

# Jasper City Schools

## First Grade ELA Pacing Guide

### 2019-2020

- Thoughtful and effective planning throughout the school year is crucial for student mastery of standards.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year (e.g., explicit instruction, learning centers, project-based learning, IXL, etc.).

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><b><u>Literature:</u></b>  <b>RL.1.1</b>-Ask and answer questions about key details in a text.  <b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>RL.1.3</b>-Describe characters, settings, and major events in a story, using key details.  <b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  <b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  <b>RL.1.6</b> Identify who is telling the story at various points in a text.  <b>RL.1.7</b>-Use illustrations and details in a story to describe its characters, setting, or events.  <b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.  <b>RL.1.10</b>-With prompting and support, read prose and poetry of</p>	<p><b><u>Literature:</u></b>  <b>RL.1.1a</b>-Make predictions from text clues.  <b><u>Informational Text:</u></b>  <b>These standards are repeated from previous 9 weeks.</b>  <b><u>Foundational Skills:</u></b>  <b>RF.1.1a</b>-Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  <b>RF.1.2a</b>-Distinguish long from short vowel sounds in spoken single-syllable words.  <b>RF.1.3a</b>-Know the spelling-sound correspondences for common consonant digraphs.  <b>RF.1.3c</b>-Know final -e and common vowel team conventions for representing long vowel sounds.  <b><u>Writing:</u></b>  <b>W.1.1</b>-Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  <b>W.1.2</b>-Write informative or explanatory texts in which they name</p>	<p><b><u>Literature:</u></b>  <b>These standards are repeated from previous 9 weeks.</b>  <b><u>Informational Text:</u></b>  <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>RI.1.6</b>-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <b><u>Foundational Skills:</u></b>  <b>RF.1.3d</b> -Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  <b>RF.1.3e</b>-Decode two-syllable words following basic patterns by breaking the words into syllables.  <b>RF.1.4a</b> Read on-level text with purpose and understanding.  <b><u>Writing:</u></b>  <b>W.1.5</b>-With guidance and support from adults, focus on a topic, respond to questions and</p>	<p><b><u>Literature:</u></b>  <b>These standards are repeated from previous 9 weeks.</b>  <b><u>Informational Text:</u></b>  <b>These standards are repeated from previous 9 weeks.</b>  <b><u>Language:</u></b>  <b>L.1.1d</b>-Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).  <b>L.1.1f</b>-Use frequently occurring adjectives.  <b>L.1.1g</b>-Use frequently occurring conjunctions (e.g., and, but, or, so, because).  <b>L.1.1h</b>-Use determiners (e.g., articles, demonstratives).  <b>L.1.1i</b>-Use frequently occurring prepositions (e.g., during, beyond, toward).  <b>L.1.1j</b>-Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  <b>L.1.5a</b>-Sort words into</p>

<p>appropriate complexity for Grade 1.</p> <p><b><u>Informational Text:</u></b></p> <p><b>RI.1.1</b>-Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b>-Identify the main topic and retell key details of a text.</p> <p><b>RI.1.4</b>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b><u>Foundational Skills:</u></b></p> <p><b>RF.1.1</b>-Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.1.2</b>-Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.1.2b</b>-Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>RF.1.2c</b>-Isolate and pronounce initial, medial vowel, and final</p>	<p>a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b>-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b><u>Speaking and Listening:</u></b></p> <p><b>SL.1.3</b>-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b><u>Language:</u></b></p> <p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.6</b>-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b><u>Language:</u></b></p> <p><b>L.1.1e</b>-Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>commas in dates and to separate single words in a series.</p> <p><b>L.1.4</b>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><b>L.1.4a</b>-Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.1.4b</b>-Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>L.1.5b</b>-Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p><b>L.1.5d</b> -Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><b><u>Writing:</u></b></p> <p><b>W.1.1a</b>-Write simple poems addressing a topic.</p> <p><b>W.1.7</b>-Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b><u>Speaking and Listening:</u></b></p> <p><b>SL.1.4</b>-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b>-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
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sounds (phonemes) in spoken single-syllable words.

**RF.1.2d**-Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**RF.1.3**-Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.1.3b**-Decode regularly spelled one-syllable words.

**RF.1.3f** Read words with inflectional endings

**RF.1.3g**-Recognize and read grade-appropriate irregularly spelled words.

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

**RF.1.4b**-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**RF.1.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing:**

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

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

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

sequence of instructions).

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

**Speaking and Listening:**

**SL.1.1**-Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.

**SL.1.1a**-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL.1.1b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.

**SL.1.2**-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

**Language:**

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

**L.1.1a**-Print all uppercase and lowercase letters.

**L.1.1b** Use common, proper, and possessive nouns.

**L.1.1c**-Use singular and plural nouns

with matching verbs in basic sentences (e.g., He hops; We hop).

**L.1.1g** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

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

**L.1.2a** Capitalize dates and names of people.

**L.1.2b**.-Use end punctuation for sentences.

**L.1.2d**-Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**L.1.2e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**L.1.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

**L.1.4d**-Apply alphabetical order to the first letter of words to access information.

**L.1.5**-With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**L.1.5c** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

## **Power Standards\***

### **Literature:**

**RL.1.1**-Ask and answer questions about key details in a text.

**RL.1.2**-Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL.1.3**-Describe characters, settings, and major events in a story, using key details.

**RL.1.4**-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**RL.1.5**-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**RL.1.6**-Identify who is telling the story at various points in a text.

**RL.1.7**-Use illustrations and details in a story to describe its characters, setting, or events.

**RL.1.9**-Compare and contrast the adventures and experiences of characters in stories.

**RL.1.10**- With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

### **Informational Text:**

**RI.1.1**-Ask and answer questions about key details in a text.

**RI.1.2**-Identify the main topic and retell key details of a text.

**RI.1.3**-Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.1.4**-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.5**-Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI.1.6**-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.7**-Use the illustrations and details in a text to describe its key ideas.

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

**RI.1.9**-Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.1.10**-With prompting and support, read informational texts appropriately complex for Grade 1.

### **Foundational Skills:**

**RF.1.1a**-Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

**RF.1.2b**-Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2c**-Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**RF.1.2d**-Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**RF.1.3**-Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.1.3b**-Decode regularly spelled one-syllable words.

**RF.1.3g**-Recognize and read grade-appropriate irregularly spelled words.

**RF.1.4b**-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

### **Writing:**

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

### **Speaking and Listening:**

**SL.1.1**-Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.

**SL.1.1a**-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL.1.1b**-Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**SL.1.1c**-Ask questions to clear up any confusion about the topics and texts under discussion.

**SL.1.2**-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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

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

### **Language:**

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

**L.1.1a**-Print all uppercase and lowercase letters.

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

**L.1.2d**-Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**L.1.2e**-Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**L.1.5c**-Identify real-life connections between words and their use (e.g., note places at home that are cozy).

**L.1.6**-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

\*The standards that are essential for student grade-level success. They represent those standards teachers will spend the most time emphasizing.