

First Grade
Language Arts Pacing Guide

Month: September

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Theme/Big Ideas	Common Core Standard	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	<p>ELA.1.RL.1 Ask and answer questions about key details in a text.</p> <p>ELA.1.RL.3</p> <p>ELA.1.RL.7 Use illustrations and details in a story to describe its characters, setting or events.</p> <p>ELA.1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. (not assessable)</p> <p>ELA.1.RI.1 ELA.1.RI.2</p> <p>ELA.1.RI.7</p> <p>ELA.1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1. (not assessable)</p>				<p>-text -key details</p> <p>-illustration -detail -character -setting -event</p>		
Reading – Foundational Skills	<p>ELA.1.RF.1</p> <p>ELA.1.RF.1a Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation)</p> <p>ELA.1.RF.2</p> <p>ELA.1.RF.2c Isolate and pronounce initial, medial vowel and final sounds in spoken single syllable words.</p>				<p>-sentence -capitalization -punctuation</p> <p>-vowel -syllable</p>		

Theme/Big Ideas	Common Core Standard	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Writing</p> <p>Speaking/ Listening</p> <p>Language</p>	<p>ELA.1.RF.3</p> <p>ELA.1.RF.3.b ELA.1.RF.3g</p> <p>ELA.1.RF.4</p> <p>ELA.1.W.3 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>ELA.1.W.5</p> <p>(These "SL" standards are not assessable.) ELA.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>ELA.1.SL.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).</p> <p>ELA.1.SL.1b Build on others talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>ELA.1.SL.6 Produce complete sentences when appropriate to task and situation.</p> <p>ELA.1.L.1</p> <p>ELA.1.L.1a Print all upper and lowercase letters.</p>				<p>-narrative -sequence</p> <p>-discussion</p> <p>-uppercase -lowercase</p>		

Theme/Big Ideas	Common Core Standard	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	ELA.L.1b ELA.L.1j ELA.1.L.2 ELA.1.L.2.b ELA.1.L.5 ELA.1.L.5a ELA.1.L.5b						

**First Grade
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Month: October

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Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	<p>ELA.1.RL.1</p> <p>ELA.1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELA.1.RL.5 ELA.1.RL.7 ELA.1.RL.10</p> <p>ELA.1.RI.1 Ask and answer questions about key details in a text.</p> <p>ELA.1.RI.2</p> <p>ELA.1.RI.7 Use illustrations and details in a text to describe its key ideas.</p>				<p>-characters -setting -events -story</p> <p>-key details -text</p> <p>-illustrations -text</p>		
Reading – Foundational Skills	<p>ELA.1.RI.10</p> <p>ELA.1.RF.1</p> <p>ELA.1.RF.1a</p> <p>ELA.1.RF.2</p> <p>ELA.1.RF.2a</p> <p>ELA.1.RF.2b Orally produce single syllable words by blending sounds (phonemes), including consonant blends.</p> <p>ELA.1.RF.2c Isolate and pronounce initial, medial vowel and final sounds in spoken single syllable words.</p>				<p>-consonant blend</p> <p>-vowel</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p data-bbox="46 592 147 625">Writing</p> <p data-bbox="46 1128 168 1185">Speaking & Listening</p>	<p data-bbox="214 243 310 259">ELA.1.RF.3</p> <p data-bbox="214 297 468 365">ELA.1.RF.3b Decode regularly spelled one syllable words.</p> <p data-bbox="214 397 317 414">ELA.1.RF.3f</p> <p data-bbox="214 451 478 548">ELA.1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p data-bbox="214 581 310 597">ELA.1.RF.4</p> <p data-bbox="214 634 504 808">ELA.1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p data-bbox="214 841 310 857">ELA.1.W.2</p> <p data-bbox="214 894 310 938">ELA.1.W.5 ELA.1.W.7</p> <p data-bbox="214 976 499 1117">ELA.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p data-bbox="214 1174 489 1190"><small>(These "SL" standards are not assessable.)</small></p> <p data-bbox="214 1198 310 1214">ELA.1.SL.1</p> <p data-bbox="214 1252 317 1344">ELA.1.SL.1a ELA.1.SL.1b ELA.1.SL.1c ELA.1.SL.2</p> <p data-bbox="214 1382 499 1523">ELA.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>				<p data-bbox="1230 657 1304 701">-opinion -closure</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Language	<p>ELA.1.SL.6</p> <p>ELA.1.L.1</p> <p>ELA.1.L.1a</p> <p>ELA.1.L.1b Use common, proper, and possessive nouns.</p> <p>ELA.1.L.1e</p> <p>ELA.1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>ELA.1.L.2</p> <p>ELA.1.L.2b Use end punctuation for sentences.</p> <p>ELA.1.L.2d ELA.1.L.2e</p> <p>ELA.1.L.5</p> <p>ELA.1.L.5.a</p> <p>ELA.1.L.5b Define words by category and by one or more key attributes.</p>				<p>-common nouns -proper nouns -possessive</p> <p>-simple -compound -declarative -interrogative -imperative -exclamatory</p> <p>-punctuation</p> <p>-sort -category</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Writing</p> <p>Speaking & Listening</p>	<p>ELA.1.RF.2b ELA.1.RF.2c</p> <p>ELA.1.RF.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>ELA.1.RF.3 ELA.1.RF.3a ELA.RF.3b ELA.1.RF.3e</p> <p>ELA.1.RF.3f Read words with inflectional endings.</p> <p>ELA.1.RF.3g</p> <p>ELA.1.RF.4 ELA.1.RF.4a</p> <p>ELA.1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELA.1.W.5</p> <p>ELA.1.W.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.</p> <p>ELA.1.SL.1</p> <p>ELA.1.SL.1a ELA.1.SL.1b ELA.1.SL.1c</p> <p>ELA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or</p>				<p>-endings</p> <p>-information -explain</p> <p>-research</p> <p>-key details</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Language	<p>through other media.</p> <p>ELA.1.SL.3</p> <p>ELA.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELA.1.SL.6</p> <p>ELA.1.L.1 ELA.1.L.1a Print all upper and lowercase letters.</p> <p>ELA.1.L.1b ELA.1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>ELA.1.L.1d</p> <p>ELA.1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>ELA.1.L.1j ELA.1.L.2</p> <p>ELA.1.L.2b</p> <p>ELA.1.L.2d ELA.1.L.2e</p> <p>ELA.1.L.5 ELA.1.L.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>ELA.1.L.5b ELA.1.L.6</p>				<p>-text</p> <p>-details -ideas</p> <p>-uppercase -lowercase</p> <p>-singular -plural -verbs</p> <p>-past -present -future</p> <p>-end punctuation</p> <p>-sort -category</p>		

First Grade
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Month: December

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Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	<p>ELA.1.RL.1</p> <p>ELA.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELA.1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELA.1.RL.5</p> <p>ELA.1.RL.7 Use illustrations and details in a story to describe its characters, setting or events.</p> <p>ELA.1.RL.9 ELA.1.RL.10</p> <p>ELA.1.RI.1 Ask and answer questions about key details in a text.</p> <p>ELA.1.RI.2 ELA.1.RI.4</p> <p>ELA.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the word in a text.</p> <p>ELA.1.RI.7</p> <p>ELA.1.RI.10</p> <p>ELA.1.RF.1</p>				<p>-retell -story -central message -lesson</p> <p>-character -setting -event -key details</p> <p>-details -illustrations -character -setting -event</p> <p>-key details -text</p> <p>-illustrations -text</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Reading – Foundational Skills</p> <p>Writing</p>	<p>ELA.1.RF.1a Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation)</p> <p>ELA.1.RF.2 ELA.1.RF.2.a</p> <p>ELA.1.RF.2b Orally produce single syllable words by blending sounds (phonemes), including consonant blends.</p> <p>ELA.1.RF.2c Isolate and pronounce initial, medial vowel and final sounds in spoken single syllable words.</p> <p>ELA.1.RF.2d</p> <p>ELA.1.RF.3</p> <p>ELA.1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>ELA.RF.3b</p> <p>ELA.1.RF.3e Decode two syllable words following basic patterns by breaking the words into syllables.</p> <p>ELA.1.RF.3f ELA.1.RF.3g</p> <p>ELA.1.RF.4</p> <p>ELA.1.RF.4a Read on level text with purpose and understanding.</p> <p>ELA.1.W.3 Write narratives in which they recount two or more appropriately sequenced events,</p>				<p>-capitalization -ending punctuation</p> <p>-consonant blends</p> <p>-vowel</p> <p>-digraphs -consonant</p> <p>-syllable</p> <p>-narrative -sequence -closure</p>		

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<p>Speaking & Listening</p> <p>Language</p>	<p>include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>ELA.1.W.5</p> <p>ELA.1.SL.1</p> <p>ELA.1.SL.1a ELA.1.SL.1b ELA.1.SL.1c ELA.1.SL.2</p> <p>ELA.1.SL.5 ELA.1.SL.6</p> <p>ELA.1.L.1</p> <p>ELA.1.L.1b ELA.1.L.1c</p> <p>ELA.1.L.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their).</p> <p>ELA.1.L.1e ELA.1.L.1f</p> <p>ELA.1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>ELA.1.L.2</p> <p>ELA.1.L.2b Use end punctuation for sentences.</p> <p>ELA.1.L.2d ELA.1.L.2e ELA.1.L.5</p> <p>ELA.1.L.5a</p>				<p>-possessive -personal -indefinite</p> <p>-simple & compound sentence declarative -interrogative -imperative -exclamatory</p> <p>-period -question mark -exclamation mark</p>		

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	ELA.1.L.5b Define words by category and by one or more key attributes. ELA.1.L.6				-category		

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Month: January

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Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	ELA.1.RL.1 Ask and answer questions about key details in a text. ELA.1.RL.2 ELA.1.RL.3 ELA.1.RL.5 ELA.1.RL.7 ELA.1.RL.9 Compare and contrast the adventures and experiences of characters in a story. ELA.1.RL.10 ELA.1.RI.1 ELA.1.RI.2 ELA.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ELA.1.RI.5 ELA.1.RI.6 ELA.1.RI.7 Use illustrations and details in a text to describe its key ideas. ELA.1.RI.10 ELA.1.RF.2 ELA.1.RF.2a Distinguish long and short vowel sounds in spoken single syllable words. ELA.1.RF.2b ELA.1.RF.2c				-questions -details -text -compare -contrast -adventure -character -questions -illustrations -text -long & short vowels		
Reading – Foundational Skills							

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Writing</p> <p>Speaking &</p>	<p>ELA.1.RF.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>ELA.1.RF.3 ELA.1.RF.3a</p> <p>ELA.RF.3b Decode regularly spelled one syllable words.</p> <p>ELA.1.RF.3d ELA.1.RF.3e</p> <p>ELA.1.RF.3f Read words with inflectional endings.</p> <p>ELA.1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>ELA.1.RF.4</p> <p>ELA.1.RF.4a ELA.1.RF.4.b ELA.1.RF.4.c</p> <p>ELA.1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>ELA.1.W. 3</p> <p>ELA.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>				<p>-endings</p> <p>-opinion -introduce -closure</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Listening Language	ELA.1.SL.1 ELA.1.SL.1a ELA.1.SL.1b ELA.1.SL.1c ELA.1.SL.2 ELA.1.SL.3 ELA.1.SL.4 ELA.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. ELA.1.SL.6 ELA.1.L.1 ELA.L.1a ELA.1.L.1b Use common, proper, and possessive nouns. ELA.1.L.1c ELA.1.L.1d ELA.1.L.1e Use verbs to convey a sense of past, present, and future. ELA.1.L.1f Use frequently occurring adjectives. ELA.1.L.1g ELA.1.L.1j ELA.1.L.2 ELA.1.L.2b ELA.1.L.2c ELA.1.L.2d ELA.1.L.2e ELA.1.L.4 ELA.1.L.4a				- -common, proper, possessive nouns -past, present, future -adjective		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	ELA.1.L.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ELA.1.L.5b ELA.1.L.6				-category		

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Month: February

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Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	<p>ELA.1.RL.1</p> <p>ELA.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELA.1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> <p>ELA.1.RL.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.</p> <p>ELA.1.RL.6</p> <p>ELA.1.RL.9 ELA.1.RL.10</p> <p>ELA.1.RI.1</p> <p>ELA.1.RI.2 Identify the main topic and retell key details of a text.</p> <p>ELA.1.RI.4 ELA.1.RI.5</p> <p>ELA.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the word in a text.</p> <p>ELA.1.RI.7 ELA.1.RI.8</p>				<p>-retell -key details -central message -lesson</p> <p>-genre -text types</p> <p>-main topic -retell -key details</p> <p>-illustration</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Reading – Foundational Skills</p> <p>Writing</p>	<p>ELA.1.RI.10</p> <p>ELA.1.RF.2</p> <p>ELA.1.RF.2b Orally produce single syllable words by blending sounds (phonemes), including consonant blends.</p> <p>ELA.1.RF.2c Isolate and pronounce initial, medial vowel and final sounds in spoken single syllable words.</p> <p>ELA.1.RF.2d</p> <p>ELA.1.RF.3</p> <p>ELA.1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>ELA.RF.3b ELA.1.RF.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>ELA.1.RF.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>ELA.1.RF.3e ELA.1.RF.3f ELA.1.RF.3g</p> <p>ELA.1.RF.4</p> <p>ELA.1.RF.4a Read on level text with purpose and understanding.</p> <p>ELA.1.RF.4.b ELA.1.RF.4.c</p>				<p>-consonant blends</p> <p>-vowel</p> <p>-digraphs</p> <p>-vowel</p> <p>-vowel</p> <p>-sight words</p> <p>-text</p> <p>-informative</p>		

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<p>Speaking & Listening</p> <p>Language</p>	<p>ELA.1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELA.1.W.5</p> <p>ELA.1.W.6</p> <p>ELA.1.W.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.</p> <p>ELA.1.SL.1</p> <p>ELA.1.SL.1a ELA.1.SL.1b ELA.1.SL.1c ELA.1.SL.2</p> <p>ELA.1.SL.3 ELA.1.SL.4 ELA.1.SL.5 ELA.1.SL.6</p> <p>ELA.1.L.1 ELA.1.L.1b</p> <p>ELA.1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>ELA.1.L.1d ELA.1.L.1e ELA.1.L.1f ELA.1.L.1g</p> <p>ELA.1.L.1i</p> <p>ELA.1.L.2</p> <p>ELA.1.L.2a ELA.1.L.2b</p>				<p>-explanatory -topic -closure</p> <p>-research -topic -sequence</p> <p>-singular noun -plural noun -verb</p>		

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Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	ELA.1.RL.1 ELA.1.RL.2 ELA.1.RL.3 ELA.1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ELA.1.RL.5 ELA.1.RL.6 Identify who is telling the story at various points in a text. ELA.1.RL.9 Compare and contrast the adventures and experiences of characters in a story. ELA.1.RL.10 ELA.1.RI.1 Ask and answer questions about key details in a text. ELA.1.RI.2 ELA.1.RI.3 ELA.1.RI.4 ELA.1.RI.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. ELA.1.RI.6 ELA.1.RI.7 ELA.1.RI.8 Identify the reasons an author				-phrase -poem -senses -narrator -text -compare -contrast -adventure -characters -question -key details -text feature -support -author		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Reading – Foundational Skills</p> <p>Writing</p>	<p>gives to support points in a text.</p> <p>ELA.1.RI.9 ELA.1.RI.10</p> <p>ELA.1.RF.2 ELA.1.RF.2d</p> <p>ELA.1.RF.3 ELA.1.RF.3a ELA.RF.3b Decode regularly spelled one syllable words.</p> <p>ELA.1.RF.3c ELA.1.RF.3d ELA.1.RF.3e Decode two syllable words following basic patterns by breaking the words into syllables.</p> <p>ELA.1.RF.3f ELA.1.RF.3g</p> <p>ELA.1.RF.4 ELA.1.RF.4a</p> <p>ELA.1.RF.4.b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>ELA.1.RF.4.c Use context to confirm or self - correct word recognition and understanding, rereading as necessary.</p> <p>ELA.1.W.1</p> <p>ELA.1.W.3 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>-narrative -sequence -closure</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Speaking & Listening</p> <p>Language</p>	<p>ELA.1.W.5</p> <p>ELA.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>ELA.1.W.8</p> <p>ELA.1.SL.1</p> <p>ELA.1.SL.1a ELA.1.SL.1b ELA.1.SL.1c</p> <p>ELA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>ELA.1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>ELA.1.SL.4 ELA.1.SL.5 ELA.1.SL.6</p> <p>ELA.1.L.1 ELA.1.L.1b ELA.1.L.1c</p> <p>ELA.1.L.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their). ELA.1.L.1e</p> <p>ELA.1.L.1f Use frequently occurring adjectives.</p>				<p>-research</p> <p>-key details</p> <p>-personal, possessive, indefinite pronoun</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>ELA.1.L.1g Use frequently occurring conjunctions.</p> <p>ELA.1.L.1h</p> <p>ELA.1.L.1i Use frequently occurring prepositions.</p> <p>ELA.1.L.1j</p> <p>ELA.1.L.2 ELA.1.L.2a Capitalize holidays, product names, and geographic names.</p> <p>ELA.1.L.2b ELA.1.L.2c ELA.1.L.2d ELA.1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>ELA.1.L.4 ELA.1.L.4a Use sentence level context as a clue to determine meaning of a word or phrase.</p> <p>ELA.1.L.4.b ELA.1.L.4c</p> <p>ELA.1.L.5 ELA.1.L.5a</p> <p>ELA.1.L.5c Identify real life connections between words and their use.</p> <p>ELA.1.L.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>ELA.1.L.6</p>				<p>-adjectives</p> <p>-conjunctions</p> <p>-preposition</p> <p>-holidays -product & geographic names</p> <p>-phrase -context</p>		

First Grade
Language Arts Pacing Guide

Month: April

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Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	<p>ELA.1.RL.1 Ask and answer questions about key details in a text.</p> <p>ELA.1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELA.1.RL.3 ELA.1.RL.4</p> <p>ELA.1.RL.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.</p> <p>ELA.1.RL.6 ELA.1.RL.7 ELA.1.RL.9 ELA.1.RL.10 ELA.1.RI.1</p> <p>ELA.1.RI.2 Identify the main topic and retell key details of a text.</p> <p>ELA.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELA.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELA.1.RI.5</p>				<p>-key details -text</p> <p>-retell -key details -central message -lesson</p> <p>-text type (genre)</p> <p>-main topic -retell -key details</p> <p>-connection</p> <p>-questions</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading – Foundational Skills	<p>ELA.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the word in a text.</p> <p>ELA.1.RI.7 ELA.1.RI.8</p> <p>ELA.1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>ELA.1.RI.10</p> <p>ELA.1.RF.2</p> <p>ELA.1.RF.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p> <p>ELA.1.RF.3</p> <p>ELA.1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>ELA.1.RF.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>ELA.1.RF.3d ELA.1.RF.3e</p> <p>ELA.1.RF.3f Read words with inflectional endings.</p> <p>ELA.1.RF.3g</p> <p>ELA.1.RF.4</p>				<p>-illustrations -text</p> <p>-similar -different -text</p> <p>-words</p> <p>-digraph</p> <p>-long vowel</p> <p>-endings</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Writing</p> <p>Speaking & Listening</p>	<p>ELA.1.RF.4a Read on level text with purpose and understanding.</p> <p>ELA.1.RF.4.b ELA.1.RF.4.c</p> <p>ELA.1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>ELA.1.W.5</p> <p>ELA. 1.W.6</p> <p>ELA.1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELA.1.SL.1</p> <p>ELA.1.SL.1a ELA.1.SL.1b ELA.1.SL.1c ELA.1.SL.2</p> <p>ELA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>ELA.1.SL.3 ELA.1.SL.4</p> <p>ELA.1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p>				<p>-opinion -reasons -closure -introduce</p> <p>-publish</p> <p>-key details</p> <p>-visual display</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Language	<p>ELA.1.SL.6</p> <p>ELA.1.L.1 ELA.1.L.1b</p> <p>ELA.1.L.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>ELA.1.L.1d</p> <p>ELA.1.L.1e Use verbs to convey a sense of past, present, and future.</p> <p>ELA.1.L.1f ELA.1.L.1g</p> <p>ELA.1.L.1h Use determiners (e.g., articles, demonstratives).</p> <p>ELA.1.L.1i ELA.1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>ELA.1.L.2 ELA.1.L.2a</p> <p>ELA.1.L.2b Use end punctuation for sentences.</p> <p>ELA.1.L.2c ELA.1.L.2d ELA.1.L.2e</p> <p>ELA.1.L.4</p> <p>ELA.1.L.4a</p> <p>ELA.1.L.4.b Use frequently occurring affixes as a clue to the meaning of a</p>				<p>-singular & plural nouns -verb</p> <p>-past, present, future</p> <p>-simple & compound -declarative -interrogative -imperative -exclamatory</p> <p>-end punctuation</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
	<p>word.</p> <p>ELA.1.L.4c Identify frequently occurring root words and their inflectional forms.</p> <p>ELA.1.L.5</p> <p>ELA.1.L.5a</p> <p>ELA.1.L.5b Define words by category and by one or more key attributes.</p> <p>ELA.1.L.5c ELA.1.L.5d ELA.1.L.6</p>				<p>-root word -base word</p> <p>-category</p>		

First Grade
Language Arts Pacing Guide

Month: May

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Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading	ELA.1.RL.1 ELA.1.RL.2 ELA.1.RL.3 Describe characters, settings, and major events in a story, using key details. ELA.1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ELA.1.RL.5 ELA.1.RL.6 Identify who is telling the story at various points in a text. ELA.1.RL.7 ELA.1.RL.9 Compare and contrast the adventures and experiences of characters in a story. ELA.1.RL.10 ELA.1.RI.1 Ask and answer questions about key details in a text. ELA.1.RI.2 ELA.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. ELA.1.RI.4 ELA.1.RI.5 Know and use various text				-characters -setting -events -story -key details -poem -senses -narrator -text -compare -contrast -text -key details -connection -event -idea		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Reading – Foundational Skills	<p>features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>ELA.1.RI.7 Use illustrations and details in a text to describe its key ideas.</p> <p>ELA.1.RI.8 Identify the reasons an author gives to support points in a text.</p> <p>ELA.1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>ELA.1.RI.10</p> <p>ELA.1.RF.3</p> <p>ELA.1.RF.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>ELA.1.RF.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>ELA.1.RF.3e Decode two syllable words following basic patterns by breaking the words into syllables.</p> <p>ELA.1.RF.3f</p> <p>ELA.1.RF.3g Recognize and read grade appropriate irregularly spelled words.</p> <p>ELA.1.RF.4 ELA.1.RF.4a</p>				<p>-reason -support</p> <p>-similar -different</p> <p>-vowels</p> <p>-syllable</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
<p>Writing</p> <p>Speaking & Listening</p>	<p>ELA.1.RF.4.b Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>ELA.1.RF.4.c Use context to confirm or self - correct word recognition and understanding, rereading as necessary.</p> <p>ELA.1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELA.1.W.5</p> <p>ELA.1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>ELA.1.W.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.</p> <p>ELA.1.SL.1</p> <p>ELA.1.SL.1a ELA.1.SL.1b ELA.1.SL.1c</p> <p>ELA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>ELA.1.SL.3 ELA.1.SL.4 ELA.1.SL.5</p>				<p>-rate -expression</p> <p>-context</p> <p>-inform -explain -fact -closure</p> <p>-digital tools</p> <p>-research</p>		

Theme/Big Ideas	Objectives	Essential/ Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/ Concepts	Resources	Board Objectives
Language	<p>ELA.1.SL.6</p> <p>ELA.1.L.1</p> <p>ELA.1.L.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their).</p> <p>ELA.1.L.1f Use frequently occurring adjectives.</p> <p>ELA.1.L.1g Use frequently occurring conjunctions.</p> <p>ELA.1.L.1h Use determiners (e.g., articles, demonstratives).</p> <p>ELA.1.L.1i Use frequently occurring prepositions.</p> <p>ELA.1.L.2</p> <p>ELA.1.L.2a Capitalize holidays, product names, and geographic names.</p> <p>ELA.1.L.2c Use commas in dates and to separate single words in a series.</p> <p>ELA.1.L.2d ELA.1.L.2e</p> <p>ELA.1.L.4</p> <p>ELA.1.L.4a Use sentence level context as a clue to determine meaning of a word or phrase.</p> <p>ELA.1.L.4.b Use frequently occurring affixes as a clue to the meaning of a word.</p>				<p>-personal, possessive & indefinite pronoun</p> <p>-adjective</p> <p>-conjunctions</p> <p>-capitalize -products -geographic</p> <p>-date -comma</p> <p>-clue</p>		

