Skill: Key Details</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p><b>MAIN SELECTION</b></p> <p>Title: Go, Pip! (30)</p> <p>Genre: Fantasy</p> <p><b>PAIRED SELECTION</b></p> <p>Title: "I Live Here"</p> <p>Genre: Nonfiction</p> <p>Text Feature: Bold print</p>	<p>Strategy: Visualize</p> <p>Skill: Key Details</p> <p><b>MAIN SELECTIONS</b> Genre: Fantasy</p> <p>A: What Can We See?/"My Home" (BR)</p> <p>O: A Trip to the City/"Where I Live" (30)</p> <p>E: A Trip to the City/"Where I Live" (BR)</p> <p>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 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>INTERIM WINDOW:</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>			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Concept: Our Pets		ESSENTIAL QUESTION: What makes a pet special?		
UCS	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> <b>Title:</b> Cool Dog, School Dog  <b>Genre:</b> Fiction  <b>Strategy:</b> Visualize  <b>Concepts of Print:</b> Track Print and Return Sweep  <u>READ ALOUD</u> <b>Title:</b> "Our Pets"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> <b>Title:</b> A Pig for Cliff (210)  <b>Genre:</b> Fantasy  <b>Strategy:</b> Visualize  <b>Skill:</b> Key Details	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <u>MAIN SELECTION</u> <b>Title:</b> Flip (30)  <b>Genre:</b> Fantasy  <u>PAIRED SELECTION</u>  <b>Title:</b> "What Pets Need" (370)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Labels	<b>Strategy:</b> Visualize  <b>Skill:</b> Key Details  <u>MAIN SELECTIONS</u> <b>Genre:</b> Fantasy  <b>A:</b> Mouse's Moon Party/"A Mouse in the House" (120) <b>O:</b> Pet Show/"Love That Llama!" (200) <b>E:</b> Pet Show/"Love That Llama!" (20) <b>B:</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>	<b>Vocabulary Words:</b> <b>Additional Domain Words:</b> living things, need, cares <b>Additional Academic Vocabulary:</b> consonant, label, publish <b>High Frequency Words:</b> <i>be, come, good, pull</i> <b>Oral Vocabulary:</b> <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>	<b>Phonemic Awareness:</b> Contrast Vowel Sounds, Phoneme Blending/Substitution/Segmentation <b>Phonics/Spelling Skill:</b> beginning consonant blends: l-blends Consonants reviewed throughout Unit 1 <b>Structural Analysis:</b> -s (plural nouns)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing		<b>ASSESSMENTS</b>	
L.1.1 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Describing Details <b>Writing Product:</b> Descriptive Sentences About an Animal <b>Write About Reading:</b> Analyze Key Details		Weekly Assessments	
L.1.2 L.1.2b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Statements <b>Mechanics:</b> Capitalization and Punctuation (periods)		<b>INTERIM WINDOW:</b>	
W.1.7	<b>Research</b>	<b>Weekly:</b> What are the ways to care for pets?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

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

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Getting to Know Us — What makes you special?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEKLY CONCEPT: Let's Move		ESSENTIAL QUESTION: How does your body move?		
UCS	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	<u>LITERATURE BIG BOOK</u>  Title: Move!  Genre: Nonfiction  Strategy: Ask and Answer Questions  Concepts of Print: Special Text Treatments  <u>READ ALOUD</u> Title: "Rabbit and Coyote Race"  Genre: Folktale  Strategy: Ask and Answer Questions	<u>SHORT TEXT</u> Move and Grin! (350)  Genre: Nonfiction  Strategy: Ask and Answer Questions  Skill: Key Details	Strategy: Ask and Answer Questions  Skill: Key Details  <u>MAIN SELECTION</u> Title: Move It! (60)  Genre: Nonfiction  <u>PAIRED SELECTION</u>  Title: "Using Diagrams" (440)  Genre: Nonfiction  Text Feature: Diagram	Strategy: Ask and Answer Questions  Skill: Key Details  <u>MAIN SELECTIONS</u>  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)	<u>LITERATURE BIG BOOKS</u> Purpose, Vocabulary
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words: Additional Academic Vocabulary:</b> diagram, first, last, next <b>High Frequency Words:</b> <i>jump, move, run, two</i> <b>Oral Vocabulary:</b> <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>	<b>Phonemic Awareness:</b> Phoneme Categorization/Segmentation/Deletion/Blending <b>Phonics/Spelling Skill:</b> Beginning consonant blends: r-blends; s-blends Consonants reviewed throughout Unit 1 <b>Structural Analysis:</b> possessives			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>ASSESSMENTS</b>  Weekly Assessments		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Order of Events <b>Writing Product:</b> Personal Narrative <b>Write About Reading:</b> Analyze Key Details			
L.1.2b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Writing Sentences <b>Mechanics:</b> Capitalization and Punctuation (periods, question and exclamation marks)			
W.1.7	<b>Research</b>	<b>Weekly:</b> How does the human body move? <b>Unit Level:</b> Research <b>Skill:</b> Selecting a Topic <b>Unit Project:</b> Self-select and develop from weekly research projects.			<b>INTERIM WINDOW:</b>

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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?		INTERIM WINDOW:	
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	<b>FLUENCY</b>	Reader's Theater: Look At Me Now	Using Assessment Results Tested skills:	
RI.1.5 W.1.6	<b>COMPREHENSION</b>	<i>TIME FOR KIDS</i> /Reading Digitally: World Games	<b>RETEACH</b> Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.1.5 W.1.7	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  <b>Science/Social Studies Connection</b>	Instructional strategy(ies)/activity(ies):	
	<b>WRITING</b>	<b>Presentations</b>	<b>RETEACH</b> Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	<b>EXTEND LEARNING</b> 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:	
WEEK 1	WEEKLY CONCEPT: Jobs Around Town		ESSENTIAL QUESTION: What jobs need to be done in a community?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>L.1.3</b> <b>RF.1.1</b> <b>RI.1.7</b> <b>RI.1.9</b> <b>RL.1.2</b> <b>SL.1.1b</b> <b>SL.1.2</b>	<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  <u><b>READ ALOUD</b></u> <b>Title:</b> "Jobs Around Town"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Make and Confirm Predictions	<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	<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  <u><b>PAIRED SELECTION Title:</b></u> "Firefighters at Work" (290)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Labels	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <u><b>MAIN SELECTIONS</b></u> <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)	<b>LITERATURE BIG BOOKS</b> Sentence Structure, Organization
<b>L.1.4</b>	<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>again, help, new, there, use</i> <b>Oral Vocabulary:</b> <i>occupation, community, equipment, fortunately, astonishing</i>			
<b>L.1.2d</b> <b>L.1.2e</b> <b>RF.1.2b</b> <b>RF.1.2c</b> <b>RF.1.3b</b> <b>RF.1.3f</b> <b>RF.1.3g</b>	<b>PHONICS</b>	<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)			
<b>RF.1.4b</b>	<b>FLUENCY</b>	Intonation			
<b>W.1.5</b> <b>W.1.6</b>	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Focus on an Idea <b>Writing Product:</b> Story <b>Write About Reading:</b> Analyze Character, Setting, Events			
<b>L.1.1b</b> <b>L.1.2c</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Nouns <b>Mechanics:</b> Commas in a Series			<b>INTERIM WINDOW:</b>
<b>W.1.7</b>	<b>Research</b>	<b>Weekly:</b> What can we learn about jobs that help the community?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Buildings All Around		ESSENTIAL QUESTION: What buildings do you know? What are they made of?		
UCS	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	<u>LITERATURE BIG BOOK</u> <b>Title:</b> The 3 Little Dassies  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Quotations  <u>READ ALOUD</u> <b>Title:</b> "The Three Little Pigs"  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<u>SHORT TEXT</u> Cubs in a Hut (390)  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <u>MAIN SELECTION</u> <b>Title:</b> The Pigs, the Wolf, and the Mud (320)  <b>Genre:</b> Fantasy  <u>PAIRED SELECTION</u> <b>Title:</b> "Homes Around the World" (330)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Captions	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Character, Setting, Events  <u>MAIN SELECTIONS</u> <b>Genre:</b> Fantasy  <b>A:</b> What a Nest!/ "Stone Castles" (170) <b>O:</b> Staying Afloat/"A Day on a Houseboat" (150) <b>E:</b> Staying Afloat/"A Day on a Houseboat" (10) <b>B:</b> City Armadillo, Country Armadillo/"City or Country?" (330)	<u>LITERATURE BIG BOOKS</u> Vocabulary
L.1.4	<b>VOCABULARY</b>	<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>			
L.1.2d RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Identity/Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> short u <b>Structural Analysis:</b> contractions with 's			
RF.1.4b	<b>FLUENCY</b>	Expression	<b>ASSESSMENTS</b>  Weekly Assessments		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Beginning, Middle, End <b>Writing Product:</b> Story <b>Write About Reading:</b> Analyze Character, Setting, Events			
L.1.1b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Singular and Plural Nouns <b>Mechanics:</b> Adding -s and -es to form plural nouns			<b>INTERIM WINDOW:</b>
W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about the buildings in our community? What are they made of?			



## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Our Community — What makes a community?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: A Community in Nature		ESSENTIAL QUESTION: Where do animals live together?		
UCS	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	<u>LITERATURE BIG BOOK</u> <b>Title:</b> Babies in the Bayou  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Distinguish Sentences  <u>READ ALOUD</u> <b>Title:</b> "Animals in the Desert"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<u>SHORT TEXT</u> <b>Title:</b> The Best Spot (160)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details	<b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <u>MAIN SELECTION</u> <b>Title:</b> At a Pond (190)  <b>Genre:</b> Nonfiction  <u>PAIRED SELECTION</u>  <b>Title:</b> "Way Down Deep" (NP)  <b>Genre:</b> Poetry	<b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <u>MAIN SELECTIONS</u> <b>Genre:</b> Nonfiction  <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)	<u>LITERATURE BIG BOOKS</u> Purpose, Organization
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Additional Domain Word: poem <b>Additional Academic Vocabulary:</b> draft, repetition, rhythm <b>High Frequency Words:</b> <i>eat, no, of, under, who</i> <b>Oral Vocabulary:</b> <i>habitat, depend, hibernate, tranquil, tolerate</i>			
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>	<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			
RF.1.3b RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>ASSESSMENTS</b>		
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	<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	Weekly Assessments		
L.1.1b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Possessive Nouns <b>Mechanics:</b> Apostrophe with Possessive Nouns	<b>INTERIM WINDOW:</b>		
W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about a habitat? What kinds of creatures live there?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

<b>UNIT 2</b>	<b>BIG IDEA: Our Community — What makes a community?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 4</b>	<b>WEEKLY CONCEPT: Let's Help</b>		<b>ESSENTIAL QUESTION: How do people help out in the community?</b>		
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</b>	<b>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RF.1.1 RI.1.5 RI.1.9 RL.1.3 SL.1.1c SL.1.2	<u><b>LITERATURE BIG BOOK</b></u>  <b>Title:</b> The Story of Martin Luther King Jr.  <b>Genre:</b> Nonfiction/ Biography  <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Special Text Treatments  <u><b>READ ALOUD</b></u> <b>Title:</b> "Luis's Library"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<u><b>SHORT TEXT</b></u> Thump Thump Helps Out (510)  <b>Genre:</b> Fantasy  <b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Events  <u><b>MAIN SELECTION</b></u> <b>Title:</b> Nell's Books (200)  <b>Genre:</b> Fantasy  <u><b>PAIRED SELECTION</b></u>  <b>Title:</b> "Kids Can Help!" (350)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> List	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Events  <u><b>MAIN SELECTIONS</b></u> <b>Genre:</b> Fantasy  <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)	<u><b>LITERATURE BIG BOOKS</b></u> Genre, Prior Knowledge
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Additional Domain Words: neighborhood , garden, recycle <b>Additional Academic Vocabulary:</b> highlight, imaginary, stress <b>High Frequency Words:</b> <i>all, call, day, her, want</i> <b>Oral Vocabulary:</b> <i>leadership, admire, enjoy, rely, connections</i>			
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>	<b>Phonemic Awareness:</b> Phoneme Isolation/ Categorization/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> consonant digraphs th, sh, -ng <b>Structural Analysis:</b> closed syllables			
RF.1.4b	<b>FLUENCY</b>	Intonation	<b>ASSESSMENTS</b>  Weekly Assessments		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Beginning, Middle, End <b>Writing Product:</b> Story <b>Write About Reading:</b> Analyze Character, Setting, Events			
L.1.1b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Common and Proper Nouns <b>Mechanics:</b> Capitalize Proper Nouns (people, pets, places, and things)			<b>INTERIM WINDOW:</b>
W.1.7	<b>Research</b>	<b>Weekly:</b> How can we make our classroom a better place?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

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

## GRADE 1 LANGUAGE ARTS PACING GUIDE

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

## GRADE 1 LANGUAGE ARTS PACING GUIDE

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

## GRADE 1 LANGUAGE ARTS PACING GUIDE

<b>UNIT 3</b>	<b>BIG IDEA: Changes Over Time — What can happen over time?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 2</b>	<b>WEEKLY CONCEPT: Watch It Grow!</b>		<b>ESSENTIAL QUESTION: How do plants change as they grow?</b>		
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</b>	<b>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RF.1.1a RI.1.5 RL.1.2 RL.1.3 RL.1.6 SL.1.1b SL.1.2	<b>LITERATURE BIG BOOK</b> <b>Title:</b> Mystery Vine  <b>Genre:</b> Informational Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Punctuation Within Sentences  <b>READ ALOUD</b> <b>Title:</b> "The Great Big, Gigantic Turnip"  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<b>SHORT TEXT</b> Time to Plant!  <b>Genre:</b> Drama  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Sequence	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Sequence  <b>MAIN SELECTION</b> <b>Title:</b> The Big Yucca Plant  <b>Genre:</b> Play  <b>PAIRED SELECTION</b> <b>Title:</b> "How Plants Grow" (400) <b>Genre:</b> Nonfiction <b>Text Feature:</b> Diagram	<b>Strategy:</b> Make and Confirm Predictions <b>Skill:</b> Plot: Sequence <b>MAIN SELECTIONS Genre:</b> Play <b>A:</b> Corn Fun/"Ear of Corn"(NP) <b>O:</b> Yum, Strawberries!/ "Strawberry Plant" <b>E:</b> Yum, Strawberries!/ "Strawberry Plant" <b>B:</b> A Tree's Life/"Inside Trees"	<b>LITERATURE BIG BOOKS</b> Prior knowledge, Vocabulary
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Additional Domain Words: 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>			
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>	<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)			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing			<b>ASSESSMENTS</b>
W.1.1 W.1.6	<b>WRITING</b>	<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			Weekly Assessments
L.1.1e	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Present-Tense Verbs <b>Mechanics:</b> Capitalize and Underline <b>Titles</b> of Plays			<b>INTERIM WINDOW:</b>
RL.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> How do plants change as they grow?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Changes Over Time — What can happen over time?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Tales Over Time	ESSENTIAL QUESTION: What is a folktale?			
UCS	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 RL2.4 SL.1.1a SL.1.2	<b>LITERATURE BIG BOOK</b> <b>Title:</b> Interrupting Chicken  <b>Genre:</b> Fiction  <b>Strategy:</b> Make and Confirm Predictions  <b>Concepts of Print:</b> Quotation Marks/ Text Styles  <b>READ ALOUD</b> <b>Title:</b> "The Foolish, Timid Rabbit"  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<b>SHORT TEXT</b> The Nice Mitten (460)  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect Main Selection  <b>Title:</b> The Gingerbread Man (320)  <b>Genre:</b> Folktale  <b>PAIRED SELECTION</b> <b>Title:</b> "Mother Goose Rhymes"  <b>Genre:</b> Rhyme	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect  <b>MAIN SELECTIONS</b> <b>Genre:</b> Folktale  <b>A:</b> How Coquí Got Her Voice/"El Coquí/The Coquí" (300) <b>O:</b> The Magic Paintbrush/"Make New Friends" (230) <b>E:</b> The Magic Paintbrush/"Wanted: A Friend" (240) <b>B:</b> The Storytelling Stone/"Family Stories" (460)	<b>LITERATURE BIG BOOKS</b> Organization, Connection of Ideas
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words: Additional Domain Words:</b> poem <b>Additional Academic Vocabulary:</b> element, puppet, style <b>High Frequency Words:</b> <i>any, from, happy, once, so, upon</i> <b>Oral Vocabulary:</b> <i>tale, hero, timid, foolish, eventually</i>			
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>	<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)			
RF.1.4b	<b>FLUENCY</b>	Expression	<b>ASSESSMENTS</b>  Weekly Assessments		
W.1.5	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Use Strong Verbs <b>Writing Product:</b> Poem <b>Write About Reading:</b> Analyze Plot: Cause and Effect			
L.1.1e	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Past- and Future- Tense Verbs <b>Mechanics:</b> Commas in Series			<b>INTERIM WINDOW:</b>
RL.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about folktales?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

<b>UNIT 3</b>	<b>BIG IDEA: Changes Over Time — What can happen over time?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 4</b>	<b>WEEKLY CONCEPT: Now and Then</b>		<b>ESSENTIAL QUESTION: How is life different than it was long ago?</b>		
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</b>	<b>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RI.1.1 RI.1.7 RL.1.2 SL.1.1 SL.1.1a SL.1.2	<u><b>LITERATURE BIG BOOK</b></u> <b>Title:</b> The Last Train  <b>Genre:</b> Fiction  <b>Strategy:</b> Reread <b>Concepts of Print:</b> Reading Sentences Across Pages  <u><b>READ ALOUD</b></u> <b>Title:</b> "Pioneers"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<u><b>SHORT TEXT</b></u> Life at Home (490)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Compare and Contrast	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Compare and Contrast  <u><b>MAIN SELECTION</b></u> <b>Title:</b> Long Ago and Now (480)  <b>Genre:</b> Nonfiction  <u><b>PAIRED SELECTION</b></u> <b>Title:</b> "From Horse to Plane" (370)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Captions	<b>Strategy:</b> Reread <b>Skill:</b> Connections Within Text: Compare and Contrast <u><b>MAIN SELECTIONS</b></u> <b>Genre:</b> Nonfiction <b>A:</b> Schools Then and Now/"School Days" (170) <b>O:</b> Schools Then and Now/"School Days" (220) <b>E:</b> Schools Then and Now/"School Days"(270) <b>B:</b> Schools Then and Now/"School Days" (380)	<u><b>LITERATURE BIG BOOKS</b></u> 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 Assessments  <b>INTERIM WINDOW:</b>		
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:	
WEEK 5	WEEKLY CONCEPT: From Farm to Table	ESSENTIAL QUESTION: How do we get our food?			
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RF.1.1</b> <b>RI.1.2</b> <b>RI.1.3</b> <b>RI.1.5</b> <b>SL.1.1a</b> <b>SL.1.2</b>	<u>LITERATURE BIG BOOK</u>  <b>Title:</b> Where Does Food Come From?  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Concepts of Print:</b> Special Text Treatments  <u>READ ALOUD</u> <b>Title:</b> "The Little Red Hen"  <b>Genre:</b> Folktale  <b>Strategy:</b> Reread	<u>SHORT TEXT</u> A Look at Breakfast (340)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Sequence	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Sequence  <u>MAIN SELECTION</u> <b>Title:</b> From Cows to You (550)  <b>Genre:</b> Nonfiction  <u>PAIRED SELECTION</u> <b>Title:</b> "A Food Chart" (410)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Chart	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within Text: Sequence  <u>MAIN SELECTIONS</u> <b>Genre:</b> Nonfiction <b>A:</b> Apples from Farm to Table/"A Dairy Treat" (330) <b>O:</b> Apples from Farm to Table/"A Dairy Treat" (550) <b>E:</b> Apples from Farm to Table/"A Dairy Treat" (430) <b>B:</b> Apples from Farm to Table/"A Dairy Treat" (580)	<u>LITERATURE BIG BOOKS</u> Purpose, Genre
<b>L.1.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> <b>Additional Academic Vocabulary:</b> advantages and disadvantages, process, product <b>High Frequency Words:</b> <i>after, buy, done, every, soon, work</i> <b>Oral Vocabulary:</b> <i>delicious, nutritious, responsibility, enormous, delighted</i>			
<b>L.1.2d</b> <b>RF.1.2b</b> <b>RF.1.2c</b> <b>RF.1.2d</b> <b>RF.1.3b</b> <b>RF.1.3f</b> <b>RF.1.3g</b>	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Segmentation/ Blending/ Deletion <b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: oo, u <b>Structural Analysis:</b> inflectional endings -ed and -ing (double final consonant)			
<b>RF.1.4b</b>	<b>FLUENCY</b>	Intonation	<b>ASSESSMENTS</b>		
<b>W.1.1</b> <b>W.1.5</b> <b>W.1.6</b>	<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: Sequence		Weekly Assessments	
<b>L.1.2</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Contractions with Not <b>Mechanics:</b> Apostrophes in Contractions		<b>INTERIM WINDOW:</b>	
<b>RI.1.8</b> <b>RI.1.9</b> <b>W.1.7</b>	<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: Sequence			

## 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?		INTERIM WINDOW:	
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	<b>FLUENCY</b>	Reader's Theater: Shadow Dance	Using Assessment Results Tested skills:	
RI.1.5 W.1.8	<b>COMPREHENSION</b>	<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	<b>RESEARCH AND INQUIRY</b>	Research skill Seasons Bring Change  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
	<b>WRITING</b>	Presentations	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	<b>EXTEND LEARNING</b> 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:	
WEEK 1	WEEKLY CONCEPT: Animal Features		ESSENTIAL QUESTION: How do animals' bodies help them?		
UCS	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 Genre: Folktale</b> <b>A:</b> The King of the Animals/"Lions and Elephants" (350) <b>O:</b> Fly to the Rescue!/ "Animal Traits" (290) <b>E:</b> Fly to the Rescue!/ "Animal Traits" (270) <b>B:</b> Hummingbird's Wings/"What Is a Hummingbird?" (520)	<b>Literature Anthology:</b> Prior Knowledge
L.1.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> special, splendid <b>Additional Domain Words:</b> mammal, bird, hunt <b>Additional Academic Vocabulary:</b> image, traditions, unusual <b>Vocabulary Strategy:</b> Use a Dictionary <b>High Frequency Words:</b> <i>about, animal, carry, eight, give, our</i> <b>Oral Vocabulary:</b> <i>feature, appearance, determined, predicament, relief</i>			
L.1.2d L.1.2e L2.4e RF.1.2b RF.1.2c RF.1.3b RF.1.3c RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Rhyme, Phoneme Categorization/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> long a: a, ai, ay <b>Structural Analysis:</b> alphabetical order (two letters)			
RF.1.4b	<b>FLUENCY</b>	Intonation			<b>ASSESSMENTS</b>  Weekly Assessments
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Figurative Language <b>Writing Product:</b> Story <b>Write About Reading:</b> Analyze Plot: Sequence			
L.1.1c L.1.1e	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Was and Were <b>Mechanics:</b> Apostrophe with Contractions			
RL.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about animal features?			<b>INTERIM WINDOW:</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:	
WEEK 2	WEEKLY CONCEPT: Animals Together		ESSENTIAL QUESTION: How do animals help each other?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RI.1.2</b> <b>RI.2.5</b> <b>SL.1.1</b> <b>SL.1.1a</b> <b>SL.1.2</b>	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> <b>Title:</b> "Animals Working Together"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions	<u>SHORT TEXT</u> A Team of Fish (340)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <u>MAIN SELECTION</u> <b>Title:</b> Animal Teams  <b>Genre:</b> Nonfiction (480)  <b>Text Feature:</b> Captions  <u>PAIRED SELECTION</u> <b>Title:</b> "Busy As a Bee"  <b>Genre:</b> Nonfiction (500)  <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <u>MAIN SELECTIONS</u> <b>Genre:</b> Nonfiction <b>A:</b> Penguins All Around/"Animals Work Together!" (340) <b>O:</b> Penguins All Around/"Animals Work Together!" (450) <b>E:</b> Penguins All Around/"Animals Work Together!" (340) <b>B:</b> Penguins All Around/"Animals Work Together!" (610)	<b>Literature Anthology:</b> Purpose, Connection of Ideas
<b>L.1.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> partner, danger <b>Additional Domain Words:</b> worker, honey, queen <b>Additional Academic Vocabulary:</b> accomplish, cooperate, investigate, logical order <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues <b>High Frequency Words:</b> <i>because, blue, into, or, other, small</i> <b>Oral Vocabulary:</b> <i>behavior, beneficial, dominant, instinct, endangered</i>			
<b>L.1.2d</b> <b>RF.1.2c</b> <b>RF.1.2d</b> <b>RF.1.3b</b> <b>RF.1.3c</b> <b>RF.1.3g</b>	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Identity/ Segmentation, Rhyme, Phoneme Blending Phonics/ <b>Spelling Skill:</b> long e: e, ee, ea, ie <b>Structural Analysis:</b> prefixes re-, un-, pre-			
<b>RF.1.4b</b>	<b>FLUENCY</b>	Appropriate Phrasing		<b>ASSESSMENTS</b>	
<b>W.1.2</b> <b>W.1.5</b> <b>W.1.6</b>	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Introduce the Topic <b>Writing Product:</b> Report <b>Write About Reading:</b> Analyze Main Idea and Key Details		Weekly Assessments	
<b>L.1.2b</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Has and Have <b>Mechanics:</b> Capitalization and End Punctuation		<b>INTERIM WINDOW:</b>	
<b>RI.1.9</b> <b>W.1.7</b>	<b>Research</b>	<b>Weekly:</b> 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:	
WEEK 3	WEEKLY CONCEPT: In the Wild		ESSENTIAL QUESTION: How do animals survive in nature?		
UCS	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	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Animals in Winter"  Genre: Nonfiction  Strategy: Ask and Answer Questions	<u>SHORT TEXT</u> 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  <u>MAIN SELECTION</u> Title: Vulture View(70)  Genre: Nonfiction  Text Feature: Illustrations/ Photographs  <u>PAIRED SELECTION</u> Title: "When It's Snowing"  Genre: Poetry (Non-Prose)	Strategy: Ask and Answer Questions  Skill: Main Idea and Key Details  <u>MAIN SELECTIONS</u> Genre: Nonfiction <b>A:</b> Go, Gator!/"Ducklings" (320) <b>O:</b> Go, Gator!/"Ducklings" (510) <b>E:</b> Go, Gator!/"Ducklings" (270) <b>B:</b> Go, Gator!/"Ducklings" (590)	<b>Literature Anthology:</b> Organization, Sentence Structure
L.1.5b	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> search, seek <b>Additional Domain Words:</b> poem <b>Additional Academic Vocabulary:</b> diorama, experience, scene, survive <b>Vocabulary Strategy:</b> Word Categories <b>High Frequency Words:</b> <i>find, food, more, over, start, warm</i> <b>Oral Vocabulary:</b> <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>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Blending, Contrast Sounds, Phoneme Segmentation <b>Phonics/ Spelling Skill:</b> long <b>O:</b> o, oa, ow, oe <b>Structural Analysis:</b> open syllables			
RF.1.4b	<b>FLUENCY</b>	Expression			<b>ASSESSMENTS</b>
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Write a Concluding Sentence <b>Writing Product:</b> Report <b>Write About Reading:</b> Analyze Main Idea and Key Details			Weekly Assessments
L.1.1e L.1.2a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Go and Do <b>Mechanics:</b> Capitalize Proper Nouns			<b>INTERIM WINDOW:</b>
RI.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> How do animals survive in their habitats?			

## 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 4	WEEKLY CONCEPT: Insects!		ESSENTIAL QUESTION: What insects do you know about? How are they alike and different?		
UCS	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 <b>A:</b> Where Is My Home?/ "Wings" (170) <b>O:</b> The Hat/"Let's Look at Insects!" (290) <b>E:</b> The Hat/"Let's Look at Insects!" (230) <b>B:</b> Come One, Come All/"Compare Insects" (330)	Literature Anthology: Organization
L.1.4a	VOCABULARY	<b>Vocabulary Words:</b> beautiful, fancy <b>Additional Domain Words:</b> body, protects, senses <b>Additional Academic Words:</b> alike, edit, narrator <b>Vocabulary Strategy:</b> Context Clues: Sentence Clues <b>High Frequency Words:</b> <i>caught, flew, know, laugh, listen, were</i> <b>Oral Vocabulary:</b> <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	<b>Phonemic Awareness:</b> Phoneme Categorization/ Identity/ Segmentation/ Substitution <b>Phonics/ Spelling Skill:</b> long i: i, y, igh, ie <b>Structural Analysis:</b> inflectional endings (change y to i)			
RF.1.4b	FLUENCY	Appropriate Phrasing		ASSESSMENTS	
W.1.1 W.1.5 W.1.6	WRITING	<b>Writing Trait:</b> Organization: Write a Concluding Statement <b>Writing Product:</b> Opinion about a Story <b>Write About Reading:</b> Analyze Point of View		Weekly Assessments	
L.1.1e	GRAMMAR	<b>Grammar Skill:</b> See and Saw <b>Mechanics:</b> Underline <b>Titles</b> of Books		INTERIM WINDOW:	
RI.1.9 W.1.7	Research	<b>Weekly:</b> What can we learn about insects?			

## 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 5		WEEKLY CONCEPT: Working with Animals		ESSENTIAL QUESTION: How do people work with animals?		
UCS	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	<b>LITERATURE BIG BOOK</b>  <b>READ ALOUD</b> Title: "Ming's Teacher"  Genre: Folktale  Strategy: Visualize	<b>SHORT TEXT</b> 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  <b>MAIN SELECTION</b> Title: Time for Kids: Koko and Penny  Genre: Nonfiction(370)  <b>PAIRED SELECTION</b> Title: "Saving Mountain Gorillas"  Genre: Nonfiction(450)  Text Feature: Captions	Strategy: Visualize  Skill: Connections Within Text: Sequence  <b>MAIN SELECTIONS</b> Genre: Nonfiction <b>A:</b> Teach a Dog!/ "Working with Dolphins" (270) <b>O:</b> Teach a Dog!/ "Working with Dolphins" (330) <b>E:</b> Teach a Dog!/ "Working with Dolphins" (220) <b>B:</b> Teach a Dog!/ "Working with Dolphins" (440)	<b>Literature Anthology:</b> Organization, Genre	
L.1.4c L.1.5c	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Vocabulary Words: clever, signal <b>Additional Academic Words:</b> graphic organizer, guide dog, series, tasks <b>Vocabulary Strategy:</b> Root Words <b>High Frequency Words:</b> <i>found, hard, near, woman, would, write</i> <b>Oral Vocabulary:</b> <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>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Deletion/ Blending/ Addition <b>Phonics/ Spelling Skill:</b> long e: y, ey <b>Structural Analysis:</b> compound words				
RF.1.4b	<b>FLUENCY</b>	Intonation			<b>ASSESSMENTS</b>  Weekly Assessments	
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Words That Tell Order <b>Writing Product:</b> How-to Sentences <b>Write About Reading:</b> Analyze Connections Within Text: Sequence				
L.1.2c	<b>GRAMMAR</b>	Grammar <b>Skill:</b> Adverbs That Tell When <b>Mechanics:</b> Commas in a Series				
RI.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> How do people and animals work together? <b>Unit Level:</b> Research <b>Skill:</b> Asking Questions <b>Unit Project:</b> Self-select and develop from weekly research projects.			<b>INTERIM WINDOW:</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:	
WEEK 6	ESSENTIAL QUESTION: How does your body move?		INTERIM WINDOW:	
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	<b>FLUENCY</b>	Reader's Theater: Fooba Wooba John	Using Assessment Results <b>Tested skills:</b>	
RI.1.5	<b>COMPREHENSION</b>	<i>TIME FOR KIDS</i> /Reading Digitally: Teeth At Work	<b>RETEACH</b> <b>Skill/Strategy:</b>	<input type="checkbox"/> <b>Whole Group</b> <input type="checkbox"/> <b>Small Group</b> Students:
W.1.1 W.1.7 W.1.8	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  <b>Science/Social Studies Connection</b>	<b>Instructional strategy(ies)/activity(ies):</b>	
	<b>WRITING</b>	<b>Presentations</b>	<b>RETEACH</b> <b>Skill/Strategy:</b>	<input type="checkbox"/> <b>Whole Group</b> <input type="checkbox"/> <b>Small Group</b> Students:
	<b>EXTEND LEARNING</b> Level Up		<b>Instructional strategy(ies)/activity(ies):</b>	



## 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 1	WEEKLY CONCEPT: See It, Sort It		ESSENTIAL QUESTION: How can we classify and categorize things?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RI.1.7</b> <b>RL2.6</b> <b>SL.1.1</b> <b>SL.1.1c</b> <b>SL.1.2</b>	<b>LITERATURE BIG BOOK</b> <b>READ ALOUD</b>  <b>Title:</b> "Goldilocks" <b>Genre:</b> Folktales  <b>Strategy:</b> Make and Confirm Predictions	<b>SHORT TEXT</b> A Barn Full of Hats(320)  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Point of View	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> <b>Title:</b> A Lost Button (from Frog and Toad Are Friends) (340)  <b>Genre:</b> Fantasy  <b>PAIRED SELECTION</b> <b>Title:</b> "Sort It Out"  <b>Genre:</b> Nonfiction(210)  <b>Text Feature:</b> Photographs	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Point of View  <b>MAIN SELECTIONS Genre:</b> Fantasy <b>A:</b> Nuts for Winter/"Sort by Color!" (170) <b>O:</b> Dog Bones/"Sorting Balls" (360) <b>E:</b> Dog Bones/"Sorting Balls" (260) <b>B:</b> Spark's Toys/"Sorting Fruit" (390)	<b>Literature Anthology:</b> Organization, Connection of Ideas
<b>L.1.4a</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> trouble, whole <b>Additional Domain Words:</b> alike, different, sort <b>Additional Academic Words:</b> categorize, directions, errors, revision <b>Vocabulary Strategy:</b> Context Clues: Multiple Meanings <b>High Frequency Words:</b> <i>four, large, none, only, put, round</i> <b>Oral Vocabulary:</b> <i>distinguish, classify, organize, entire, startled</i>			
<b>L.1.2d</b> <b>L.1.2e</b> <b>RF.1.2b</b> <b>RF.1.2c</b> <b>RF.1.3b</b> <b>RF.1.3g</b>	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Contrast Sounds, Phoneme Categorization/ Blending/ Segmentation <b>Phonics/ Spelling Skill:</b> r-controlled vowel ar <b>Structural Analysis:</b> plurals (irregular)			
<b>RF.1.4b</b>	<b>FLUENCY</b>	Phrasing	<b>ASSESSMENTS</b>		
<b>W.1.2</b> <b>W.1.5</b> <b>W.1.6</b>	<b>WRITING</b>	<b>Writing Trait:</b> Sentence Fluency: Use Complete Sentences <b>Writing Product:</b> Directions to a Place <b>Write About Reading:</b> Analyze Point of View		Weekly Assessments	
<b>L.1.1g</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Words That Join <b>Mechanics:</b> Capitalize Proper Nouns (places)		<b>INTERIM WINDOW:</b>	
<b>RL.1.9</b> <b>W.1.7</b>	<b>Research</b>	<b>Weekly:</b> 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:	
WEEK 2	WEEKLY CONCEPT: Up in the Sky		ESSENTIAL QUESTION: What can you see in the sky?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RI.2.5</b> <b>RL.1.3</b> <b>SL.1.1</b> <b>SL.1.1a</b> <b>SL.1.2</b>	<u>LITERATURE BIG BOOK</u> <u>READ ALOUD</u>  <b>Title:</b> "Why the Sun and Moon Are in the Sky"  <b>Genre:</b> Folktale  <b>Strategy:</b> Make and Confirm Predictions	<u>SHORT TEXT</u> A Bird Named Fern(360)  <b>Genre:</b> Fantasy  <b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect  <u>MAIN SELECTION</u> <b>Title:</b> Kitten's First Full Moon (550)  <b>Genre:</b> Fantasy  <u>PAIRED SELECTION</u> <b>Title:</b> "The Moon"  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Captions (400)	<b>Strategy:</b> Make and Confirm Predictions  <b>Skill:</b> Plot: Cause and Effect  <u>MAIN SELECTIONS</u> <b>Genre:</b> Fantasy <b>A:</b> Little Blue's Dream/"Hello, Little Dipper!" (280) <b>O:</b> Hide and Seek/"Our Sun Is a Star!" (310) <b>E:</b> Hide and Seek/"Our Sun Is a Star!" (310) <b>B:</b> The Foxes Build a Home/"Sunrise and Sunset" (420)	<b>Literature Anthology:</b> Connection of Ideas, Sentence Structure
<b>L.1.4</b>	<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>			
<b>L.1.2d</b> <b>RF.1.2b</b> <b>RF.1.3b</b> <b>RF.1.3f</b> <b>RF.1.3g</b>	<b>PHONICS/SPELLING</b>	Phonological Awareness: Rhyme, Phoneme Substitution/ Blending/Deletion/Segmentation Phonics/ Spelling <b>Skill:</b> r-controlled vowels er, ir, ur, or <b>Structural Analysis:</b> inflectional ending -er			
<b>RF.1.4b</b>	<b>FLUENCY</b>	Intonation			<b>ASSESSMENTS</b>
<b>W.1.5</b> <b>W.1.6</b>	<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			Weekly Assessments
<b>L.1.1f</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adjectives <b>Mechanics:</b> Capitalization and End Marks			<b>INTERIM WINDOW:</b>
<b>RL.1.9</b> <b>W.1.7</b>	<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:	
WEEK 3	WEEKLY CONCEPT: Great Inventions		ESSENTIAL QUESTION: What inventions do you know about?		
UCS	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)	<b>Literature Anthology:</b> Genre, Purpose, Organization
L2.4b	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> idea, unusual <b>Additional Domain Words:</b> poem <b>Additional Academic Words:</b> alliteration, change, robot <b>Vocabulary Strategy:</b> Prefixes <b>High Frequency Words:</b> <i>began, better, guess, learn, right, sure</i> <b>Oral Vocabulary:</b> <i>curious, improve, complicated, imagine, device</i>			
L.1.2d RF.1.2b RF.1.2d RF.1.3b RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Substitution/ Blending/ Addition <b>Phonics/ Spelling Skill:</b> r-controlled vowels or, ore, oar <b>Structural Analysis:</b> abbreviations			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>ASSESSMENTS</b>  Weekly Assessments		
W.1.3 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Time-Order Words <b>Writing Product:</b> Personal Narrative <b>Write About Reading:</b> Analyze Connections Within Text: Problem and Solution			
L.1.1f	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adjectives That Compare (-er and -est) <b>Mechanics:</b> Capitalize Days, Months, and Holidays			
RI.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> What can we learn about an invention?			<b>INTERIM WINDOW:</b>

## 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 4	WEEKLY CONCEPT: Sounds All Around		ESSENTIAL QUESTION: What sounds can you hear? How are they made?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RI.1.7</b> <b>RL.1.3</b> <b>SL.1.1</b> <b>SL.1.1c</b> <b>SL.1.2</b>	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> <b>Title:</b> "The Squeaky Bed"  <b>Genre:</b> Folktales  <b>Strategy:</b> Ask and Answer Questions	<u>SHORT TEXT</u> Now, What's That Sound? (240)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Problem and Solution	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Problem and Solution  <u>MAIN SELECTION</u> <b>Title:</b> Whistle for Willie (520)  <b>Genre:</b> Realistic Fiction  <u>PAIRED SELECTION</u> <b>Title:</b> "Shake! Strike! Strum!" (290)  <b>Genre:</b> Nonfiction  <b>Text Feature:</b> Directions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Problem and Solution  <u>MAIN SELECTIONS</u> <b>Genre:</b> Realistic Fiction <b>A:</b> Thump, Jangle, Crash/"How to Make Maracas" (180) <b>O:</b> Down on the Farm/"How to Make a Rain Stick" (390) <b>E:</b> Down on the Farm/"How to Make a Rain Stick" (170) <b>B:</b> Going on a Bird Walk/"How to Make a Wind Chime" (420)	<b>Literature Anthology:</b> Organization, Sentence Structure
<b>L.1.4b</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> suddenly, scrambled <b>Additional Domain Words:</b> pitch, volume, instrument <b>Additional Academic Words:</b> emphasis, favorite, realistic, sound effect <b>Vocabulary Strategy:</b> Suffixes <b>High Frequency Words:</b> <i>color, early, instead, nothing, oh, thought</i> <b>Oral Vocabulary:</b> <i>volume, senses, squeaky, nervous, distract</i>			
<b>L.1.2d</b> <b>RF.1.2b</b> <b>RF.1.2c</b> <b>RF.1.3a</b> <b>RF.1.3b</b> <b>RF.1.3f</b>	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Substitution/ Isolation/ Blending <b>Phonics/ Spelling Skill:</b> diphthongs ou, ow <b>Structural Analysis:</b> comparative inflectional endings -er, est			
<b>RF.1.4b</b>	<b>FLUENCY</b>	Expression			<b>ASSESSMENTS</b>
<b>W.1.1</b> <b>W.1.5</b> <b>W.1.6</b>	<b>WRITING</b>	<b>Writing Trait:</b> Sentence Fluency: Use Complete Sentences <b>Writing Product:</b> Opinion About a Story <b>Write About Reading:</b> Analyze Plot: Problem and Solution			Weekly Assessments
<b>L.1.1h</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Using a, an, and the <b>Mechanics:</b> Capitalize/Underline Book Titles			<b>INTERIM WINDOW:</b>
<b>RL.1.9</b> <b>W.1.7</b>	<b>Research</b>	<b>Weekly:</b> 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:	
WEEK 5	WEEKLY CONCEPT: Concept: Build It!		ESSENTIAL QUESTION: How do things get built?		
UCS	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	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> <b>Title:</b> "The Sheep, the Pig, and the Goose Who Set Up House"  <b>Genre:</b> Folktale  <b>Strategy:</b> Ask and Answer Questions	<u>SHORT TEXT</u> Time for Kids: The Joy of a Ship (560)  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Cause and Effect  <b>Text Features:</b> Captions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Plot: Cause and Effect  <b>MAIN SELECTION</b> <b>Title:</b> Time for Kids: Building Bridges <b>Genre:</b> Nonfiction(550)  <u>PAIRED SELECTION</u> <b>Title:</b> "Small Joy" <b>Genre:</b> Nonfiction (490) <b>Text Feature:</b> Captions	<b>Strategy:</b> Ask and Answer Questions <b>Skill:</b> Plot: Cause and Effect <b>MAIN SELECTIONS Genre:</b> Nonfiction <b>A:</b> What Is a Yurt?/ "Treehouses"(430) <b>O:</b> What Is a Yurt?/ "Treehouses"(440) <b>E:</b> What Is a Yurt?/ "Treehouses"(390) <b>B:</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 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.			<b>INTERIM WINDOW:</b>

## 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?		INTERIM WINDOW:	
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.1.4a RF.1.4b RF.1.4c	<b>FLUENCY</b>	Reader's Theater: Supper With the Queen	Using Assessment Results Tested skills:	
RI.1.5 W.1.8	<b>COMPREHENSION</b>	<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	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  Science/Social Studies Connection	Instructional strategy(ies)/activity(ies):	
	<b>WRITING</b>	Presentations	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	<b>EXTEND LEARNING</b> 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:	
WEEK 1	WEEKLY CONCEPT: Taking Action		ESSENTIAL QUESTION: How can we work together to make our lives better?		
UCS	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 <b>A:</b> Two Hungry Elephants/"Dogs Helping People" (290) <b>O:</b> What a Feast!/ "Helpers Bring Food" (500) <b>E:</b> What a Feast!/ "Helpers Bring Food" (350) <b>B:</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 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>INTERIM WINDOW:</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:	
WEEK 2	WEEKLY CONCEPT: My Team		ESSENTIAL QUESTION: Who helps you?		
UCS	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>	<b>Vocabulary Words:</b> accept, often <b>Additional Domain Words:</b> poem <b>Additional Academic Vocabulary:</b> admire, interview, intonation <b>Vocabulary Strategy:</b> Antonyms <b>High Frequency Words:</b> <i>brother, father, friend, love, mother, picture</i> <b>Oral Vocabulary:</b> <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>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Reversal/Blending/Segmentation/ Substitution <b>Phonics/ Spelling Skill:</b> variant vowel spellings with digraphs: a, aw, au, augh, al <b>Structural Analysis:</b> vowel-team syllables			
RF.1.4b	<b>FLUENCY</b>	Intonation	<b>ASSESSMENTS</b>		
W.1.5	<b>WRITING</b>	<b>Writing Trait:</b> Voice: Use Your Own Voice <b>Writing Product:</b> Thank-You Note <b>Write About Reading:</b> Analyze Author's Purpose	Weekly Assessments		
L.1.1d L.1.2a RI.1.9 W.1.7	<b>GRAMMAR</b>  <b>Research</b>	<b>Grammar Skill:</b> Possessive Pronouns <b>Mechanics:</b> Capitalize Days, Months, and Holidays  <b>Weekly:</b> What are the different parts of a newspaper?	<b>INTERIM WINDOW:</b>		



## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Together We Can! — How does teamwork help us?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Weather Together		ESSENTIAL QUESTION: How can weather affect us?		
UCS	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	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> country, gathers <b>Additional Domain Words:</b> storm, damage, predict <b>Additional Academic Vocabulary:</b> affect, closing, tornado <b>Vocabulary Strategy:</b> Similes <b>High Frequency Words:</b> <i>been, children, month, question, their, year</i> <b>Oral Vocabulary:</b> <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	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Categorization/ Segmentation/ Substitution <b>Phonics/ Spelling Skill:</b> silent letters wr, kn, gn <b>Structural Analysis:</b> compound words			
RF.1.4b	<b>FLUENCY</b>	Intonation	<b>ASSESSMENTS</b>  Weekly Assessments		
W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Voice: Use Your Own Voice <b>Writing Product:</b> Letter <b>Write About Reading:</b> Analyze Plot: Cause and Effect			
L.1.1d L.1.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Special Pronouns (anyone, everyone, anything, everything, nothing) <b>Mechanics:</b> Commas in Dates and Letters		<b>INTERIM WINDOW:</b>	
RL.1.9 W.1.7	<b>Research</b>	<b>Weekly:</b> 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:	
WEEK 4	WEEKLY CONCEPT: Sharing Traditions		ESSENTIAL QUESTION: What traditions do you know about?		
UCS	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	<u>LITERATURE BIG BOOK</u>  <u>READ ALOUD</u> Title: "Let's Dance"  Genre: Nonfiction  Strategy: Visualize	<u>SHORT TEXT</u> A Spring Birthday (380)  Genre: Realistic Fiction  Strategy: Visualize  Skill: Theme	Strategy: Visualize  Skill: Theme  <u>MAIN SELECTION</u> Title: Lissy's Friends (460)  Genre: Realistic Fiction  <u>PAIRED SELECTION</u> Title: "Making Paper Shapes" (510)  Genre: Nonfiction  Text Feature: Directions	Strategy: Visualize  Skill: Theme  <u>MAIN SELECTIONS</u> Genre: Realistic Fiction <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)	<b>Literature Anthology:</b> Genre, Connection of Ideas
L.1.4 L.2.4d	<b>VOCABULARY</b>	<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>			
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>	<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			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>ASSESSMENTS</b>		
W.1.5	<b>WRITING</b>	<b>Writing Trait:</b> Sentence Fluency: Varying Sentence Types <b>Writing Product:</b> Letter <b>Write About Reading:</b> Analyze Theme		Weekly Assessments	
L.1.1d L.1.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> I and Me <b>Mechanics:</b> Commas in Dates and Letters		<b>INTERIM WINDOW:</b>	
W.1.7 RI.1.9	<b>Research</b>	<b>Weekly:</b> Why are traditions important?			

## GRADE 1 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: Together We Can! — How does teamwork help us?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEKLY CONCEPT: Celebrate America!	ESSENTIAL QUESTION: Why do we celebrate holidays?			
UCS	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 <b>A:</b> It's Labor Day!/ "Four Voyages" (440) <b>O:</b> It's Labor Day!/ "Four Voyages" (620) <b>E:</b> It's Labor Day!/ "Four Voyages" (360) <b>B:</b> It's Labor Day!/ "Four Voyages" (660)	Literature Anthology: Purpose, Organization
L.1.4c L.4.5a	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> Vocabulary Words: nation, unite <b>Additional Academic Vocabulary:</b> holiday, origins, phrasing <b>Vocabulary Strategy:</b> Metaphors <b>High Frequency Words:</b> favorite, few, gone, surprise, wonder, young <b>Oral Vocabulary:</b> <i>pride, display, design, purpose, represent</i>			
L.1.2d RF.1.2b RF.1.3b RF.1.3e RF.1.3g	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Reversal/ Blending/ Deletion/Addition, Syllable Deletion/Addition  <b>Phonics/ Spelling Skill:</b> r-controlled vowels air, are, ear  <b>Structural Analysis:</b> r-controlled vowel syllables			
RF.1.4b	<b>FLUENCY</b>	Appropriate Phrasing	<b>ASSESSMENTS</b>  Weekly Assessments		
W.1.2 W.1.5 W.1.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Main Idea and Details ( <b>Writing Product:</b> Report <b>Write About Reading:</b> Analyze Author's Purpose			
L.1.1 L.1.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adverbs That Tell How <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> What can we learn about national holidays in other countries? <b>Unit Level:</b> Research <b>Skill:</b> Using Key Words <b>Unit Project:</b> Self-select and develop from weekly research projects.			<b>INTERIM WINDOW:</b>

## GRADE 1 LANGUAGE ARTS PACING GUIDE

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