



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

Notes:

**The majority of all the SC CCR standards have been divided into three groups: 1st nine weeks, 2nd nine weeks, and 3rd nine weeks. The 4th nine weeks is reserved for enrichment, re-teaching, and review. **

Highlighted standards are assessed during that nine weeks.

K-2 High Frequency Word list found on OneDrive.

Journeys Correlation Chart found on OneDrive.

A list of **Read Alouds** can be found on OneDrive.

ELA First Grade			
First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Inquiry Based Literacy Standards-on-going</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1IB1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 1IB2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. 1IB3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers 1IB3.2 Select the most important information, revise ideas, and record and communicate findings</p> <p>Standard 4: Synthesize information to share learning and/or take action. 1IB4.1 Draw conclusions from relationships and patterns discovered during the inquiry process 1IB4.2 Determine appropriate tools to communicate findings.</p>			



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

1IB4.3 Reflect on findings and take action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

1IB5.1 Recognize the value of individual and collective thinking

1IB5.2 Monitor and assess learning to guide inquiry

1IB5.3 Articulate the thinking process.

Reading-Literary Text

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

1RL1.1 Recognize the distinguishing features of a sentence.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

1RL2.1 Distinguish long from short vowel sounds in spoken single-syllable words

1RL2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words

1RL2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.

1RL2.4 Segment spoken single-syllable words into their complete sequence of individual sounds

Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words

1RL3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.

1RL3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.

1RL3.3 Read a two-syllable word by breaking the word into syllables

1RL3.4 Use final -e and common vowel team conventions to read words with long vowel sounds

1RL3.5 Read words with inflectional endings.

1RL3.6 Recognize and read grade-appropriate irregularly spelled words

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

1RL4.1 Read grade-level texts with purpose and understanding.

1RL4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

1RL4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary

Meaning and Context



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

<p>1RL1.4 Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>1RL5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read</p> <p>1RL5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p>	<p>1RL5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read</p> <p>1RL5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p>	<p>1RL5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read</p> <p>Readworks-predictions Readworks-predictions2</p> <p>1RL5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p>	<p>PBLproject site-lesson plans Readworks-mainidea</p> <p>Journeys: Unit 1 Lesson 4 <u>City Mouse and Country Mouse</u> Unit 1, Lesson 5 <u>Gus Takes the Train</u> Unit 1, Lesson 2 <u>The Storm</u> Unit 2, Lesson 10 <u>A Cupcake Party</u> Unit 3 Lesson 12 <u>How Leopard Got His Spot</u> Unit 3, Lesson 14 <u>The Big Race</u> Unit 4, Lesson 16 <u>Let's Go To the Moon</u> Unit 5, Lesson 21 <u>"The Tree" from Poppleton Forever</u> Unit 5, Lesson 22 <u>The Ugly Duckling</u> Unit 5 Lesson 24 <u>Best Friends</u> Unit 6 Lesson 28 <u>Days with Frog and Toad</u></p>
<p>1RL6.1 Describe the relationship between the illustrations and the characters, setting or events.</p>			<p>Journeys: Unit 1 Lesson 5 <u>Gus Takes the Train</u> Unit 2 Lesson 10 Unit 5 Lesson 21 <u>"The Tree" from Poppleton Forever</u> Unit 6 Lesson 28 <u>Days with Frog and Toad</u></p>
<p>1RL7.1 Retell text, including</p>	<p>1RL7.1 Retell text, including</p>	<p>1RL7.1 Retell text, including</p>	<p>Journeys:</p>



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

<p>beginning, middle, and end; use key details to determine the theme in a text heard or read.</p> <p>1RL7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies</p>	<p>beginning, middle, and end; use key details to determine the theme in a text heard or read.</p> <p>1RL7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies</p>	<p>beginning, middle, and end; use key details to determine the theme in a text heard or read.</p> <p>1RL7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies</p>	<p>Unit 1 Lesson 3 <u>Curious George at School</u> Unit 2 Lesson 8 <u>A Musical Day</u> Unit 3 Lesson 12 <u>How Leopard Got His Spots</u> Unit 3 Lesson 15 <u>Animal Picnic</u> Unit 6 Lesson 26 <u>The Dot</u></p>
<p>1RL8.1 Read or listen closely to:</p> <p>a. describe characters' actions, and feelings; Readworks-character feelings</p> <p>b. compare and contrast characters' experiences to those of the reader;</p> <p>c. describe setting; Readworks-setting</p> <p>d. identify the plot including problem and solution; and</p> <p>e. describe cause and effect relationships.</p>	<p>1RL8.1 Read or listen closely to:</p> <p>a. describe characters' actions, and feelings;</p> <p>b. compare and contrast characters' experiences to those of the reader; Readworks-compare/contrast Readworks-compare/contrast2 Readworks-compare/contrast3</p> <p>c. describe setting;</p> <p>d. identify the plot including problem and solution; and Readworks-plot Readworks-problem/solution1 Readworks-problem/solution2</p> <p>e. describe cause and effect relationships.</p>	<p>1RL8.1 Read or listen closely to:</p> <p>a. describe characters' actions, and feelings;</p> <p>b. compare and contrast characters' experiences to those of the reader;</p> <p>c. describe setting;</p> <p>d. identify the plot including problem and solution; and</p> <p>e. describe cause and effect relationships. Readworks-cause/effect Readworks-cause/effect2 Readworks-cause/effect3</p>	<p>Journeys:</p> <p>Unit 1 Lesson 1 <u>Friends Forever</u> Unit 1 Lesson 2 <u>The Storm</u> Unit 2 Lesson 6 <u>Jack and the Wolf and The Three Little Pigs</u> Unit 3 Lesson 13 <u>The Four Seasons</u> Unit 3 Lesson 15 <u>Animal Picnic</u> Unit 4 Lesson 17 <u>The Big Trip</u> Unit 4 Lesson 20 <u>Little Rabbit's Tale</u> Unit 5 Lesson 23 <u>Whistle for Willie</u> Unit 5 Lesson 25 <u>The New Friend</u> Unit 6 Lesson 26 <u>The Dot</u></p>
<p>Language, Craft, and Structure</p>			
<p>1RL9.1 Identify the literary devices of rhythm: repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author</p>	<p>1RL9.1 Identify the literary devices of rhythm: repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author</p>	<p>1RL9.1 Identify the literary devices of rhythm: repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author</p>	<p>Journeys:</p> <p>Unit 2 Lesson 10 <u>A Cupcake Party and At the Bakery</u> Unit 3 Lesson 13 <u>The Four Seasons</u></p>



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

<p>uses each.</p> <p>1RL9.2 Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>	<p>uses each.</p> <p>1RL9.2 Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>	<p>uses each.</p> <p>1RL9.2 Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>	<p>Unit 4 Lesson 17 <u>The Big Trip</u> Unit 5 Lesson 22 <u>The Ugly Duckling</u> Unit 5 Lesson 23 <u>Pet Poems</u> Unit 6 Lesson 29 <u>Busy Bugs</u></p> <p>http://www.teachingkidsbooks.com/category/3rd-4th-grade/literary-devices</p>
<p>1RL10.1 ask and answer questions about known and unknown words.</p> <p>1RL10.2 identify new meanings for familiar words and apply them accurately.</p> <p>1RL10.3 use inflectional endings and affixes to determine the meaning of unknown words</p> <p>1RL10.4 identify the individual words used to form a compound word.</p> <p>1RL10.5 use print and multimedia resources to explore word relationships and nuances in word meanings.</p> <p>1RL10.6 use words and phrases acquired through talk and text; explore nuances of words and</p>	<p>1RL10.1 ask and answer questions about known and unknown words.</p> <p>1RL10.2 identify new meanings for familiar words and apply them accurately.</p> <p>1RL10.3 use inflectional endings and affixes to determine the meaning of unknown words</p> <p>1RL10.4 identify the individual words used to form a compound word.</p> <p>1RL10.5 use print and multimedia resources to explore word relationships and nuances in word meanings.</p> <p>1RL10.6 use words and phrases acquired through talk and text; explore nuances of words and</p>	<p>1RL10.1 ask and answer questions about known and unknown words.</p> <p>1RL10.2 identify new meanings for familiar words and apply them accurately.</p> <p>1RL10.3 use inflectional endings and affixes to determine the meaning of unknown words</p> <p>1RL10.4 identify the individual words used to form a compound word.</p> <p>1RL10.5 use print and multimedia resources to explore word relationships and nuances in word meanings.</p> <p>1RL10.6 use words and phrases acquired through talk and text; explore nuances of words and</p>	<p>Readworks-visual/meaning cues Readworks-structure/meaning cues Readworks-strategy unknown words read-write-think word family sort read-write-think construct a word</p>



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

phrases	phrases	phrases	
<p>1RL11.1 Identify the author’s purpose—to explain, entertain, inform, or convince</p> <p>1RL11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.</p>	<p>1RL11.1 Identify the author’s purpose—to explain, entertain, inform, or convince</p> <p>1RL11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.</p>	<p>1RL11.1 Identify the author’s purpose—to explain, entertain, inform, or convince</p> <p>1RL11.2 Distinguish who is telling the story at various points in a text, the narrator or characters</p>	<p>Journeys: Unit 4 Lesson 18 <u>Jack and the Beanstalk</u></p>
	<p>1RL12.1 Classify literary texts according to characteristics of a genre.</p> <p>1RL12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue</p>	<p>1RL12.1 Classify literary texts according to characteristics of a genre.</p> <p>1RL12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue</p>	<p>http://www.readwritethink.org/files/resources/lesson_images/lesson270/genre_books.pdf</p>
<p>Range and Complexity-on going</p> <p>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>1RL13.1 Engage in whole and small group reading with purpose and understanding</p> <p>1RL13.2 Read independently for sustained periods of time to build stamina.</p> <p>1RL13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>			
<p>Reading- Informational Text</p>			
<p>Principles of Reading</p> <p>Standard 1: Demonstrate understanding of the organization and basic features of print.</p> <p>1RI1.1 Recognize the distinguishing features of a sentence.</p>			



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.
 1RI2.1 Distinguish long from short vowel sounds in spoken single-syllable words.
 1RI2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.
 1RI2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.
 1RI2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.
 Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.
 1RI3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.
 1RI3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.
 1RI3.3 Read a two-syllable word by breaking the word into syllables.
 1RI3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.
 1RI3.5 Read words with inflectional endings.
 1RI3.6 Recognize and read grade-appropriate irregularly spelled words.
 Standard 4: Read with sufficient accuracy and fluency to support comprehension.
 1RI4.1 Read grade-level texts with purpose and understanding.
 1RI4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
 1RI4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.

Meaning and Content

1RI5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.

1RI5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

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1RI5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

[Readworks-informationaltext](#)
[Readworks-informational text2](#)
[Readworks-informational text 3](#)
 Journeys:
 Unit 1 Lesson 2 [Storms!](#)
 Unit 2 Lesson 7 [How Animals Communicate](#) and [Insect Messages](#)
 Unit 2 Lesson 9 [Dr. Seuss](#)
 Unit 3 Lesson 14 [The Olympic Games](#)
 Unit 4 Lesson 16 [Let's Go to the Moon!](#) And [Mae Jemison](#)
 Unit 5 Lesson 22 [Amazing Animals](#)



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

			Unit 6 Lesson 28 <u>Measuring Weather</u>
1RI6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	1RI6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	1RI6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	Journeys: Unit 1 Lesson 1 <u>What is a Pal?</u> Unit 1 Lesson 3 <u>School Long Ago</u> Unit 4 Lesson 18 <u>Where Does Food Come From</u> Unit 5 Lesson 25 <u>Neighborhoods</u> Unit 6 Lesson 30 <u>Winners Never Quit</u>
	1RI7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	1RI7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed	read-write-think KWL creator-nonfiction Unit 5 Lesson 22 <u>Amazing Animals</u> Unit 6 Lesson 26 <u>Artists Create Art!</u>
Language, Craft and Structure			
1RI8.1 Identify words, phrases, illustrations, and photographs used to provide information. 1RI8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	1RI8.1 Identify words, phrases, illustrations, and photographs used to provide information. 1RI8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	1RI8.1 Identify words, phrases, illustrations, and photographs used to provide information. 1RI8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	Journey: Unit 1 Lesson 4 <u>Lucia's Neighborhood</u> Unit 2 Lesson 9 <u>Dr. Seuss</u> Unit 5 Lesson 21 <u>It Comes from Trees</u> Unit 6 Lesson 27 <u>What Can You Do?</u>



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

<p>1RI9.1 Ask and answer questions about known and unknown words in a text.</p> <p>1RI9.2 Identify new meanings for familiar words and apply them accurately</p> <p>1RI9.3 use inflectional endings and affixes to determine the meaning of unknown words.</p> <p>1RI9.4 use print and multimedia resources to explore word relationships and meanings.</p> <p>1RI9.5 use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	<p>1RI9.1 Ask and answer questions about known and unknown words in a text.</p> <p>1RI9.2 Identify new meanings for familiar words and apply them accurately</p> <p>1RI9.3 use inflectional endings and affixes to determine the meaning of unknown words.</p> <p>1RI9.4 use print and multimedia resources to explore word relationships and meanings.</p> <p>1RI9.5 use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	<p>1RI9.1 Ask and answer questions about known and unknown words in a text.</p> <p>1RI9.2 Identify new meanings for familiar words and apply them accurately</p> <p>1RI9.3 use inflectional endings and affixes to determine the meaning of unknown words.</p> <p>1RI9.4 use print and multimedia resources to explore word relationships and meanings.</p> <p>1RI9.5 use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	<p>Journey: Unit 4 Lesson 16 <u>Let's Go to the Moon!</u> And <u>Mae Jemison</u></p>
<p>1RI10.1 Identify the author's purpose – to explain, entertain, inform, or convince.</p>	<p>1RI10.1 Identify the author's purpose – to explain, entertain, inform, or convince.</p>	<p>1RI10.1 Identify the author's purpose – to explain, entertain, inform, or convince.</p>	<p>Journey: Unit 3 Lesson 11 <u>Sea Animals</u> and <u>Water</u> Unit 4 Lesson 18 <u>Where Does Food Come From?</u> Unit 6 Lesson 26 <u>Artists Create Art!</u></p>
<p>1RI11.1 explore informational text structures within texts <u>heard</u>; identify sequential order and compare and contrast relationships.</p>	<p>1RI11.1 explore informational text structures within texts <u>heard or read</u>; identify sequential order and compare and contrast relationships.</p>	<p>1RI11.1 explore informational text structures within texts <u>heard or read</u>; identify sequential order and compare and contrast relationships.</p>	<p>Journey: Unit 1 Lesson 4 <u>Lucia's Neighborhood</u> Unit 2 Lesson 9 <u>Dr. Seuss</u> Unit 6 Lesson 27 <u>What Can You</u></p>



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

1RI11.2 identify the reasons an author gives to support a position.	1RI11.2 identify the reasons an author gives to support a position.	1RI11.2 identify the reasons an author gives to support a position.	<u>Do?</u>
<p>Range and Complexity-on going</p> <p>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>1RI12.1 Engage in whole and small group reading with purpose and understanding</p> <p>1RI12.2 Read independently for sustained periods of time.</p> <p>1RI12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers</p>			
Writing			
Meaning, Context and Craft			
<p>1W3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure</p> <p>1W3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p>1W2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.</p> <p>1W3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure</p> <p>1W3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen</p>	<p>1W3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure</p> <p>1W3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p>1W2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p> <p>1W2.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.</p>



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

	writing.		
Language			
<p>1W4.1 Use common, proper nouns</p> <p>1W4.2 Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1W4.3 Use personal, possessive, and indefinite pronouns.</p> <p>1W4.4 Use verbs to convey a sense of past, present, and future</p> <p>1W4.5 Use adjectives and adverbs.</p> <p>1W4.6 Use prepositional phrases</p> <p>1W4.7 Use conjunctions.</p> <p>1W4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>1W4.1 Use common, proper</p> <p>1W4.2 Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1W4.3 Use personal, possessive, and indefinite pronouns.</p> <p>1W4.4 Use verbs to convey a sense of past, present, and future</p> <p>1W4.5 Use adjectives and adverbs.</p> <p>1W4.6 Use prepositional phrases</p> <p>1W4.7 Use conjunctions.</p> <p>1W4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>1W4.1 Use common, proper</p> <p>1W4.2 Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1W4.3 Use personal, possessive, and indefinite pronouns.</p> <p>1W4.4 Use verbs to convey a sense of past, present, and future</p> <p>1W4.5 Use adjectives and adverbs.</p> <p>1W4.6 Use prepositional phrases</p> <p>1W4.7 Use conjunctions.</p> <p>1W4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Readworks-pronouns/nouns Readworks-nouns/pronouns</p> <p>read-write-think phonics</p> <p>Journeys: Nouns: Unit 1 Lesson 1 Unit 1 Lesson 2 Unit 2 Lesson 9 Unit 3 Lesson 11 Unit 3 Lesson 12</p> <p>Pronouns: Unit 5 Lesson 21 Unit 5 Lesson 23 Unit 5 Lesson 24</p> <p>Verbs: Unit 1 Lesson 3</p> <p>Future Tense Verbs: Unit 4 Lesson 19</p> <p>Adjectives: Unit 1 Lesson 4 Unit 1 Lesson 5 Unit 6 Lesson 28</p>



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

			<p>Unit 6 Lesson 30</p> <p>Prepositional Phrases: Unit 2 Lesson 10 Unit 4 Lesson 20</p> <p>Adverbs: Unit 6 Lesson 29</p>
<p>1W5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.</p> <p>1W5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series.</p> <p>1W5.3 Use conventional spelling for words with common spelling patterns.</p> <p>1W5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade appropriate high-frequency words.</p> <p>1W5.5 Consult print and multimedia resources to check and correct spellings.</p>	<p>1W5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.</p> <p>1W5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series.</p> <p>1W5.3 Use conventional spelling for words with common spelling patterns.</p> <p>1W5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade appropriate high-frequency words.</p> <p>1W5.5 Consult print and multimedia resources to check and correct spellings.</p>	<p>1W5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.</p> <p>1W5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series.</p> <p>1W5.3 Use conventional spelling for words with common spelling patterns.</p> <p>1W5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade appropriate high-frequency words.</p> <p>1W5.5 Consult print and multimedia resources to check and correct spellings.</p>	<p>Sentence Parts: Unit 2 Lesson 7</p> <p>Capitalization: Unit 4 Lesson 18</p> <p>Pronoun I: Unit 5 Lesson 22</p> <p>Kinds of Sentences: Unit 4 Lesson 16 Unit 4 Lesson 17 Unit 6 Lesson 26 Unit 6 Lesson 27</p>



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

Range and Complexity-on going
 Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames
 1W6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences
 1W6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.
 1W6.3 Write left to right leaving space between words
 1W6.4 Locate letter keys on an electronic device to type simple messages.

Communication

Meaning and Content

1C1.1 Explore and create meaning through conversation, drama, questioning, and story-telling

1C1.2 Practice the skills of taking turns, listening to others, and speaking clearly.

1C1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space

1C1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.

1C1.5 Explain personal ideas and build on the ideas of others by

1C1.1 Explore and create meaning through conversation, drama, questioning, and story-telling

1C1.2 Practice the skills of taking turns, listening to others, and speaking clearly.

1C1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space

1C1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.

1C1.5 Explain personal ideas and build on the ideas of others by

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Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

responding and relating to comments made in multiple exchanges	responding and relating to comments made in multiple exchanges	responding and relating to comments made in multiple exchanges	
	1C2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	1C2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner. 1C2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	1C2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner. 1C2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.
	1C3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats	1C3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats 1C3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings	1C3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats 1C3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings
Language, Craft and Structure			
	1C4.1 Identify speaker's purpose and details that keep the listener engaged. 1C4.2 Identify the introduction, body and conclusion of a presentation.	1C4.1 Identify speaker's purpose and details that keep the listener engaged. 1C4.2 Identify the introduction, body and conclusion of a presentation. 1C4.3 Identify when the speaker	1C4.1 Identify speaker's purpose and details that keep the listener engaged. 1C4.2 Identify the introduction, body and conclusion of a presentation. 1C4.3 Identify when the speaker



Chester County School District Pacing Guide – ELA Grade 1

2015 South Carolina College and Career Ready Standards

		uses intonation and word stress and includes media.	uses intonation and word stress and includes media.
1C5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	1C5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme. 1C5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact	1C5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme. 1C5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact	1C5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme. 1C5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact

Disciplinary Literacy

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21st century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The South Carolina College- and Career-Ready Standards for English Language Arts 2015 include the Disciplinary Literacy practices listed below:

- Read, write, and communicate using knowledge of a particular discipline.
- Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.
- Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.