Language Arts Pacing Guide 2015-2016

Jett, McHolland, Fluharty

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Reading Unit of Study** | **Core Content** | **Writing Component** | **Language Component** | **Phonics Component** | **Science or Social Studies Component** | **Resource(s)** |
| Aug.-Sept | **Unit 1**Main Idea and Key DetailsMaking InferencesAsking Questions | **RL.1.2** Retell stories, including key details, and demonstrate understanding of central message (Readers Theatre)**RI.1.2** Identify the main topic and retell key details of a text**RI.1.5**- Know and use various text features**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**RI.1.1** Ask and answer questions about key details in a text | \*Beginning of year piece**First Quarter****W.1.3**-Personal Narratives | **L.1.1a** Print all upper and lowercase letters**L.1.2b** end punctuation**L.1.2a** Capitalize dates and names of peopleRF.1.1a Recognize features of a sentence**\*L.1.1j** produce and expand complete sentences | **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.1.3a** Know spelling-sound correspondences for common consonant digraphs | **Science**-Engineering Design K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3**S.S.** Government and Civics- citizenship, rules (Home/School), laws, community/neighborhoodFamily, responsibilities,SS-EP 1.1.2, 2.2.1, 1.3.1, 1.2.1, 1.3.2, 1.1.1**Science**-Life Science | Benchmark LiteracyPrimary Comprehension Tool Kit, Common Core Clinic books, Reading A-ZScholastic NewsScience TextSocial Studies Text |
| Sept | **Unit 2**Story Elements-Characters | **RL.1.3** Describe characters, settings, and major events**RL.1.7** Use illustrations and details in a story to describe story elements**RL.1.9** Compare and contrast character experiences | **W.1.3**-Personal Narratives**Second Quarter****W.1.2** Informative Writings | **L.1.1b** Use common, proper, and possessive nouns**L.1.1c** Use singular and plural nouns**L.1.1d** Use personal, possessive, and indefinite pronouns**L.1.1f** use adjectives | **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.1.2a** Distinguish between long and short vowel sounds**RF.1.3c** Final –e and common vowel teams \*final –y**RF.1.3a** Know spelling-sound correspondences for common consonant digraphs | **Science-**Life Science**S.S.-** Government and Civics (see above)SS-EP 1.1.2, 2.2.1, 1.3.1, 1.2.1, 1.3.2, 1.1.1 | Benchmark LiteracyPrimary Comprehension Tool Kit, Common Core Clinic books, Reading A-ZScholastic NewsScience TextSocial Studies Text |
| Oct | **Unit 3**Nonfiction-Text ImportanceSequencing\*compare to fiction | **\*RL.1.5**-Explain the major differences between books that tell stories and books that give information**\*RI.1.5**- Know and use various text features**RI.1.6**- Distinguish between information provided by pictures and words in text**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**RI 1.10-** With prompting and support, read informational texts appropriately complex for grade 1. | **W.1.2** Informative Writings(Second 9 weeks)\*Young Author’s**W.1.2** Informative Writings | **L.1.1e** Use verbs to convey a sense of past, present, future**L.1.1.4c** Frequently occurring root words**L.1.4b** use frequently occurring affixes as a clue to the meaning of a word**L.1.5d** Distinguish shades of meaning among verbs | **RF.1.2a** Distinguish between long and short vowel sounds**RF.1.3c** Final –e and common vowel teams \*final –y**RF.1.3a** Know spelling-sound correspondences for common consonant digraphs | **Nov. 9-Science**-Space Systems (Earth Science): patterns and cycles1-ESS1-1**S.S.-**Culture and SocietyElements of Cultures/Settlements,Early American Cultures/SettlementsEarly SettlementsSS-EP 2.1.1, 5.2.2, 4.3.1  | Benchmark LiteracyPrimary Comprehension Tool Kit, Common Core Clinic books, Reading A-ZScholastic NewsScience TextSocial Studies Text |
| November | **Unit 4**Story Elements-Summarize & Synthesize | **RL.1.3** Describe characters, settings, and major events**RL.1.2** Retell stories, including key details, and demonstrate understanding of central message**RL 1.1** Ask and answer questions about key details in a text. | **3rd Quarter****W.1.1** Write Opinion Pieces | **L.1.1g** Use frequently occurring conjunctions**L.1.1h** Use determiners**L.1.1.i** Use frequently occurring prepositions**L.1.2c** Use commas in dates and to separate single words in a series | **RF.1.3c** Final –e and common vowel teams \*final –y**RF.1.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends**RF.1.3f** Read words with inflectional endings | **Dec.-Science**-Space Systems (Earth Science): patterns and cycles1-ESS1-1**Jan.25-Science-**WavesLight and sound1-PS4-1, 1-PS4-4**S.S.-** EconomicsMarkets (Goods/Services, Wants/Needs)Human/Natural ResourcesSS-EP 3.3.1, 3.1.1 | Benchmark LiteracyPrimary Comprehension Tool Kit, Common Core Clinic books, Reading A-ZScholastic NewsScience TextSocial Studies Text |
| DecemberDec. 14-18 | **Unit 5**Making ConnectionsPoetry Weeksupplemental | **R.L. 1.1** Ask and answer questions about key details in a text.**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.**RL 1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**RL 1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1. |  | **L.1.5d** Distinguish shades of meaning among verbs\*synonyms and antonyms | **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.1.2a** Distinguish between long and short vowel sounds**RF.1.3c** Final –e and common vowel teams \*final –y**RF.1.3a** Know spelling-sound correspondences for common consonant digraphs | **Science-**WavesLight and sound1-PS4-1, 1-PS4-4**S.S.-**Historical PerspectivePatriotic Symbols, Songs, Holidays, and LandmarksPrimary/Secondary Sources (Artifacts and Timelines)SS-EP 5.2.1, 5.1.1 | Benchmark LiteracyPrimary Comprehension Tool Kit, Common Core Clinic books, Reading A-ZScholastic NewsScience TextSocial Studies Text |
| Jan. | **Unit 6**Compare and ContrastSummarize | **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.**RI.1.9** Identify basic similarities in and differences between two texts w/same topic | **Fourth Quarter****W.1.2** Informative Writings **W.1.1** Write Opinion Pieces**W.1.3**-Personal Narratives | **L.1.1e** Use verbs to convey a sense of past, present, future**L.1.1.4c** Frequently occurring root words**L.1.4b** use frequently occurring affixes as a clue to the meaning of a word**L.1.5d** Distinguish shades of meaning among verbs | **RF.1.3c** Final –e and common vowel teams \*final –y**RF. 1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.**RF.1.3d** Use knowledge that every syllable has a vowel sound**RF.1.3f** Read words with inflectional endings | **Science-**WavesLight and sound1-PS4-1, 1-PS4-4**March 22-Science-** Engineering Design K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3**S.S**.- GeographyMaps and Globes, landforms, Bodies of Water, human AdaptationsModifications of the Physical environmentSS-EP 4.1.1, 4.1.2, 4.4.1 | Benchmark LiteracyPrimary Comprehension Tool Kit, Common Core Clinic books, Reading A-ZScholastic NewsScience TextSocial Studies Text |
| FebruaryFeb/March | **Unit 7**Making Predictions and InferencesAuthor’s Purpose/ReasoningSupplemental Unit | **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.**RI. 1.1** Ask and answer questions about key details in a text. **RI.1.8** Identify the reasons an author gives to support points in a text | \*Free choice choose one and explain why their writing fits that genre | **L.1.1e** Use verbs to convey a sense of past, present, future**L.1.1.4c** Frequently occurring root words**L.1.4b** use frequently occurring affixes as a clue to the meaning of a word**L.1.5d** Distinguish shades of meaning among verbs | **RF.1.3c** Final –e and common vowel teams \*final –y**RF.1.3a** Know spelling-sound correspondences for common consonant digraphs**RF.1.3d** Use knowledge that every syllable has a vowel sound**RF.1.3f** Read words with inflectional endings | **Science**-Engineering Design K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3**S.S**.- GeographySS-EP 4.1.1, 4.1.2, 4.4.1(See above) | Benchmark LiteracyPrimary Comprehension Tool Kit, Common Core Clinic books, Reading A-ZScholastic NewsScience TextSocial Studies Text |
| March | **Unit 8**Determine ImportanceCompare and Contrast | **RI.1.8** Identify the reasons an author gives to support points in a text**RI 1.7** Use the illustrations and details in a text to describe it’s key ideas |  | **L.1.1e** Use verbs to convey a sense of past, present, future**L.1.1.4c** Frequently occurring root words**L.1.4b** use frequently occurring affixes as a clue to the meaning of a word**L.1.5d** Distinguish shades of meaning among verbs | **RF.1.3c** Final –e and common vowel teams \*final –y**RF.1.3a** Know spelling-sound correspondences for common consonant digraphs**RF. 1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.**RF.1.3g** Recognize and read grade-appropriate irregularly spelled words |  | Benchmark LiteracyPrimary Comprehension Tool Kit, Common Core Clinic books, Reading A-ZScholastic NewsScience TextSocial Studies Text |
| April | **Unit 9**Cause and Effect | **RL.1.2** Retell stories, including key details, and demonstrate understanding of central message**RL.1.7** Use illustrations and details in a story to describe it’s story elements**RI. 1.1** Ask and answer questions about key details in a text. |  | **L.1.1e** Use verbs to convey a sense of past, present, future**L.1.1.4c** Frequently occurring root words**L.1.4b** use frequently occurring affixes as a clue to the meaning of a word**L.1.5d** Distinguish shades of meaning among verbs | **RF.1.3c** Final –e and common vowel teams \*final –y**RF.1.3a** Know spelling-sound correspondences for common consonant digraphs**RF. 1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.**RF.1.3g** Recognize and read grade-appropriate irregularly spelled words |  | Benchmark LiteracyPrimary Comprehension Tool Kit, Common Core Clinic books, Reading A-ZScholastic NewsScience TextSocial Studies Text |
| May | **Unit 10**Drawing Conclusions | **RI. 1.1** Ask and answer questions about key details in a text.**RI 1.7** Use the illustrations and details in a text to describe it’s key ideas |  | \*Work on expanding sentences using previously taught skills.\*review all skills as needed | **RF.1.3c** Final –e and common vowel teams \*final –y**RF.1.3a** Know spelling-sound correspondences for common consonant digraphs**RF. 1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.**RF.1.3g** Recognize and read grade-appropriate irregularly spelled words |  | Benchmark LiteracyPrimary Comprehension Tool Kit, Common Core Clinic books, Reading A-ZScholastic NewsScience TextSocial Studies Text |

**Taught all year in small guided groups**

|  |  |
| --- | --- |
| **L.1.1j** produce and expand complete sentences | **L.1.6** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts |
| **L.1.2e** Spell untaught words phonetically, drawing on phonemic awareness | **RF.1.4** Read with sufficient accuracy and fluency to support comprehension |
| **L.1.2d** Use conventional spelling for words with common spelling patterns | **RF.1.3g** Recognize and read grade appropriate irregularly spelled words |
| **L.1.4a** Use sentence-level context as a clue to the meaning of a word or phrase | **RF.1.2b** Orally produce single-syllable words by blending sounds |
| **L.1.5a** sort words into categories to gain a sense of concepts taught | **RF.1.2c** Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words |
| **L.1.5b** Define words by category and by one or more key attributes | **RF.1.2d** segment spoken single-syllable words into their complete sequence of individual sounds |
| **L.1.5c** Identify real-life connections between words and their use | **RF.1.3b** Decode regularly spelled one syllable words |

**Standard taught all year with Read Alouds and Shared Readings**

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

**Speaking and Listening Standards**

These will be taught explicitly on the first few days of school to gain an understanding of how to work in small guided groups as well as with partners. They will continue to be embedded within small guided groups and whole group lessons.