

Dear First Grade ELA Teacher:

Congratulations on your assignment in First Grade! The Office of Curriculum & Instruction is here to assist in your endeavor to teach with excellence. The North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. Therefore, this *revised* English Language Arts (ELA) Curriculum Pacing Guide is provided to reflect the current changes. --Best regards for a successful school year!

Things to Remember:

1. Standards are paced in four quarters within *nine weeks*: **Foundational Reading Skills (RF), Literature (RL), Information Text (RI), Language (L), & Writing (W)**
2. Cluster each quarter into bi-weekly unit to accomplish the instructional pacing of each standard.
3. Design formative and summative assessments to assess the bi-weekly units.
4. Pacing Interpretation: “X”--*not taught this quarter*; **Numbered** --*quarter taught*; “P” --*performed routinely in small teacher-led groups to ensure mastery*
5. Speaking and listening” standards are NOT paced as they are on-going in the practice of all other standards.
6. All “*Speaking and Listening*” standards are introduced, modeled & discussed during first quarter, but utilized and monitored throughout each quarter
7. Classroom learning environment must include charted “*listening and speaking*” behaviors in *quality* whole group and collaborative small group tasks
8. See “*Developing Collaborative Classroom Guide*” for help with the implementation of Speaking & Listening standards in the learning environment.

Notes: Fidelity to Instructional Minutes:

- The First Grade ELA block consists of a minimum 90-minute reading block and a minimum 30-minute writing block.
- The ELA block is divided appropriately into segments of: *whole-group direct instruction with guided practice, small group remediation and independent tasks*
- First Grade **Language Standards**, specifically ***Vocabulary Acquisition & Usage***, are taught during the 90-minute reading block (**Ex.** L.1.4a; L.1.5a).
- The writing block is a separate 30-minute “*Learning to Write*” block. Students are instructed in the formal writing process.
- First Grade **Language Standards**, specifically ***Conventions of Standard English Grammar & Usage***, are taught during the separate 30-minute writing block.
- Spelling tests are given within the writing block, NOT the 90-minute reading block.
- Use the *Halifax ELA Literacy Framework* to assist with selecting & planning: *pedagogy, remediation and student engagement*.
- Follow the pacing guide as it is the blueprint for quarterly Benchmark Assessments.

Charting a New Course!

Halifax County Schools

2019-2020 Curriculum & Instruction Support Team

Halifax County Schools: Common Core ELA Quarterly-Pacing Guide											
First Grade At-a-Glance											
Reading Foundational Skills (RF)											
RF.1.(1) Print Concepts	Quarters (Q)				RF.1.(4) Phonics and Word Recognition	Quarters (Q)					
RF.1.1 - Demonstrate understanding of the organization and basic features of print.	1	2	3	4	RF.1.4 - Know and apply grade-level phonics and word analysis skills in decoding words.	1	2	3	4		
RF.1.1a - Recognize and use capitalization and ending punctuation).	1	P	P	P	RF.1.4a - Know the spelling-sound correspondences for common consonant digraphs.	X	2				
RF.1.(3) Phonological Awareness	Quarters (Q)				RF.1.4b - Decode regularly spelled one-syllable words.	1	P	P	P		
RF.1.3 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1	2	3	4	RF.1.4c - Know final -e and common vowel team conventions for representing long vowel sounds.	1	P	P	P		
RF.1.3a - Distinguish long from short vowel sounds in spoken single-syllable words.	1	P	X	X	RF.1.4d - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	1	P	P	P		
RF.1.3b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	X	2	X	X	RF.1.4e - Decode two-syllable words following basic patterns by breaking the words into syllables.	1	2	P	P		
RF.1.3c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1	P	X	X	RF.1.4f - Read words with inflectional endings.	1	P	P	P		
RF.1.3d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1	P	X	X	RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.	1	P	P	P		
					RF.1.(5) Fluency	Quarters (Q)					
					RF.1.5 - Read with sufficient accuracy and fluency to support comprehension.	1	2	3	4		
					RF.1.5a - Read on-level text with purpose and understanding.	P	P	P	P		
					RF.1.5b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	P	P	P	P		
					RF.1.5c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	P	P	P	P		

Halifax County Schools: Common Core ELA Quarterly-Pacing Guide												
First Grade At-a-Glance												
Literature Text (RL)						Informational Text (RI)						
Key Ideas and Details			Quarters (Q)			Key Ideas and Details				Quarters (Q)		
RL.1.1 - Ask and answer questions about key details in a text.			1	P	P	RI.1.1 - Ask and answer questions about key details in a text.				1	P	P
RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.			X	2	3	RI.1.2 - Identify the main topic and retell key details of a text.				X	2	P
RL.1.3 - Describe characters, settings, and major events in a story, using key details.			1	P	P	RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.				X	X	3
Craft and Structure			Quarters (Q)			Craft and Structure				Quarters (Q)		
RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			1	P	P	RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.				1	P	P
RL.1.5 - Explain major differences between books that tell stories and books that give information.			1	X	X	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.				1	P	P
RL.1.6 - Identify who is telling the story at various points in a text.			1	2	3	RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				1	P	P
Integration of Knowledge and Ideas			Quarters (Q)			Integration of Knowledge and Ideas				Quarters (Q)		
RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.			P	P	P	RI.1.7 - Use the illustrations and details in a text to describe its key ideas.				1	P	P
RL.1.8 - (Not applicable to literature)						RI.1.8 – With guidance and support, Identify the reasons an author gives to support ideas in a text.				X	X	3
RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.			X	X	3	RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				X	X	3
Range of Reading and Level of Text Complexity			Quarters (Q)			Range of Reading and Level of Text Complexity				Quarters (Q)		
RL.1.10 - With prompting and support, read and understand literature of an appropriate complexity for grade 1 for sustained periods of time.			P	P	P	RI.1.10 - With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.				P	P	P

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First Grade At-a-Glance

Language (L)

Conventions of Standard English (Do in Writing Block)		Quarters (Q)				Quarters (Q)			
						1	2	3	4
L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency in K-1 grammar continuum.		Quarters (Q)							
Subject/Verb Agreement: Use singular & plural nouns with matching verbs in basic sentences	X	2	P	P					
Nouns: Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)	1	P	P	P					
Verbs: Form frequently occurring verbs; convey sense of time	X	2	X	X					
Adjectives: Use frequently occurring adjectives	1	P	P	P					
Conjunctions: Use frequently occurring conjunctions	X	2	3	4					
Sentences: Produce & expand simple, compound, declarative, interrogative, imperative and exclamatory sentences	X	2	3	4					
Prepositions: Use frequently occurring prepositions	1	2	3	4					
Pronouns: Use personal, possessive, & indefinite pronouns	X	2	3	4					
Determiners: Use determiners	1	P	P	P					
L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Quarters (Q)								
	1	2	3	4					
L.1.2 Capitalization: Capitalize the first word in a sentence, the pronoun I, dates & names of people	P	P	P	P					
L.1.2 Punctuation: Recognize and name end punctuation; Use end punctuation for sentences; Use commas in dates	P	P	P	P					
L.1.2 Spelling: - Write letter/letters for most consonant & short-vowel sounds. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships; - Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions; - Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words	1 1 X 1	P P 2 p	P P P P	P P P P					
					L.1.4 – Determine/clarify the meaning of unknown words and phrases based on first grade reading and content: context clues, word parts and word relationships. (e.g., knowing duck is a bird and learning the verb to duck). (e.g., inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less as a clue to the meaning of an unknown word.)	1	2	3	4
					L.1.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.	Quarters			
						1	2	3	4
					L.1.5a - Sort common words into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	1	P	P	P
					L.1.5b – Define words by categories and by one or more key attributes	X	2	3	4
					L.1.5c - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings	P	P	P	P
					L.1.6 - Use words and phrases learned through conversations, reading and being read to, and responding to texts.	P	P	P	P
					Note: Knowledge of Language L.1.3 - (Begins in grade 2)				

Halifax County Schools: Common Core ELA Quarterly-Pacing Guide (Part 3 of 3)				
First Grade At-a-Glance				
Writing				
W.1.(1-3) Text Types and Purposes	Quarters (Q)			
W.1.1 - 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.	1	2	3	4
W.1.1a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.	1	X	X	X
W.1.1b With guidance and support from adults, focus on a topic, respond to question and suggestions from peers, and add details to strengthen writing as needed.	1	X	X	X
W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1	2	3	4
W.1.2a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.	X	2	X	X
W.1.2b With guidance and support from adults and peers, focus on a topic and respond to questions and suggestions from peers and add details to strengthen writing as needed.	X	2	X	X
W.1.3 – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.	1	2	3	4
W.1.3a With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.	X	X	3	X
W.1.3b 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.	X	X	3	X
W.1.4 With guidance and support from adults, use a variety of digital tools and resource to produce and publish writing, including in collaboration with peers.	X	X	3	X
W.1.5 Participate in shared research and writing projects.	X	X	3	4
W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	X	3	X

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Editing Marks Anchor Chart

Marks & Meanings	Examples
≡ capitalize	They fished in lake tahoe. ≡ ≡
/ make it lowercase	Five S tudents missed the B us.
sp. spelling mistake	The day was cloudy and cold. sp.
⊙ add a period	Tomorrow is a holiday ⊙
↪ delete (remove)	Kim knew the the answer.
^ add a word	pups Six were in the litter.
^, add a comma	He ate peas corn and squash. ^, ^,