

## 2017 East Pointe 1st Grade Literacy Pacing Guide

| Essential Standards | Reading Standards for Literature<br>Key Ideas and Details   | 1   | 2   | 3      | 4      |
|---------------------|---|-----|-----|--------|--------|
|                     |   |     |     |        |        |
|                     | <b>RL.1.1</b> Ask and answer such questions about key details in a text.  |     |     |        |        |
|                     | <b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  |     |     |        |        |
|                     | <b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.  |     |     |        |        |
|                     | <b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (e.g., “soon the round moon was shining: for “Owl and the Moon” found in <u>Owl at Home</u> by Arnold Lobel. |     |     |        |        |
|                     | <b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  |     |     |        |        |
|                     | <b>RL.1.6</b> Identify who is telling the story at various points in a text.  |     |     |        |        |
|                     | <b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.  |     |     |        |        |
|                     | <b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.   |     |     |        |        |
|                     | <b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for Grade 1.   |     |     |        |        |
|                     | <b>Reading Standards for Informational<br/>Key Ideas and Details</b>  |     |     |        |        |
|                     | <b>RI.1.1</b> Ask and answer questions about key details in a text.   | ask | ask | answer | answer |
|                     | <b>RI.1.2</b> Identify the main topic and retell key details of a text.   |     |     |        |        |

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|--|--|-------------|-----------------|---------------|-------------|
|  | <b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.  |             |                 |               |             |
|  | <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  | ask         | ask             | answer        | answer      |
|  | <b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | TC Label    | headin glossary | caption photo | chart       |
|  | <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                               | whole group | whole group     | sm. group     | sm. group   |
|  | <b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.   | whole group | whole group     | small group   | small group |
|  | <b>RI.1.8</b> Identify the reasons an author gives to support points in a text.  |             |                 |               |             |
|  | <b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                  | intro       |                 |               |             |
|  | <b>RI.1.10</b> With promoting and support, read informational texts appropriately complex for Grade 1.   |             |                 |               |             |
|  | <b>Reading Standards: Foundational Skills<br/>Phonics and Word Recognition</b>   |             |                 |               |             |
|  | <b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.   |             |                 |               |             |
|  | <b>RF.1.1.A</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |             |                 |               |             |
|  | <b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |             |                 |               |             |
|  | <b>RF.1.2.A</b> Distinguish long from short vowels in spoken one-syllable words.   |             | intro           |               |             |

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|  | <b>RF.1.2.B</b> Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.  |  |  |  |  |
|  | <b>RF.1.2.C</b> Isolate and produce initial, media vowel, and final sounds (phonemes) in spoken one-syllable words.  |  |  |  |  |
|  | <b>RF.1.2.D</b> Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).  |  |  |  |  |
|  | <b>RF.1.2.E</b> Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).   |  |  |  |  |
|  | <b>RF.1.2.F</b> Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.  |  |  |  |  |
|  | <b>RF.1.2.G</b> Delete individual initial, and final, sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).  |  |  |  |  |
|  | <b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.   |  |  |  |  |
|  | <b>RF.1.3.A</b> Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck).  |  |  |  |  |
|  | <b>RF 1.3.B</b> Know the letter/sound correspondences. <ul style="list-style-type: none"> <li>● Silent e (e.g., a-e, e-e, i-e, o-e, u-e).</li> <li>● Vowel teams<br/>*vowel digraph (e.g., ee, oo, ai, ay, ea).</li> </ul> |  |  |  |  |
|  | <b>RF.1.3.C</b> Recognize and read grade-appropriate irregularly-spelled words.  |  |  |  |  |
|  | <b>RF.1.3.D</b> Read words with inflectional endings.  |  |  |  |  |
|  | <b>RF.1.3.E</b> Decode words that follow the six syllable types  |  |  |  |  |

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|  | <p><b>RF. 1.3.F</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <ul style="list-style-type: none"> <li>● Compound words (e.g., cup/cake, cow/boy)</li> <li>● Consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle)</li> <li>● VC/CV (e.g., nap/kin, hap/py, stam/pede)</li> <li>● V/CV (e.g., bo/nus)</li> </ul> |  |  |  |  |
| <b>Fluency</b>   |  |  |  |  |  |
|  | <b>RF.1.4</b> Read grade-level text with sufficient accuracy and fluency to support comprehension.   |  |  |  |  |
|  | <b>RF.1.4.A</b> Read grade-level text with purpose and understanding.  |  |  |  |  |
|  | <b>RF.1.4.B</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.   |  |  |  |  |
| <b>Arkansas Anchor Standards for Writing<br/>Text Types and Purposes</b> |  |  |  |  |  |
|  | <b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reason for the opinion, and provide some sense of closure.   |  |  |  |  |
|  | <b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a sense of closure.  |  |  |  |  |
|  | <b>W.1.2.C</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  |  |  |  |  |
|  | <b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.   |  |  |  |  |
| <b>Production and Distribution of Writing</b>                            |  |  |  |  |  |
|  | <b>W.1.5</b> With guidance and support from adults focus on the topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.   |  |  |  |  |
|  | <b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.   |  |  |  |  |

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| Research to Build and Present Knowledge |  |  |  |  |  |
|---|--|--|--|--|--|
|   | <b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |  |  |  |  |
|   | <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                      |  |  |  |  |
|   | <b>W.1.10</b> Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.  |  |  |  |  |

| Speaking and Listening |  |       |      |     |     |
|------------------------|--|-------|------|-----|-----|
|                        | <b>SL.1.1</b> Participate in <i>collaborative conversations/discussions</i> with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. |       |      |     |     |
|                        | <b>SL.1.A</b> 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).                  | intro |      |     |     |
|                        | <b>SL.1.B</b> Continue conversations by responding to the comments of others through multiple exchanges.   |       |      |     |     |
|                        | <b>SL.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.   |       |      |     |     |
|                        | <b>SL.1.2</b> Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.   | answ  | answ | ask | ask |
|                        | <b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.                            |       |      |     |     |
|                        | <b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  |       |      |     |     |

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|  | <b>SL.1.5</b> Add drawings or other <i>visual displays</i> to descriptions when appropriate to clarify ideas, thoughts, and feelings.   |  |  |  |  |
|  | <b>SL.1.6</b> Produce complete sentences when appropriate 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). |  |  |  |  |

| <b>Language Standards<br/>Conventions of Standard English</b> |  |  |  |      |  |
|---|--|--|--|------|--|
|   | <b>L.1.1.A</b> Print all upper-and lowercase letters with proper letter formation.   |  |  |      |  |
|   | <b>L.1.1.B</b> Use common, proper, and singular possessive nouns (e.g., dog, Skippy, dog’s or Skippy’s).   |  |  |      |  |
|   | <b>L.1.1.C</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home. Today I walk home. Tomorrow I will walk home). <ul style="list-style-type: none"> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop).</li> </ul> |  |  |      |  |
|   | <b>L.1.1.D</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).   |  |  |      |  |
|   | <b>L.1.1.E</b> Use adjectives <ul style="list-style-type: none"> <li>Use determiners, noun markers, to add specificity (e.g., a book, the book).</li> </ul>  |  |  |      |  |
|   | <b>L.1.1.F</b> Use conjunctions (e.g., and, but, or, so).  |  |  |      |  |
|   | <b>L.1.1.G</b> Use prepositions (e.g., during, beyond, toward).  |  |  |      |  |
|   | <b>L.1.1.H</b> Produce and expand, complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. <ul style="list-style-type: none"> <li>Use appropriate spacing to separate words in a sentence.</li> </ul>   |  |  | prac |  |

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|---------------------------------------|--|-------|-------|-------|--|
|                                       | <b>L.1.1.J</b> Interrogatives (who, what, when, where, why, and how) are taught in Kindergarten and should be reinforced as needed.  |       |       |       |  |
|                                       | <b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.   |       |       |       |  |
|                                       | <b>L.1.2.A</b> Capitalize the first word in sentences, the pronoun I, dates, and names of people.  |       |       |       |  |
|                                       | <b>L.1.2.B</b> Use end punctuation for sentences.  |       |       |       |  |
|                                       | <b>L.1.2.C</b> Commas: <ul style="list-style-type: none"> <li>● Use commas in dates</li> <li>● Use commas to separate single words in a series</li> </ul>  |       |       |       |  |
|                                       | <b>L.1.2.D</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. <ul style="list-style-type: none"> <li>● Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.</li> </ul> |       |       |       |  |
| <b>Vocabulary Acquisition and Use</b> |  |       |       |       |  |
|                                       | <b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a range of strategies.  |       |       |       |  |
|                                       | <b>L.1.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.  | intro |       | score |  |
|                                       | <b>L.1.4.B</b> Use frequently occurring affixes as clue to the meaning of a word.  |       |       | intro |  |
|                                       | <b>L.1.4.C</b> Identify frequently occurring root (base) words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).   |       | intro |       |  |
|                                       | <b>L.1.5</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.   |       |       |       |  |
|                                       | <b>L.1.5.A</b> Sort words into categories based on multiple attributes (e.g., A large apple can be categorized by its color, size, and as a fruit) to gain a sense of the concept that items can be categorized by more than one characteristic.                           |       |       |       |  |
|                                       | <b>L.1.5.B</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims;  |       |       |       |  |

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|  | a tiger is a large cat with stripes).  |  |  |  |  |
|  | <b>L.1.5.C</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).   |  |  |  |  |
|  | <b>L.1.5.D</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |  |  |  |  |
|  | <b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).                               |  |  |  |  |

**The highlighted standards are the Essential Standards. Some shading in center shows additional shading of WW**

**Shading indicates standards for instruction each quarter**