

Pojoaque Valley Schools

English Language Arts CCSS Pacing Guide

1st Grade

**Skills adapted from
Kentucky Department of Education
Math Deconstructed Standards
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 4

2016-2017

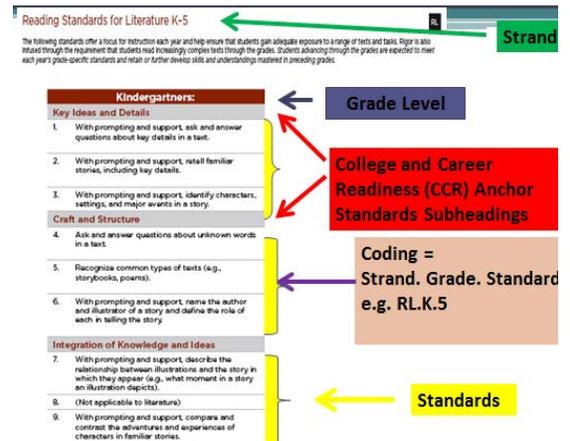
Pojoaque Valley Schools ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide State Standards (CCSS) over the course of an instructional school year. The **by quarter**. Teachers should understand that the **focus standards** emphasize a specific timeframe. However, because a certain quarter does not address specific standards previously taught standards should be reinforced while working on the focus standards. Some standards will **recur** across all quarters due to their importance on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but a guide of literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:

- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level:** Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collected under the same-numbered CCR anchor standard. Put another way, each CCSS standard accompanying grade-specific standard translating the broader CCR standard to meet end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number) that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3.
- **Skills and Knowledge:** Identified as subsets of the standard and apply to the standard. Define the skills and knowledge embedded in the standard to meet the standard.



Version 4 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 4 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 4:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge & Skills: The knowledge and skills field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions). It also identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

ELD Performance Outcomes (WIDA): This field lists by level what the Bilingual/TESOL teacher can expect to see in a student who achieves at a particular level. Levels were created using the Performance Definitions from the WIDA Consortium. The six levels were used to create three proficiency levels: Entering/Beginning, Developing/Expanding and Bridging/Reaching. Students at the Bridging/Reaching level are equivalent to a Level III student according the **Instructional Achievement Level Descriptors** (explained below). Each performance definition includes two ways to assess learning: Reading/Listening and Writing/Speaking.

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this field to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

Quarterly View of Standards					
1st Grade English Language Arts Pacing Guide					
	Quarter	1	2	3	4
RL 1.1 Ask and answer questions about key details in a text		X	X	X	X
RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		X	X	X	X
RL 1.3 Describe characters, settings, and major events in a story, using key details.		X	X	X	X
RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses			X	X	X
RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.			X	X	X
RL 1.6 Identify who is telling the story at various points in a text.				X	X
RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.		X	X	X	X
RL 1.9 Compare and contrast the adventures and experiences of characters in stories.			X	X	X
RL 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.				X	X
RI 1.1 Ask and answer questions about key details in a text		X	X	X	X
RI 1.2 Identify the main topic and retell key details of a text.			X	X	X
RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.			X		X
<i>RI 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</i>		X	X	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.			X		X
	Quarter	1	2	3	4
RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			X		X

RI 1.7 Use the illustrations and details in a text to describe its key ideas.		X		X	
RI 1.8 Identify the reasons an author gives to support points in a text.				X	
RI 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)				X	
RI 1.10 With prompting and support, read informational texts appropriately complex for grade 1.			X	X	
RF 1.1 Demonstrate understanding of the organization and basic features of print.			X	X	
RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			X	X	
RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.			X	X	
RF 1.4 Read with sufficient accuracy and fluency to support comprehension.			X	X	
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				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			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 words to signal event order, and provide some sense of closure.			X	X	
W 1.5 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	
W 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				X	
W 1.7 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).				X	
W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question			X	X	
	Quarter	1	2	3	4
SL 1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	X	X	X	X	

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X			X
SL 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			X	
SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.				X
SL 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	X	X	X	X
SL 1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3)				X
L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				X
L 1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X	X
L 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.			X	X
L 1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	X	X	X	X
L 1.6 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., <i>because</i>).	X	X	X	X

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College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 1	Standard 1 (RL.1.1)
Recurring	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Ask and answer questions about key details in a text.	Identify key details of a text Ask questions about key details in a text Answer questions about key details in a text	Identify key details of a text Ask questions about key details in a text Answer questions about key details in a text	Identify key details of a text Ask questions about key details in a text Answer questions about key details in a text	Identify key details of a text Ask questions about key details in a text Answer questions about key details in a text

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: ask and answer questions about important details in a text	ask and answer questions key details in a text details	Students know or are able to: how to listen to "inner-voice" while reading a few common question stems	Entering/Beginning (Reading/Listening) Students are able to point to specific words or phrase to support details. (Writing/Speaking) Students are able to answer a yes/no question in response to	EERL.1.1. Identify details in familiar stories.	Level IV Students will: EERL.1.1. Identify key details in familiar stories. Ex. Indicate key details given a field of choices (e.g., pictures, objects, symbols, print) that include key details from the text and distracters that do not appear in the text. Ex. In a familiar story, signal or otherwise indicate when a key detail has been read. Level III Students will: EERL.1.1. Identify details in familiar stories. Ex. Point to the picture in <i>Little Bear</i> that shows what he is wearing that is keeping him warm in the snow.

		<p>techniques to pick out important details</p> <p>ways to ask meaningful questions</p> <p>how to refer to a text to answer questions</p> <p>ask questions about key details</p> <p>use original language to answer questions about key details</p> <p>Students understand that asking and answering questions helps a reader comprehend a text.</p>	<p>question about details</p> <p>Developing/Expanding (Reading/Listening) Students are able to answer from oral question from teacher.</p> <p>(Writing/Speaking) Students are able to answer simple questions using a graphic organizer</p> <p>Bridging/Reaching (Reading/Listening) Students are able to ask and answer questions from oral scenario from teacher.</p> <p>(Writing/Speaking) Students are able to ask and answer in detail their questions and answers based on details orally.</p>		<p>Ex. With prompting (e.g., teacher might remind student to think about what the story told us about the character’s home), identify a key detail from a familiar story given an array of choices.</p> <p>Ex. With prompting (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a key detail is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch, or otherwise signals the teacher to indicate that a key detail was just shared).</p> <p>Ex. With prompting (e.g., teacher tells student to find the part of the book where a specific detail is shown), turn to the part of a book where a key detail is written about or depicted in the illustrations.</p> <p>Ex. While listening to a familiar story (e.g., “Show me what the man drove.”), point to pictures in the book that represent key details from the story.</p> <p>Level II Students will: EERL.1.1. Identify an object that relates to a detail in a familiar, personally relevant text.</p> <p>Ex. With prompting and a teacher-made text about a classroom activity (e.g., an art project), eye gaze to the paintbrush that is depicted in the story.</p> <p>Ex. With prompting and a social story about a familiar routine (e.g., getting ready to go home), get each of the items as they are mentioned in the story.</p> <p>Ex. After reading <i>Frog and Toad</i>, the teacher says “We have a frog just like the frog in the book in our aquarium. Can you show me the frog?”</p> <p>Level I Students will: EERL.1.1. With guidance and support, identify a familiar object that relates to a classroom activity.</p> <p>Ex. With guidance and support during a classroom activity (e.g., an art project), eye gaze to the paintbrush during an art activity.</p> <p>Ex. With guidance and support during a familiar routine (e.g., getting ready to go home), retrieve items to be taken home as directed.</p>
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College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 1	Standard 2 (RL.1.2)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify: <ul style="list-style-type: none"> key details of a story Apply understanding of their central message or lesson Orally demonstrate understanding of their central message or lesson <ul style="list-style-type: none"> central message/lesson of the story Retell story, including key details	Identify: <ul style="list-style-type: none"> key details of a story Apply understanding of their central message or lesson Orally demonstrate understanding of their central message or lesson <ul style="list-style-type: none"> central message/lesson of the story Retell story, including key details	Identify: <ul style="list-style-type: none"> key details of a story Apply understanding of their central message or lesson Orally demonstrate understanding of their central message or lesson <ul style="list-style-type: none"> central message/lesson of the story Retell story, including key details	Identify: <ul style="list-style-type: none"> key details of a story Apply understanding of their central message or lesson Orally demonstrate understanding of their central message or lesson <ul style="list-style-type: none"> central message/lesson of the story Retell story, including key details

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to retell stories including: key details understanding of central	stories key details demonstrate understanding	Students know or are able to: techniques for retelling a story techniques for	Entering/Beginning (Reading/Listening) Students are able to point to pictures or words which support the message or lesson of a story.	EERL.1.2. Retell details from a familiar story.	Level IV Students will: EERL.1.2. Retell a familiar story including key details. Ex. After “reading” a familiar story while turning the pages, retell the story and include key details about the story from beginning to end. Ex. After listening to a familiar story, retell the story (with beginning, middle, and end) and include key details. Ex. Retell a familiar story by combining symbols on an AAC system to reflect the overall structure of the story (first, then, next) and includes key details.

<p>message or lesson</p>	<p>central message or lesson</p> <p>retell, message, lesson</p>	<p>identifying key details of a text</p> <p>stories have a central message or lesson</p> <p>retell stories</p> <p>remember and talk about key details</p> <p>understand central message or lesson</p> <p>Students understand that stories help us better understand others by using key details to develop a central message or lesson.</p>	<p>(Writing/Speaking) Students are able to Describe pictures or events that support the message or lesson.</p> <p>Developing/Expanding (Reading/Listening) Students are able to find words to support the central message or lesson</p> <p>(Writing/Speaking) Students are able to list the key details that support the central message or lesson using a graphic organizer</p> <p>Bridging/Reaching (Reading/Listening) Students are able to convey the central idea</p> <p>(Writing/Speaking) Students are able to produce extended responses to explain the lesson learned</p>		<p>Level III Students will: EERL.1.2. Retell details from a familiar story. Ex. After “reading” a familiar story while turning the pages, retell details related to each page. Ex. After listening to a familiar story, list (verbally or by selecting symbols on an AAC system) key details from the story. Ex. After hearing a story, say “The old woman lived in a shoe.” Ex. After hearing a story, say “The old man gave the dog a bone.”</p> <p>Level II Students will: EERL.1.2. With guidance and support, recall a detail from a familiar story. Ex. With guidance and support, select objects or pictures from a field of choices that reflect a detail in a familiar story. Ex. While listening to a familiar story, recall with prompting (e.g., The teacher might say, “Remember that green animal that jumps?”), a detail from a next page (e.g., “What has a sticky tongue?”). Ex. After telling a story, the teacher asks “Who lived in a shoe?” Ex. After watching a video, the teacher asks “What type of animal is Nemo?”</p> <p>Level I Students will: EERL.1.2. With guidance and support, identify an object that relates to a detail in a familiar, personally relevant text. Ex. With guidance and support and a teacher-made text about a classroom activity (e.g., story time), eye gaze to the toy that is depicted in the story. Ex. With guidance and support and a social story about a familiar routine (e.g., getting ready to go home), get one of the items mentioned in the story.</p>
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College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Literature		Cluster: Key Ideas and Details	Grade: 1	Standard 3 (RL.1.3)
Describe characters, settings, and major events in a story, using key details.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Define: <ul style="list-style-type: none"> • character • setting • major events • details 	Define: <ul style="list-style-type: none"> • character • setting • major events • details 	Define: <ul style="list-style-type: none"> • character • setting • major events • details 	Define: <ul style="list-style-type: none"> • character • setting • major events • details
	Identify: <ul style="list-style-type: none"> • characters • setting • major events using key details	Identify: <ul style="list-style-type: none"> • characters • setting • major events using key details	Identify: <ul style="list-style-type: none"> • characters • setting • major events using key details	Identify: <ul style="list-style-type: none"> • characters • setting • major events using key details
	Describe: <ul style="list-style-type: none"> • character • setting • major events using key details	Describe: <ul style="list-style-type: none"> • character • setting • major events using key details	Describe: <ul style="list-style-type: none"> • character • setting • major events using key details	Describe: <ul style="list-style-type: none"> • character • setting • major events using key details

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>describe characters, settings, and major events including key details of a story</p>	<p>characters</p> <p>setting</p> <p>major events</p> <p>story</p> <p>key details</p>	<p>Students know or are able to:</p> <p>details reveal information about characters, setting, or major events</p> <p>use key details to describe characters</p> <p>use key details to describe settings</p> <p>use key details to identify major events in the story</p> <p>Students understand that key details in a story describe characters, settings, and major events to help the reader better understand other perspectives and cultures.</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify characters or setting by pointing to a picture</p> <p>(Writing/Speaking) Students are able to complete sentences when describing character or setting of a story.</p> <p>Developing/Expanding (Reading/Listening) Students are able to use a graphic organizer to describe a character or setting from a story.</p> <p>(Writing/Speaking) Students are able to discuss the character or setting of a story including the details for support</p> <p>Bridging/Reaching (Reading/Listening) Students are able to locate specific examples when describing the character and their actions or a setting and its details.</p> <p>(Writing/Speaking) Students are able to</p>	<p>EERL.1.3. Identify characters and settings in a familiar story.</p>	<p>Level IV Students will: EERL.1.3. Identify the characters and settings in a story. Ex. Indicate characters and settings given a field of choices (e.g., pictures, objects, symbols, print). Ex. During a shared reading interaction, point to illustrations that reflect the characters or settings in a story. Ex. Pick out the character and setting of a familiar story when given choices (e.g., Clifford lives on Birdwell Island with Emily Elizabeth). Ex. The Berenstain Bears live in the woods in Bear Country. Ex. After listening to <i>Horton Hears a Who</i>, when given three pictures, pick the elephant as the main character.</p> <p>Level III Students will: EERL.1.3. Identify characters and settings in a familiar story. Ex. Indicate characters and settings from a familiar story given a field of choices (e.g., pictures, objects, symbols, and print). Ex. During a shared reading interaction with a familiar story, point to illustrations that reflect the characters or settings in a story. Ex. Given two pictures (one of a character and one of the setting), identify which is the character and which is the setting in a familiar story.</p> <p>Level II Students will: EERL.1.3. With guidance and support, identify a character or the setting in a familiar story. Ex. With guidance and support, indicate characters and settings from a familiar story given a field of choices (e.g., pictures, objects, symbols, and print). Ex. During a shared reading interaction with a familiar story and guidance and support from the reader, point to illustrations that reflect the characters or setting in a story.</p> <p>Level I Students will: EERL.1.3. With guidance and support and a story that includes people in the student’s life, identify the person in the story. Ex. Given a story about a class trip that includes photos of classmates and the names of</p>

			<p>explain in detail the character or setting of a story and how they affected the events</p>		<p>classmates in the text, as well as guidance and support, the student will identify from a field of choices which classmate is featured on a given page.</p> <p>Ex. Given a story about a personal experience, as well as guidance and support, identify himself/herself as the person who is in the story (e.g., Teacher reads a page and shows the picture and asks, “Who is this book about? Who is that?” and the child responds “me” by patting own chest.).</p>
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College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Strand: Reading Literature	Cluster: Craft and Structure	Grade: 1	Standard 4 (RL.1.4)	
<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>Quarter 1:</p>	<p>Quarter 2:</p> <p>Identify:</p> <ul style="list-style-type: none"> • words in stories or poems • phrases in stories or poems • the various senses <p>Recognize words and phrases that:</p> <ul style="list-style-type: none"> • suggest feelings • appeal to the senses <p>Identify words and phrases in:</p> <ul style="list-style-type: none"> • stories • poems <p>that:</p> <ul style="list-style-type: none"> • suggest feelings <p>appeal to the senses</p>	<p>Quarter 3:</p> <p>Identify:</p> <ul style="list-style-type: none"> • words in stories or poems • phrases in stories or poems • the various senses <p>Recognize words and phrases that:</p> <ul style="list-style-type: none"> • suggest feelings • appeal to the senses <p>Identify words and phrases in:</p> <ul style="list-style-type: none"> • stories • poems <p>that:</p> <ul style="list-style-type: none"> • suggest feelings <p>appeal to the senses</p>	<p>Quarter 4:</p> <p>Identify:</p> <ul style="list-style-type: none"> • words in stories or poems • phrases in stories or poems • the various senses <p>Recognize words and phrases that:</p> <ul style="list-style-type: none"> • suggest feelings • appeal to the senses <p>Identify words and phrases in:</p> <ul style="list-style-type: none"> • stories • poems <p>that:</p> <ul style="list-style-type: none"> • suggest feelings <p>appeal to the senses</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>identify words and phrases that suggest feelings or appeal to the senses</p>	<p>identify words and phrases</p> <p>stories or poems suggest feelings</p> <p>appeal to the senses</p>	<p>Students know or are able to:</p> <p>words an author may use to evoke feelings</p> <p>words an author may use to appeal to the senses</p> <p>techniques for noticing and documenting emotions and sensory details during and after reading</p> <p>identify examples of words that evoke feelings</p> <p>identify examples of sensory details</p> <p>explain the impact of an author's use of sensory details</p> <p>Students understand that authors use words purposefully to add emotion or sensory details.</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify cognates to help with comprehension (Writing/Speaking) Students are able to draw a picture to show meaning of new words</p> <p>Developing/Expanding (Reading/Listening) Students are able to match a feeling or one of the five senses with a word or phrase from the text (Writing/Speaking) Students are able to draw a picture to show a word's meaning</p> <p>Bridging/Reaching (Reading/Listening) Students are able to show examples of sensory word usage (Writing/Speaking) Students are able to explain and give examples of sensory or emotional words used in the text.</p>	<p>EERL.1.4. Identify sensory or feeling words in a familiar story.</p>	<p>Level IV Students will: EERL.1.4. Identify sensory or feeling words in a story. Ex. While listening to a story, signal when a feeling word is read. Ex. Given a picture book that includes illustrations that depict different feelings (e.g., <i>Today, I Feel Silly and Other Moods That Make My Day</i>), identify the feelings as they are depicted on several pages. Ex. Match a sensory or feeling word to the correct illustration from a story. Ex. After hearing a story for the first time, tells the teacher how the main character was feeling: sad, happy, mad, hungry, tired, etc. Ex. After reading <i>The Very Hungry Caterpillar</i>, pick hungry from three options when asked, "How was the caterpillar feeling?"</p> <p>Level III Students will: EERL.1.4. Identify sensory or feeling words in a familiar story. Ex. While listening to a familiar story, signal when a feeling word is read. Ex. Given a familiar picture book that includes illustrations that depict a feeling (e.g., <i>Today, I Feel Silly and Other Moods That Make My Day</i>), identify the feeling depicted. Ex. Choose from an array of pictures to identify a sensory or feeling word from a familiar story. Ex. Teacher hands a happy card and a sad card to the student and says, "When we are reading the story, hold up the card when you hear 'happy' or 'sad'."</p> <p>Level II Students will: EERL.1.4. With guidance and support, identify a specified sensory or feeling word in a familiar story. Ex. With guidance and support, as well as a familiar story, use a single message voice output device to say a feeling word after it is read in a text in order to signal recognition of the word. Ex. With guidance and support, as well as a familiar story, use a single message voice output device to say a sensory word that the adult reads (e.g., Teacher might say, "The animals in this book use their eyes to see. You help me read by saying the word see with me." Then, use an exaggerated pause before reading</p>

					<p>see.).</p> <p>Ex. Choose from two pictures to identify a sensory or feeling word from the story.</p> <p>Level I Students will:</p> <p>EERL.1.4. With guidance and support, imitate, act out, or otherwise gesture to demonstrate a sensory or feeling word that is used in a familiar text.</p> <p>Ex. With guidance and support, imitate facial expressions to match the feelings in the text, <i>Today, I Feel Silly and Other Moods That Make My Day</i>.</p> <p>Ex. With guidance and support, wave a finger to match the words Mrs. Wishy Washy says when she tells each animal, “In the tub you go!”</p>
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Common Core ELA Pacing Guide
1st Grade

College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.				
Strand: Reading Literature		Cluster: Craft and Structure	Grade: 1	Standard 5 (RL.1.5)
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
		Recognize: <ul style="list-style-type: none"> • characteristics of fiction • characteristics of nonfiction • fiction in different forms of text • nonfiction in different forms of text 	Recognize: <ul style="list-style-type: none"> • characteristics of fiction • characteristics of nonfiction • fiction in different forms of text • nonfiction in different forms of text 	Recognize: <ul style="list-style-type: none"> • characteristics of fiction • characteristics of nonfiction • fiction in different forms of text • nonfiction in different forms of text
		Explain how a book that tells a story is different from a book that gives information	Explain how a book that tells a story is different from a book that gives information	Explain how a book that tells a story is different from a book that gives information

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>explain differences between books that tell stories and books that give information</p>	<p>explain</p> <p>major differences</p> <p>books that tell stories</p> <p>books that give information</p> <p>wide reading of a range of text types</p> <p>stories, information</p>	<p>Students know or are able to:</p> <p>features of common types of text</p> <p>different types of books have different purposes</p> <p>explain the difference between literature and informational texts</p> <p>provide examples from a text that show why the text has a certain classification</p> <p>Students understand that texts can be categorized based on predictable features.</p>	<p>Entering/Beginning (Reading/Listening) Students are able to point to a chapter, title, caption or phrase in a text to indicate that it is narrative or expository</p> <p>(Writing/Speaking) Students are able to use short phrases to describe whether a text is narrative or expository.</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify whether a piece of writing is narrative or expository.</p> <p>(Writing/Speaking) Students are able to author different brief pieces that are narrative and expository.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to construct a model of a piece of writing to show the elements that make it narrative or expository</p> <p>(Writing/Speaking) Students are able to</p>	<p>EERL.1.5. Classify reading materials into storybooks and informational books.</p>	<p>Level IV Students will: EERL.1.5. Select storybooks and informational books from a library or other large collection of materials. Ex. When asked to find a book that will provide information about a topic (e.g., butterflies), select an information book rather than a storybook. Ex. Given a variety of reading materials, sort them into storybooks and informational books.</p> <p>Level III Students will: EERL.1.5. Classify reading materials into storybooks and informational books. Ex. Given a selection of materials, such as storybooks, magazines, and newspapers, select a storybook when asked to pick a story. Ex. When asked to put books away, put storybooks in the basket with other stories, information books in a basket with other information books, and magazines in a basket with magazines.</p> <p>Level II Students will: EERL.1.5. Select specified familiar storybooks to read. Ex. Given two or more books, select the familiar storybook requested by the teacher. Ex. Select from the classroom library a familiar story, bring it to the teacher and name the book when asking her to read it (e.g., “Read <i>Three Pigs!</i>”). Ex. When asked to select a story to read, select a familiar storybook from the classroom library.</p> <p>Level I Students will: EERL.1.5. Choose a storybook to read or listen to. Ex. Given a choice of two or more books, eye gaze or otherwise select a book to read. Ex. Given an electronic bookshelf (e.g., Tarheel Reader), use switches to select a book to read. Ex. When given a toy and a storybook, choose the storybook when requested.</p>

			explain and give examples of components of a piece of writing that makes it narrative or expository.		
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Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Literature		Cluster: Craft and Structure	Grade: 1	Standard 6 (RL.1.6)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Identify who is telling the story at various points in a text.			Recognize when the narrator is telling the story Identify: <ul style="list-style-type: none"> the characters in a story who is telling the story at various points in a text 	Recognize when the narrator is telling the story Identify: <ul style="list-style-type: none"> the characters in a story who is telling the story at various points in a text

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: identify who is telling the story at various points in a text	identify story various points in a text text narrator	Students know or are able to: a story may be told by more than one narrator signal words for determining who is narrating a story identify who is telling a story at various points in a story Students understand	Entering/Beginning (Reading/Listening) Students are able to point to a picture of the character that is speaking. (Writing/Speaking) Students are able to say the name of the character or short phrase about the character that is speaking. Developing/Expanding (Reading/Listening) Students are able to	EERL.1.6. Identify a speaker in a familiar story.	Level IV Students will: EERL.1.6. Identify the speaker or narrator in a story with multiple speakers or narrators. Ex. After listening to a story told by one of the characters in the story, identify which character is telling the story. Ex. Given a line from a story that has been read to them, tell or identify the name of the character who is saying that line. Ex. After reading <i>The Three Little Pigs</i> , indicate that the Wolf said “[He] will huff and puff and blow the house down.” Level III Students will: EERL.1.6. Identify a speaker in a familiar story. Ex. Point to Little Bear when asked, “Who said he is cold?” Ex. Say the name of the character who is speaking as the story is being read.

		<p>that authors include clues in a story to help the reader understand who is telling the story.</p>	<p>identify whether a character's point of view changes the content of the story. (Writing/Speaking) Students are able to author different brief examples of how a character's telling of a story influences the content.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to distinguish between multiple characters and points of view in a text. (Writing/Speaking) Students are able to explain and give examples of ways that a character's point of view influences the content and style of a story.</p>		<p>Level II Students will: EERL.1.6. With guidance and support, identify the speaker or narrator in a familiar story. Ex. Given a choice of characters in a familiar story, select the one who is speaking, as the story is being read. Ex. Use an illustration from a page of a story as it is being read, indicate who is speaking on that page. Ex. After listening to a story about He-Man, the teacher says that He-Man is the speaker and says "By the power of Grayskull, I am He-Man. Find the picture of He-Man."</p> <p>Level I Students will: EERL.1.6. With guidance and support, say the repeated line spoken by the speaker or narrator in a familiar story. Ex. Given a familiar book with a repeated line spoken by a single character (e.g., "not me" said the Monkey), use a single message voice output device to fill in the repeated line.</p>
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Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 1	Standard 7 (RL.1.7)
Use illustrations and details in a story to describe its characters, setting, or events.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Recognize story: <ul style="list-style-type: none"> • characters • setting • events 	Recognize story: <ul style="list-style-type: none"> • characters • setting • events 	Recognize story: <ul style="list-style-type: none"> • characters • setting • events 	Recognize story: <ul style="list-style-type: none"> • characters • setting • events
	Use story illustrations to identify: <ul style="list-style-type: none"> • character • setting • events 	Use story illustrations to identify: <ul style="list-style-type: none"> • character • setting • events 	Use story illustrations to identify: <ul style="list-style-type: none"> • character • setting • events 	Use story illustrations to identify: <ul style="list-style-type: none"> • character • setting • events
	Use story details to identify: <ul style="list-style-type: none"> • characters • setting • events 	Use story details to identify: <ul style="list-style-type: none"> • characters • setting • events 	Use story details to identify: <ul style="list-style-type: none"> • characters • setting • events 	Use story details to identify: <ul style="list-style-type: none"> • characters • setting • events
	Describe: <ul style="list-style-type: none"> • characters • setting • events using: <ul style="list-style-type: none"> • story illustrations • story details 	Describe: <ul style="list-style-type: none"> • characters • setting • events using: <ul style="list-style-type: none"> • story illustrations story details	Describe: <ul style="list-style-type: none"> • characters • setting • events using: <ul style="list-style-type: none"> • story illustrations story details	Describe: <ul style="list-style-type: none"> • characters • setting • events using: <ul style="list-style-type: none"> • story illustrations story details

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>talk and/or write about how illustrations and details in a story depict characters, setting, or events</p>	<p>illustrations</p> <p>details</p> <p>story</p> <p>describe</p> <p>characters</p> <p>setting</p> <p>events</p>	<p>Students know or are able to:</p> <p>the role of illustrations in a story</p> <p>techniques for "reading" illustrations</p> <p>techniques for identifying details in a story</p> <p>describe the portion of a text depicted by an illustration</p> <p>identify details that describe characters, setting, or events</p> <p>support thinking with examples from the text</p> <p>Students understand that words and illustrations of a story communicate an author's intended message.</p>	<p>Entering/Beginning (Reading/Listening) Students are able to point to illustrations where they found something interesting.</p> <p>(Writing/Speaking) Students are able to make a short list of words to describe illustrations</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify characters or setting from illustrations</p> <p>(Writing/Speaking) Students are able to talk about how the pictures help tell the story</p> <p>Bridging/Reaching (Reading/Listening) Students are able to create a model or detailed illustration(s) to support the piece of writing.</p> <p>(Writing/Speaking) Students are able to use details from</p>	<p>EERL.1.7. Identify details or illustrations that describe the characters or events in a familiar story.</p>	<p>Level IV Students will: EERL.1.7. Identify details or illustrations that describe the characters or events in a story. Ex. From illustrations, pick a character from a story. Ex. From illustrations, pick an event from a story.</p> <p>Level III Students will: EERL.1.7. Identify details or illustrations that describe the characters or events in a familiar story. Ex. During shared reading, point to an illustration in a familiar story that shows a main character. Ex. During shared reading, signal to the teacher when a detail that describes an event is read.</p> <p>Level II Students will: EERL.1.7. With guidance and support, identify details or illustrations that describe the characters or events in a familiar story. Ex. With guidance and support during shared reading, point to an illustration in a familiar story that describes a main character. Ex. With guidance and support during shared reading, signal to the teacher when a detail that describes an event is read.</p> <p>Level I Students will: EERL.1.7. With guidance and support, attend to illustrations and descriptions of story characters during shared reading of a familiar story. Ex. With guidance and support during shared reading, look at or touch the illustrations in the story that show characters. Ex. When teacher reads <i>The Berenstain Bears Go to Camp</i>, look at pictures of bears.</p>

			illustrations to describe how they helped tell the story with an emphasis on character and setting		
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Common Core ELA Pacing Guide
1st Grade

College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
Strand: Reading Literature		Cluster: Integration of Knowledge and Ideas	Grade: 1	Standard 9 (RL.1.9)
Compare and contrast the adventures and experiences of characters in stories.	Quarter 1:	Quarter 2: Identify characters in a story Determine similarities and differences of adventures and experiences of characters Compare and contrast details from stories about: <ul style="list-style-type: none"> • adventures • experiences of characters 	Quarter 3: Identify characters in a story Determine similarities and differences of adventures and experiences of characters Compare and contrast details from stories about: <ul style="list-style-type: none"> • adventures • experiences of characters 	Quarter 4: Identify characters in a story Determine similarities and differences of adventures and experiences of characters Compare and contrast details from stories about: <ul style="list-style-type: none"> • adventures • experiences of characters

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: compare and contrast the adventures and experiences of characters in familiar stories	compare contrast adventures and experiences of characters stories	Students know or are able to: techniques for comparing and contrasting the role of characters in familiar stories	Entering/Beginning (Reading/Listening) Students can point to specific differences or similarities between texts/illustrations (Writing/Speaking) Students can make a list with peers of similarities and	EERL.1.9. Identify the adventures or experiences of characters in a familiar story.	Level IV Students will: EERL.1.9. Compare the adventures or experiences of characters in a story. Ex. After reading <i>Frog and Toad Together</i> one or two times, identify pictures of characters doing something in the story. Ex. After reading <i>The Little Red Hen</i> one or two times, identify pictures that show the experiences of Hen in the story. Level III Students will: EERL.1.9. Identify the adventures or experiences of characters in a familiar story. Ex. After <i>Frog and Toad Together</i> has been read often enough that it is familiar to

		<p>basic plot elements in familiar stories</p> <p>identify characters in a familiar story</p> <p>explain adventures and experiences of characters in familiar stories</p> <p>compare and contrast adventures and experiences of characters in familiar stories</p> <p>Students understand that adventures and experiences of characters can teach the reader about other perspectives and cultures.</p>	<p>differences</p> <p>Developing/Expanding (Reading/Listening) Students can classify features or various parts of text</p> <p>(Writing/Speaking) Students can author multiple pieces of the same elements on their own.</p> <p>Bridging/Reaching (Reading/Listening) Students can distinguish between similar elements of two or more texts.</p> <p>(Writing/Speaking) Students can analyze two or more texts and use evidence to support comparisons</p>		<p>the students, identify a picture of someone making cookies to show what Toad did in the story.</p> <p>Ex. After <i>The Little Red Hen</i> has been read often enough that it is familiar to the student, identify a picture that shows an experience of Hen in the story.</p> <p>Level II Students will: EERL.1.9. With guidance and support, identify the adventures or experiences of characters in a familiar story. Ex. With guidance and support during shared reading of <i>Frog and Toad Together</i>, point to a picture of the wind blowing away Toad’s to-do list.</p> <p>Level I Students will: EERL.1.9. With guidance and support during shared reading of a familiar story, attend to illustrations or descriptions of the adventures or experiences of characters. Ex. With guidance and support during shared reading of <i>Frog and Toad Together</i>, attend to a picture of the wind blowing away Toad’s to-do list.</p>
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1st Grade

College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.				
Strand: Reading Literature		Cluster: Range of Reading and Level of Text Complexity	Grade: 1	Standard 10 (RL.1.10)
With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Quarter 1:	Quarter 2:	<p>Quarter 3: Identify/Understand in prose and poetry:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of Knowledge and Ideas <p>at appropriate Complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1-9 with prompting and support</p> <p>Comprehend in prose and poetry:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and Structure • integration of Knowledge and Ideas <p>at appropriate Complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1 – 9 with prompting and support</p>	<p>Quarter 4: Identify/Understand in prose and poetry:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and structure • integration of Knowledge and Ideas <p>at appropriate Complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1-9 with prompting and support</p> <p>Comprehend in prose and poetry:</p> <ul style="list-style-type: none"> • key Ideas and details • craft and Structure • integration of Knowledge and Ideas <p>at appropriate Complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1 – 9 with prompting and support</p>

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance	Common Core	Instructional Achievement Level Descriptors
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			Outcomes (WIDA)	Essential Elements	
Students, with prompting and support: read and actively engage in understanding appropriately complex prose and poetry	with prompting and support prose and poetry appropriate complexity for grade 1	Students know or are able to: techniques for responding to prompting and support techniques for making meaning from difficult texts techniques for engaging with and appreciating difficult texts techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers respond to prompting and support make meaning from appropriately complex texts engage with and appreciate appropriately	Entering/Beginning (Reading/Listening) Students are able to identify elements of a story. (Writing/Speaking) Students are able to answer oral questions with one or two words about a text. Developing/Expanding (Reading/Listening) Students are able to identify examples of poetry. (Writing/Speaking) Students are able to summarize a poem or prose. Bridging/Reaching (Reading/Listening) Students are able to answer analytical questions about grade level poetry or prose. (Writing/Speaking) Students are able to connect personal experiences to poetry or prose they read.	EERL.1.10. **This Literature Essential Element references all elements above.	EERL.1.10. **This Literature Essential Element references all elements above.

		complex texts Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaborating with others about texts.			
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1st Grade

College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Strand: Reading Informational Text		Cluster: Key Ideas and Details		Grade: 1		Standard 1 (RI.1.1)	
Recurring Ask and answer questions about key details in a text.		Quarter 1: Identify key details of an informational text Ask questions about the key details in: <ul style="list-style-type: none"> an informational text 	Quarter 2: Identify key details of an informational text Ask questions about the key details in: <ul style="list-style-type: none"> an informational text 	Quarter 3: Identify key details of an informational text Ask questions about the key details in: <ul style="list-style-type: none"> an informational text 	Quarter 4: Identify key details of an informational text Ask questions about the key details in: <ul style="list-style-type: none"> an informational text 		

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance	Common Core	Instructional Achievement Level Descriptors
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			Outcomes (WIDA)	Essential Elements	
Students use writing and/or speaking to: ask and answer questions about important details in a text	ask and answer questions key details in a text details	Students know or are able to: how to listen to "inner-voice" while reading a few common question stems techniques to pick out important details ways to ask meaningful questions how to refer to a text to answer questions ask and answer questions to comprehend and monitor understanding identify key details ask questions about key details use original language to answer questions about key details	<p>Entering/Beginning (Reading/Listening) Students are able to point to specific words or phrase to support yes or no answer</p> <p>(Writing/Speaking) Students are able to answer a yes/no question in response to a question</p> <p>Developing/Expanding (Reading/Listening) Students are able to refer from oral information from teacher.</p> <p>(Writing/Speaking) Students are able to take notes using a graphic organizer</p> <p>Bridging/Reaching (Reading/Listening) Students are able to form an opinion from an oral scenario from teacher.</p> <p>(Writing/Speaking) Students are able to explain in detail their response orally.</p>	EERI.1.1. Identify details in familiar text.	<p>Level IV Students will: EERI.1.1. Identify key details in a text. Ex. Indicate two or more key details given a field of choices (e.g., pictures, objects, symbols, and print). Ex. When given an excerpt about George Washington from an informational text, identify the name George and his picture. Ex. When given a brochure about the apple orchard, identify an apple tree.</p> <p>Level III Students will: EERI.1.1. Identify details in familiar text. Ex. Identify key details related to a text given a field of choices (e.g., pictures, objects, symbols, print). Ex. When presented with options, indicate whether a detail is in a familiar text (e.g., daily schedules, lunch menus, calendars).</p> <p>Level II Students will: EERI.1.1. With prompting, identify a detail in text. Ex. Identify a detail related to a text given a field of choices (e.g., pictures, objects, symbols, and print). Ex. When asked, "Did you see/hear this?" indicate whether a detail is present. Ex. Teacher reminds student of key detail, "Remember . . ." and then asks the student to identify the picture of the key detail that the teacher just mentioned.</p> <p>Level I Students will: EERI.1.1. With prompts and support, orient to materials related to a text or books. Ex. Explore text that gives information (e.g., daily schedules, lunch menus, calendars).</p>

		Students understand that asking and answering questions helps a reader comprehend a text.			
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Strand: Reading Informational		Cluster: Key Ideas and Details	Grade: 1	Standard 2 (RI.1.2)
Identify the main topic and retell key details of a text.	Quarter 1:	Quarter 2: Identify the: <ul style="list-style-type: none"> main topic of a text key details of a text Retell key details of a text	Quarter 3: Identify the: <ul style="list-style-type: none"> main topic of a text key details of a text Retell key details of a text	Quarter 4: Identify the: <ul style="list-style-type: none"> main topic of a text key details of a text Retell key details of a text

Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students: identify the main topic of a text retell key details of a text	main topic retell key details text	Students know or are able to: techniques for identifying the main idea of a text techniques for identifying key details of a text identify the main topic retell key details apply these concepts to a variety of informational texts Students understand	Entering/Beginning (Reading/Listening) Students are able to identify facts and explicit messages from pictures. (Writing/Speaking) Students are able to restate content based facts Developing/Expanding (Reading/Listening) Students are able to identify illustrated main idea from oral discourse about a topic. (Writing/Speaking) Students are able to summarize content based information Bridging/Reaching (Reading/Listening) Students are able to	EERI.1.2. Retell details of a familiar text.	Level IV Students will: EERI.1.2. Retell information from text. Ex. Point to the correct daily schedule icon. Ex. Locate the current day’s lunch option on a school menu. Ex. Given an informational text on apple orchards, retell that you can buy or pick apples at the apple orchard. Level III Students will: EERI.1.2. Retell details of a familiar text. Ex. Point to an icon on the daily schedule (e.g., a picture indicating the next activity). Ex. Repeat an item from the school menu after hearing the day’s lunch options. Level II Students will: EERI.1.2. With prompts and support, recall a detail from informational text. Ex. With guidance and support, point to any icon on the daily schedule. Ex. With guidance and support, locate any item on a school menu. Level I Students will: EERI.1.2. With prompts and support, demonstrates an interest in reading informational text. Ex. Vocalizes, makes facial expressions, quietly attends, or demonstrates gestures

		that there is a relationship between key details and the main topic of a text.	determine the main idea of a text (Writing/Speaking) Students are able to justify how details support main idea.		when listening to/reading informational text. Ex. Given an informational text about zoo animals, eye gazes at the pictures.
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**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
Strand: Reading Informational		Cluster: Key Ideas and Details	Grade: 1	Standard 3 (RI.1.3)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:

<p>Describe the connection between two individuals, events, ideas, or pieces of information ideas, or pieces of information in a text.</p>		<p>Identify :</p> <ul style="list-style-type: none"> • key details about an individual discussed in an informational text • details about events or ideas in an informational text <p>Describe the connections made between two:</p> <ul style="list-style-type: none"> • individuals • events • ideas • pieces of information in a text 		<p>Identify :</p> <ul style="list-style-type: none"> • key details about an individual discussed in an informational text • details about events or ideas in an informational text <p>Describe the connections made between two:</p> <ul style="list-style-type: none"> • individuals • events • ideas • pieces of information in a text
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>recall and explain how individuals, events, ideas, or information in a text are connected</p>	<p>describe the connection</p> <p>pieces of information</p> <p>text</p> <p>connection</p> <p>event</p> <p>idea</p>	<p>Students know or are able to:</p> <p>techniques for identifying individuals, events, ideas, or pieces of information</p> <p>techniques for identifying connections between individuals, events, ideas, or pieces of</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify connections between individuals or events in a text.</p> <p>(Writing/Speaking) Students are able to describe information using phrases or short sentences</p> <p>Developing/Expanding</p>	<p>EERI.1.3. With guidance and support, identify events or ideas in a familiar text.</p>	<p>Level IV Students will: EERI.1.3. Identify similarities and differences between events or activities in a text. Ex. Identify the connection between a small pumpkin seed and a big pumpkin after reading <i>From Seed to Pumpkin</i>. Ex. Point to a picture of two different plants from a text about plants. Ex. Identify something that a pumpkin can be used for after reading <i>From Seed to Pumpkin</i>.</p> <p>Level III Students will: EERI.1.3. With guidance and support, identify events or ideas in a familiar text. Ex. During a shared reading of an informational text, point to an illustration from the text that reflects a piece of information about the topic. Ex. Select the picture that shows a plant getting water from a text about plants.</p>

	piece of information	<p>information</p> <p>possible sentence starters for talking about development of ideas within a text</p> <p>explain individuals, events, ideas, or pieces of information</p> <p>describe connections between individuals, events, ideas, or pieces of information</p> <p>Students understand there are connections between individuals, events, ideas, and pieces of information in a text.</p>	<p>(Reading/Listening) Students are able to role play to show relationships.</p> <p>(Writing/Speaking) Students are able to describe the relationship between ideas or concepts.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to form opinions of relationships found in text between events.</p> <p>(Writing/Speaking) Students are able to use language that references connections and cause/effect from a text</p>		<p>Level II Students will: EERI.1.3. With guidance and support, identify an event in a familiar text. Ex. While listening to a familiar text, recall with prompting (e.g., The teacher might say, “What is the next thing we do on our schedule?”), a detail from the page (e.g., <i>numbers</i>).</p> <p>Level I Students will: EERI.1.3. With guidance and support, focus on activities in text. Ex. Look at or point to their own activity sheet.</p>
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**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
Strand: Reading Informational		Cluster: Craft and Structure	Grade: 1	Standard 4 (RI.1.4)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:

<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Identify unknown words or words needing clarification in a text</p> <p>Recognize that a question requires an answer</p> <p>Ask questions to determine meaning of words and phrases in a text</p> <p>Answer questions that clarify the meaning of words and phrases in a text</p>	<p>Identify unknown words or words needing clarification in a text</p> <p>Recognize that a question requires an answer</p> <p>Ask questions to determine meaning of words and phrases in a text</p> <p>Answer questions that clarify the meaning of words and phrases in a text</p>	<p>Identify unknown words or words needing clarification in a text</p> <p>Recognize that a question requires an answer</p> <p>Ask questions to determine meaning of words and phrases in a text</p> <p>Answer questions that clarify the meaning of words and phrases in a text</p>	<p>Identify unknown words or words needing clarification in a text</p> <p>Recognize that a question requires an answer</p> <p>Ask questions to determine meaning of words and phrases in a text</p> <p>Answer questions that clarify the meaning of words and phrases in a text</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students ask and answer questions to:</p> <p>determine the meaning of words and phrases in a text</p>	<p>ask and answer questions</p> <p>determine or clarify the meaning of words and phrases in a text</p>	<p>Students know or are able to:</p> <p>several question stems related to unknown words</p> <p>techniques for identifying unknown words</p> <p>techniques for clarifying unknown words</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify cognates to help with comprehension</p> <p>(Writing/Speaking) Students are able to draw a picture to show meaning of new words</p> <p>Developing/Expanding (Reading/Listening) Students are able to</p>	<p>EERI.1.4. Respond to questions about a new word in familiar text.</p>	<p>Level IV Students will: EERI.1.4. Answer questions about words and phrases in a text. Ex. Using the illustration in the story, answer what roots do for a pumpkin plant. Ex. After reading an informational brochure about apple orchards, respond that an orchard has more than one tree. Ex. Point to a picture of a waterfall after reading a story about Niagara Falls when asked, “What is Niagara Falls?”</p> <p>Level III Students will: EERI.1.4. Respond to questions about a new word in familiar text. Ex. Point to the picture of a pumpkin when asked to identify “pumpkin.” Ex. Responds by pointing to a plant in the classroom when asked, “We have been reading about plants. Do you see a plant?”</p>

		<p>words</p> <p>identify unknown words and phrases</p> <p>ask questions about unknown words and phrases</p> <p>answer questions about unknown words and phrases</p> <p>clarify meaning of words and phrases through questions</p> <p>Students understand that words and phrases are interesting and important.</p>	<p>match definition or picture to new vocabulary (Writing/Speaking)</p> <p>Students are able to draw a picture to show understanding</p> <p>Bridging/Reaching (Reading/Listening)</p> <p>Students are able to use tools to help identify unknown words (Writing/Speaking)</p> <p>Students are able to explain and give examples of ways to find meanings of unknown words (ex: I used context clues...)</p>		<p>Level II Students will:</p> <p>EERI.1.4. With guidance and support, indicate unknown words in familiar text. Ex. Indicates whether they know or do not know a word when prompted, “Do you know what a pumpkin is?”</p> <p>Level I Students will:</p> <p>EERI.1.4. Respond to illustrations/objects of items in text. Ex. Demonstrate an interest or disinterest in the text (e.g., vocalization, gesture, facial expression). Ex. Touch a real pumpkin. Ex. Attend to illustrations or pictures from informational texts about animals. Ex. Explore water after reading an informational text about water.</p>
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**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.					
Strand: Reading Informational		Cluster: Craft and Structure		Grade: 1	Standard 5 (RI.1.5)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
Know and use various text features (e.g., headings, tables)		Determine how to use different			Determine how to use different text

<p>of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>		<p>text features</p> <p>Identify various text features</p> <ul style="list-style-type: none"> • (e.g., headings • tables of content • glossaries • electronic menus • icons) <p>Use various text features to locate key facts or information in a text</p>		<p>features</p> <p>Identify various text features</p> <ul style="list-style-type: none"> • (e.g., headings • tables of content • glossaries • electronic menus • icons) <p>Use various text features to locate key facts or information in a text</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students locate key facts or information by using various text features including:</p> <p>headings</p>	<p>know and use various text features</p> <p>headings</p>	<p>Students know or are able to:</p> <p>location of text features</p> <p>functions of text</p>	<p>Entering/Beginning (Reading/Listening) Students are able to point to text features (Writing/Speaking) Students are able to answer yes or no</p>	<p>EERI.1.5. With guidance and support, recognize that books have titles.</p>	<p>Level IV Students will: EERI.1.5. Locate titles and labels in a familiar text (e.g., book, calendars). Ex. Locate the title of a book or page number. Ex. Locate where the days of the week are shown on a calendar.</p> <p>Level III Students will:</p>

table of contents	table of contents	features	questions about text features		EERI.1.5. With guidance and support, recognize that books have titles. Ex. With guidance and support, locate the title on the front cover of a book.
glossary	glossary	use various text features to locate key facts or information in a text.	Developing/Expanding (Reading/Listening) Students are able to identify some text features (heading, table of contents, glossary, icon) (Writing/Speaking)		Level II Students will: EERI.1.5. With guidance and support, indicate a book or another text. Ex. Point to a book when presented with a book and a calendar and asked, “Which one is a book?”
electronic menu	electronic menu	Students understand that texts have predictable features that help readers locate information.	Students are able to name some text features (heading, table of contents, glossary, icon)		Level I Students will: EERI.1.5. Attend to a book or text when it is read. Ex. Look at the calendar during a calendar activity. Ex. Eyes gaze toward the book when it is being read.
icon	icon				
	locate				
	key facts or information				
	text		Bridging/Reaching (Reading/Listening) Students are able to use a kid friendly search tool (Writing/Speaking) Students are able to explain text features and use them in their own writing when appropriate.		

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College and Career Readiness (CCR) Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.				
Strand: Reading Informational		Cluster: Craft and Structure	Grade: 1	Standard 6 (RI.1.6)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Distinguish between information provided by pictures or other illustrations and information provided by		Identify whether information is provided in pictures or other illustrations and by the words in		Identify whether information is provided in pictures or other illustrations and by the words in the text

the words in a text.		the text		
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: distinguish between information provided by pictures or words in a text	distinguish information pictures other illustrations words text	Students know or are able to: pictures or illustrations contain important information techniques for "reading" illustrations or pictures gather information from pictures or illustrations gather information from words in a text Students understand that a text provides information through both illustrations and words.	Entering/Beginning (Reading/Listening) Students are able to point to illustrations where they found something interesting. (Writing/Speaking) Students are able to make a short list of words to describe illustrations Developing/Expanding (Reading/Listening) Students are able to identify information learned from illustrations (Writing/Speaking) Students are able to talk about how the pictures help tell the story Bridging/Reaching (Reading/Listening) Students are able to	EERI.1.6. With guidance and support, distinguish between text and illustrations in a text.	Level IV Students will: EERI.1.6. Demonstrate an understanding that words, pictures, and illustrations give information. . Ex. Locate an unknown classroom or location. Ex. Use an illustrated class schedule to determine upcoming activities. Ex. Use an illustrated lunch menu to decide what to eat for lunch. Ex. The teacher reads a book about a bunny, then asks the student to identify the color of the bunny (information found only in pictures not include in text). Ex. When given a sentence and three pictures, match the text to the meaning of the illustration. Level III Students will: EERI.1.6. With guidance and support, distinguish between text and illustrations in a text. Ex. Refer to a school map to locate a classroom or location. Ex. Refer to an illustrated class schedule to determine upcoming activities. Ex. Refer to an illustrated lunch menu to decide what to eat for lunch. Ex. Point to the pictures or text when asked. Level II Students will: EERI.1.6. With guidance and support, find the illustration that gives the information needed. Ex. When the teachers asks, "What is today's weather?," student points to the picture of the sun to show the day's weather. Ex. When given three pictures and asked "How will you get home today?," the student will select the picture showing a school bus. Level I Students will: EERI.1.6. With guidance and support, attend to pictures related to an informational text. Ex. Orient to a picture of a clock when the daily classroom schedule is being discussed. Ex. Attend to pictures on a daily schedule.

			<p>create a model or detailed illustration(s) to support the piece of writing. (Writing/Speaking) Students are able to use details from illustrations to describe how they helped tell the story and contrast them with information from the text itself.</p>		
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**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 1	Standard 7 (RI.1.7)
Use the illustrations and details in a text to describe its key	Quarter 1:	Quarter 2: Identify: <ul style="list-style-type: none"> • details 	Quarter 3:	Quarter 4: Identify:

ideas.		<ul style="list-style-type: none"> key ideas <p>Know how to describe</p> <p>Describe:</p> <ul style="list-style-type: none"> key ideas using illustrations in an informational text key ideas using details in an informational text 		<ul style="list-style-type: none"> details key ideas <p>Know how to describe</p> <p>Describe:</p> <ul style="list-style-type: none"> key ideas using illustrations in an informational text key ideas using details in an informational text
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students use writing and/or speaking to: describe how illustrations and details in a text describe its key ideas	illustrations details text describe key ideas	Students know or are able to: the role of illustrations in a text techniques for "reading" illustrations techniques for identifying details in a story the relationship between illustrations, details, and key ideas describe how	<p>Entering/Beginning (Reading/Listening) Students are able to point to pictures in response to a question (Writing/Speaking) Students are able to explain a story using the pictures</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify facts from illustrations and the words used by the teacher (Writing/Speaking) Students are able to talk about how the pictures</p>	EERI.1.7. Identify illustration that shows what the text is describing.	<p>Level IV Students will: EERI.1.7. Match illustrations with key ideas in text. Ex. Point to the root in the illustration when asked to show the part of the pumpkin that soaks up water. Ex. When given a sentence and three pictures, match the text with the meaning of the illustration.</p> <p>Level III Students will: EERI.1.7. Identify illustration that shows what the text is describing. Ex. Indicate the illustration of a baby pumpkin plant growing underground when asked to show how a pumpkin grows. Ex. Point to the illustration of a plant during a shared reading to show that the text is about growing plants.</p> <p>Level II Students will: EERI.1.7. With guidance and support, find the illustration that gives the information needed. Ex. Indicate the illustration of a plate full of food on a menu.</p>

	<p>illustrations depict key ideas</p> <p>describe how details depict key ideas</p> <p>support thinking with examples from the text</p> <p>Students understand that the words and illustrations of a text communicate an author's intended message.</p>	<p>help tell the story</p> <p>Bridging/Reaching (Reading/Listening) Students are able to create an illustration to support details in their piece of writing. (Writing/Speaking) Students are able to give specific examples of how details from illustrations and words both helped to tell the story.</p>	<p>Ex. Eye gazes to illustration of a pumpkin plant as a book about pumpkins is read.</p> <p>Level I Students will: EERI.1.7. With guidance and support, attend to illustrations as text is read. Ex. Look at the illustration to which the teacher is pointing as the story is read. Ex. Respond (i.e., eye gazing and laughing) to illustrations shown to them while being read to.</p>
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**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 1	Standard 8 (RI.1.8)
Identify the reasons an author gives to support points in a	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Identify the reasons an author gives to

text.				support point(s) in a text
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>identify reasons an author gives to support points in a text</p>	<p>identify reasons an author gives support points text</p>	<p>Students know or are able to:</p> <p>an author's points should be supported by reasons</p> <p>techniques for identifying an author's point(s)</p> <p>techniques for identifying supporting reasons</p> <p>identify an author's point(s)</p> <p>identify the reasons an author gives to support point(s)</p> <p>Students understand that an author's arguments must be supported by reasons.</p>	<p>Entering/Beginning (Reading/Listening) Students are able to point to clues that the author gives about her points in writing or illustrations. (Writing/Speaking) Students are able to answer yes/no questions about clues an author uses to support her point.</p> <p>Developing/Expanding (Reading/Listening) Students are able to match the author's points with clues and evidence given. (Writing/Speaking) Students are able to identify the author's point and evidence with single words or short phrases.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to distinguish between an</p>	<p>EERI.1.8. With guidance and support, identify details that match the topic of a text.</p>	<p>Level IV Students will: EERI.1.8. Identify a point the author makes. Ex. Answer multiple choice questions regarding author's point in an opinion piece. Ex. Given the main idea, state one reason the author gives to support an idea from the text (e.g., Respond to question, "Why did people want to fly?" from <i>How People Learned to Fly</i>).</p> <p>Level III Students will: EERI.1.8. With guidance and support, identify the details that match the topic of a text. Ex. During shared reading, point to an illustration in a familiar text that shows a detail related to the topic. Ex. During shared reading, signal to the teacher when a detail related to the topic is read.</p> <p>Level II Students will: EERI.1.8. With guidance and support, indicate if a detail was in the text. Ex. Respond when asked, "Did we read about the seed a pumpkin grows from?" Ex. Respond when asked, "Did we read about big pumpkins?"</p> <p>Level I Students will: EERI.1.8. Participate in an activity listing points the author made. Ex. Given a preprogrammed switch with a list of points made by the author of a story, activate the switch to participate in an activity listing the points the author made in the story.</p>

			author's main point and extraneous detail. (Writing/Speaking) Students are able to describe and give examples of the author's point in a text and provide evidence that the author uses to support it.		
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
Strand: Reading Informational		Cluster: Integration of Knowledge and Ideas	Grade: 1	Standard 9 (RI.1.9)
Identify basic similarities in and differences between two texts on the same topic (e.g.,	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Identify: <ul style="list-style-type: none"> • basic similarities

in illustrations, descriptions, or procedures).				<ul style="list-style-type: none"> differences between two texts on the same topic
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use writing and/or speaking to:</p> <p>identify basic similarities in and differences between two texts on the same topic</p> <p>illustrations</p> <p>descriptions</p> <p>procedures</p> <p>similar</p> <p>similarities</p> <p>differences</p>	<p>identify basic similarities in and differences between two texts on the same topic</p> <p>illustrations</p> <p>descriptions</p> <p>procedures</p> <p>similar</p> <p>similarities</p> <p>differences</p>	<p>Students know or are able to:</p> <p>techniques for identifying similarities and differences</p> <p>identify the topic of a text</p> <p>identify similarities between two texts on the same topic</p> <p>identify differences between two texts on the same topic</p> <p>refer to illustrations, descriptions, or procedures in their responses</p> <p>Students understand that thorough</p>	<p>Entering/Beginning (Reading/Listening) Students can point to specific differences or similarities between texts/illustrations</p> <p>(Writing/Speaking) Students can make a list with peers of similarities and differences</p> <p>Developing/Expanding (Reading/Listening) Students can compare details of two text of same topic</p> <p>(Writing/Speaking) Students can categorize the details found in two texts of the same topic.</p> <p>Bridging/Reaching (Reading/Listening) Students can distinguish</p>	<p>EERI.1.9. With guidance and support, match similar parts of two texts on the same topic.</p>	<p>Level IV Students will: EERI.1.9. Identify basic similarities and differences between two illustrations. Ex. Identify what is the same and what is different in two non-identical items (pictures or objects) with similar content from two texts (e.g., picture books or illustrations). Ex. Compare and contrast a picture of a garden in the spring and the same garden in the fall to demonstrate growth/change. Ex. Compare and contrast a picture of a city skyline during the day and the same city skyline at night. Ex. Compare two texts about trains, focusing on the similar parts.</p> <p>Level III Students will: EERI.1.9. With guidance and support, match similar parts of two texts on the same topic. Ex. Identify non-identical items (pictures or objects) with similar content from two texts (e.g., picture books or illustrations). Ex. In comparing two books about pumpkins, point out similar words (pumpkin, seed, orange, etc.).</p> <p>Level II Students will: EERI.1.9. With guidance and support, match similar illustrations about the same content. Ex. Match two illustrations of frogs. Ex. Match two illustrations of trees. Ex. After being read an informational text about bats, find all the bat pictures, given a selection of pictures.</p> <p>Level I Students will: EERI.1.9. Participate in activity to match similar illustrations about the same content. Ex. Repeat a match of two illustrations of leaves after the teacher or a peer has first matched them.</p>

		knowledge of a topic is developed through reading several texts about that topic.	between similar elements of two texts. (Writing/Speaking) Students can analyze two texts and use evidence to support comparisons and contrasting information		Ex. Display the picture that classmates need to pair.
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College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.					
Strand: Reading Informational		Cluster: Range of Reading and Level of Text Complexity		Grade: 1	Standard 10 (RI.1.10)
With prompting and support, read informational texts appropriately complex for	Quarter 1:	Quarter 2:	Quarter 3:	Identify/understand in an informational text:	Quarter 4: Identify/understand in an informational text:

grade 1.			<ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p> <p>informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p>	<ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p> <p>informational text:</p> <ul style="list-style-type: none"> • key ideas and details • craft and structure • integration of knowledge and ideas <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with prompting and support: read and actively engage in understanding appropriately complex informational texts	with prompting and support informational texts appropriately complex	Students know or are able to: techniques for responding to prompting and support	Entering/Beginning (Reading/Listening) Students are able to identify elements of a story. (Writing/Speaking) Students are able to	EERI.1.10. **This Literature Essential Element references all elements above.	EERI.1.10. **This Literature Essential Element references all elements above.

		<p>techniques for making meaning from difficult texts</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p> <p>respond to prompting and support</p> <p>make meaning from appropriately complex texts</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaborating with</p>	<p>answer oral questions with one or two words about a text.</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify main ideas and details from a story.</p> <p>(Writing/Speaking) Students are able to summarize texts.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to answer analytical questions about grade level text.</p> <p>(Writing/Speaking) Students are able to connect personal experiences to text</p>		
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		others about texts.			
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**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard: 1: Demonstrate understanding of the organization and basic features of print.				
Strand: Reading Foundational Skills		Cluster: Print Concepts	Grade: 1	Standard 3 (RF.1.1)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Demonstrate understanding of the organization and basic	Recognize: <ul style="list-style-type: none"> the capital letters 	Recognize: <ul style="list-style-type: none"> the capital letters 	Recognize: <ul style="list-style-type: none"> the capital letters 	Recognize: <ul style="list-style-type: none"> the capital letters

<p>features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p>	<ul style="list-style-type: none"> • that the first word of every sentence begins with a capital letter • that sentences are made up of words • that a sentence has ending punctuation • the 3 types of ending punctuation 	<ul style="list-style-type: none"> • that the first word of every sentence begins with a capital letter • that sentences are made up of words • that a sentence has ending punctuation • the 3 types of ending punctuation 	<ul style="list-style-type: none"> • that the first word of every sentence begins with a capital letter • that sentences are made up of words • that a sentence has ending punctuation • the 3 types of ending punctuation 	<ul style="list-style-type: none"> • that the first word of every sentence begins with a capital letter • that sentences are made up of words • that a sentence has ending punctuation • the 3 types of ending punctuation
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students: identify first and last words in sentences point to capital letters and end punctuation in sentences</p>	<p>features of print sentence, capitalization, capitalize, capital letter, punctuation,</p>	<p>Students know or are able to: distinguishing features of sentences (first word, capitalization, and punctuation)</p>	<p>Entering/Beginning (Reading/Listening) Students are able to point to first and last words in a sentence. (Writing/Speaking) Students are able to write or say the first and last</p>	<p>EERF.1.1. Demonstrate an understanding of the organization and basic features of print. Interact with books</p>	<p>Level IV Students will: EERF.1.1.a. Interacts with books by selecting a book, orienting the book correctly, and turning pages one at a time. Ex. Given a variety of books, selects a book, orients the book (front to back, right side up), and turns pages one at a time, beginning at the front and concluding at the end. EERF.1.1.b-c. Follow print left to right pointing to words one-at-a-time with one-to-one correspondence.</p>

	punctuate	<p>recognize the beginning and end of a sentence</p> <p>identify the first word of a sentence</p> <p>identify a capital letter</p> <p>identify end of sentence punctuation</p> <p>Students understand that printed text provides information and is composed of sentences.</p>	<p>words of a sentence.</p> <p>Developing/Expanding (Reading/Listening) Students are able to show where a capital letter would go in their own name or a period in a sentence.</p> <p>(Writing/Speaking) Students are able to understand which words are capitalized.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to read sentences in the correct order and pause after periods.</p> <p>(Writing/Speaking) Students are able to write a sentence with correct capitalization and punctuation.</p>	<p>one page at a time from beginning to end.</p> <p>Follow print from left to right.</p> <p>Follow print from top to bottom.</p>	<p>Ex. When given a familiar text, the student will follow along by pointing to each word when spoken or using a reading guide while each word is read aloud.</p> <p>Level III Students will: EERF.1.1.a. Interact with books one page at a time from beginning to end. Ex. When given a book, correctly orients the book and turns pages one at a time. EERF.1.1.b-c. Follow print from left to right and top to bottom. Ex. Given a book, follow with their finger or reading marker from left to right and top to bottom of the page.</p> <p>Level II Students will: EERF.1.1.a. Turn pages in a book. Ex. Turn the pages in a book (board book, coloring book, literature, etc.). EERF.1.1.b-c. Identify where to begin when reading a page of text. Ex. Point to the top left when asked, “Where do we start reading?”</p> <p>Level I Students will: EERF.1.1.a. Interact with a book. Ex. Student touches, explores, and interacts with a book (board book, coloring book, picture book, etc.). EERF.1.1.b-c. Attend to text. Ex. When given a text, will follow the teacher’s finger or follow with finger with teacher physical assist.</p>
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**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard: 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
Strand: Reading Foundational Skills	Cluster: Phonological Awareness	Grade: 1	Standard 3 (RF.1.2)	
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish short vowel</p>	<p>Recognize:</p> <ul style="list-style-type: none"> • long vowel sounds • short vowel sounds 	<p>Recognize:</p> <ul style="list-style-type: none"> • long vowel sounds • short vowel sounds • single-syllable words 	<p>Recognize:</p> <ul style="list-style-type: none"> • long vowel sounds • short vowel sounds • single-syllable words 	<p>Recognize:</p> <ul style="list-style-type: none"> • long vowel sounds • short vowel sounds • single-syllable words

<p>sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) sequence of individual sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> • single-syllable words • phonemes • consonant blends 	<ul style="list-style-type: none"> • phonemes • consonant blends <p>Distinguish between long and short vowels in single-syllable words</p> <p>Produce single-syllable words by:</p> <ul style="list-style-type: none"> • blending sounds (phonemes) • consonant blends <p>Isolate sounds :</p> <ul style="list-style-type: none"> • initial • medial • final <p>in single-syllable words</p> <p>Pronounce sounds:</p> <ul style="list-style-type: none"> • initial • medial • final <p>in single-syllable words</p> <p>Segment spoken single- syllable words into their complete sequence of individual sounds</p>	<ul style="list-style-type: none"> • phonemes • consonant blends <p>Distinguish between long and short vowels in single-syllable words</p> <p>Produce single-syllable words by:</p> <ul style="list-style-type: none"> • blending sounds (phonemes) • consonant blends <p>Isolate sounds :</p> <ul style="list-style-type: none"> • initial • medial • final <p>in single-syllable words</p> <p>Pronounce sounds:</p> <ul style="list-style-type: none"> • initial • medial • final <p>in single-syllable words</p> <p>Segment spoken single- syllable words into their complete sequence of individual sounds</p>	<ul style="list-style-type: none"> • phonemes • consonant blends <p>Distinguish between long and short vowels in single-syllable words</p> <p>Produce single-syllable words by:</p> <ul style="list-style-type: none"> • blending sounds (phonemes) • consonant blends <p>Isolate sounds :</p> <ul style="list-style-type: none"> • initial • medial • final <p>in single-syllable words</p> <p>Pronounce sounds:</p> <ul style="list-style-type: none"> • initial • medial • final <p>in single-syllable words</p> <p>Segment spoken single- syllable words into their complete sequence of individual sounds</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>distinguish long- and short-vowel sound in orally stated words</p> <p>blend vowel-consonant sounds</p>	<p>Phonemes</p> <p>syllable,</p> <p>vowel,</p> <p>consonant,</p> <p>short vowel</p>	<p>Students know or are able to:</p> <p>spoken words and syllables are made up of sequences of</p>	<p>Entering/Beginning (Reading/Listening)</p> <p>Students are able to recognize sounds in spoken words with accompanying illustrations.</p>	<p>EERF.1.2.</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>Level IV Students will:</p> <p>EERF.1.2.a. Match word/picture cards to spoken word. Ex. When a word is spoken, match word/picture cards.</p> <p>EERF.1.2.b. Indicate the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).</p> <p>EERF.1.2.c. Identify single-syllable words with the same onset (beginning sound) as a</p>

<p>orally to make words or syllables</p> <p>identify and say beginning phonemes in words (mat, mom, mad)</p> <p>identify and say ending phonemes in words (let, sit, hat)</p> <p>identify and say medial vowel sound (phoneme) in words (can, sat, dad)</p> <p>segment words into phonemes (h-u-t)</p>	<p>sound, long vowel sound</p>	<p>sounds</p> <p>vowels have long and short sounds</p> <p>sounds of letters</p> <p>distinguish long- and short-vowel sounds in spoken words</p> <p>hear and say syllables in a word</p> <p>blend phonemes (consonants and vowels) together to make a word</p> <p>hear and say each sound in a word</p> <p>Students understand that hearing sounds and syllables in spoken words help them pronounce and understand unfamiliar words in text.</p>	<p>(Writing/Speaking) Students are able to reproduce blends or short vowel words from models.</p> <p>Developing/Expanding (Reading/Listening) Students are able to remove or add sounds to existing words to make new words (eg. “If you covered the “r” in “cart” which word would you make?”)</p> <p>(Writing/Speaking) Students are able to blend sounds together to make words shown visually.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to segment illustrated words into phonemes.</p> <p>(Writing/Speaking) Students are able to identify spell/sound correspondence in grade level words.</p>	<p>Identify spoken rhyming words</p> <p>With guidance and support, indicate the number of syllables in a spoken word.</p> <p>Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.</p> <p>Match orally presented segmented phonemes to pictures that are labeled orally first by an adult.</p>	<p>familiar word.</p> <p>Ex. During shared reading, the teacher shows the student an illustration and says, “Can you show me something in this picture that starts with /p/ like pig?”</p> <p>EERF.1.2.d. Match orally presented, segmented phonemes to pictures without first hearing the label of the pictures.</p> <p>Ex. During shared reading, the teacher shows the student an illustration and says, “Look at this illustration, where is the p-i-g?”</p> <p>Ex. When introducing picture-based choices of snack options, the teacher says, “Before you make a choice, can you show me which one is m-i-l-k?”</p> <p>Level III Students will:</p> <p>EERF.1.2.a. Identify spoken rhyming words.</p> <p>Ex. Play a game where students have to listen for rhyming words (cat, can, etc.)</p> <p>EERF.1.2.b. With guidance and support, indicate the number of syllables in a spoken word (e.g., clap or tap to indicate syllables spoken by an adult).</p> <p>EERF.1.2.c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.</p> <p>Ex. During shared reading, the teacher shows student an illustration and says, “Look there is a pig, a cow, and a horse. Which one starts with /c/ like car?”</p> <p>EERF.1.2.d. Match orally presented segmented phonemes to pictures that are labeled orally first by an adult.</p> <p>Ex. During shared reading, the teacher shows the student an illustration and says, “Look at all of those animals. I see a horse, a cow, and a pig. Where is the p-i-g?”</p> <p>Ex. When introducing picture-based choices of snack options, the teacher says, “Today we have two choices, milk and juice. Can you show me m-i-l-k?”</p> <p>Level II Students will:</p> <p>EERF.1.2.a. Provide a rhyming word that completes a predictable, repeated refrain in a familiar story.</p> <p>Ex. Play a rhyming game (e.g., students are given several picture/word cards and pick the one that completes the rhyme such as cat, bat, mat, hat, etc.).</p> <p>EERF.1.2.b. With guidance and support, clap once for a one syllable word spoken by an adult.</p> <p>EERF.1.2.c. Match a familiar, single-syllable word with the onset and rhyme segmented.</p> <p>Ex. During shared reading, the teacher shows the student an illustration and says, “Look,</p>
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					<p>there is a cow. Does it start with /c/ like car? Does it start with /p/ like pig? Cow /c/ or cow /p/?”</p> <p>EERF.1.2.d. Point to pictures as an adult labels them. Ex. During shared reading, the teacher shows the student an illustration and says, “Show me the pig.”</p> <p>Level I Students will:</p> <p>EERF.1.2.a. Repeat rhyming words. Ex. Repeat words that rhyme after the teacher.</p> <p>EERF.1.2.b. With guidance and support, participate by clapping while peers clap once for a one syllable word spoken by an adult.</p> <p>EERF.1.2.c. Repeat an onset sound along with the corresponding word. Ex. When the teacher says, “Say /p/ pig,” repeat onset sound and word.</p> <p>EERF.1.2.d. Attend to pictures and illustrations presented by an adult. Ex. When presented pictures or illustrations, orients to the picture when prompted by the adult.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard: 3: Know and apply grade-level phonics and word analysis skills in decoding words.				
Strand: Reading Foundational Skills		Cluster: Phonics and Word Recognition	Grade: 1	Standard 3 (RF.1.3)
Know and apply grade-level phonics and word analysis	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
	Know grade-level phonics and	Decode regularly spelled one-	Decode regularly spelled one-syllable words	Decode regularly spelled one-syllable

<p>skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>word analysis skills in decoding words</p> <p>Recognize common consonant digraphs</p> <p>Know the sound produced by that consonant diagraph</p> <p>Decode regularly spelled one-syllable words</p>	<p>syllable words</p> <p>Know the rules for final –e and vowel teams that form long vowel sounds</p> <p>Recognize grade- appropriate irregularly spelled words</p> <p>Distinguish between words with spelling patterns and irregularly spelled words</p> <p>Read irregularly spelled sight words appropriate to grade level</p>	<p>Know the rules for final –e and vowel teams that form long vowel sounds</p> <p>Know that words have syllables</p> <p>Identify that each syllable contains a vowel</p> <p>Identify the number of syllables in printed words</p> <p>Determine the syllable parts of a two syllable word</p> <p>Know basic patterns to break words into syllables</p> <p>Read two syllable words by using decoding and/or syllabication skills</p> <p>Recognize words with inflectional endings</p> <p>Distinguish between inflectional endings and words that may contain those same letters as common inflectional endings</p> <p>Read words with inflectional endings</p>	<p>words</p> <p>Know the rules for final –e and vowel teams that form long vowel sounds</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students:</p> <p>recognize and make the sounds of common consonant digraphs</p>	<p>grade-level phonics and word analysis skills</p> <p>decoding words</p>	<p>Students know or are able to:</p> <p>letter chunks (consonants and vowels) may have</p>	<p>Entering/Beginning (Reading/Listening) Students are able to point to stated words or pictures (Writing/Speaking) Students are able to copy</p>	<p>EERF.1.3. Apply letter name and letter-sound knowledge when decoding words during shared activities. a. Identify words that</p>	<p>Level IV Students will: EERF.1.3.a. Identify a word that will complete the matching phoneme. Ex. Given two words with the same phoneme (cat, cake), select a picture/word card that has the same initial phoneme (cot, carrot, comb, etc.). EERF.1.3.b-g. N/A</p>

<p>read regularly spelled one-syllable words</p> <p>recognize and read words with long vowel sounds</p> <p>determine the number of syllables in a printed word</p> <p>read basic two-syllable words by following patterns and breaking the words into syllables</p> <p>read words with inflectional endings</p> <p>read first grade-appropriate irregularly spelled words</p>	<p>spelling-sound correspondences</p> <p>common consonant digraphs</p> <p>common vowel team conventions</p> <p>inflectional endings</p> <p>grade-appropriate irregularly spelled words</p> <p>consonant</p> <p>vowel</p> <p>syllable</p>	<p>one sound</p> <p>many one-syllable words that end in -e have a long vowel sound</p> <p>long vowel sounds are the same as the vowel name</p> <p>usually two vowels together, make the sound of the name of the first vowel</p> <p>words have one or more syllables</p> <p>each syllable in a word has a vowel sound</p> <p>decode regularly spelled one-syllable words</p> <p>decode two-syllable words by following basic patterns and breaking the words into syllables</p> <p>read words with inflectional endings</p>	<p>words and phrases from banks or word walls.</p> <p>Developing/Expanding (Reading/Listening) Students are able to determine the number of syllables in a printed word.</p> <p>(Writing/Speaking) Students are able to understand common regularly spelled words.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to read basic two-syllable words.</p> <p>(Writing/Speaking) Students are able to spell first grade-appropriate irregularly spelled words.</p>	<p>begin with a single-consonant phoneme that is spoken by an adult.</p> <p>.b-g. N/A</p>	<p>Level III Students will:</p> <p>EERF.1.3.a. Identify words that begin with a single-consonant phoneme that is spoken by an adult. Ex. Given three picture/word cards, identify the two that begin with the same phoneme (i.e., cat, cake, goat). EERF.1.3.b-g. N/A</p> <p>Level II Students will:</p> <p>EERF.1.3.a. Identify word/picture cards by the first letter. Ex. Given three word/picture cards, the student identifies the picture that begins with the sound indicated by the prompt (cat, goat, house – find the word that begins with a /c/). EERF.1.3.b-g. N/A</p> <p>Level I Students will:</p> <p>EERF.1.3.a. With guidance and support, identify the same letter at the beginning of two words. Ex. When presented with two words that have the same initial sound/letter (cake, cat) indicate the sound that is the same. EERF.1.3.b-g. N/A</p>
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		<p>read first grade-appropriate irregularly spelled words</p> <p>Students understand that knowing patterns in word construction helps readers decode words and there are also words that don't follow patterns in printed text.</p>			
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard: 4: Read with sufficient accuracy and fluency to support comprehension.					
Strand: Reading Foundational Skills		Cluster: Fluency		Grade: 1	Standard 4 (RF.1.4)
Read with sufficient accuracy and fluency to support comprehension.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
			Apply foundational skills reflected in reading standards #1-3	Apply foundational skills reflected in reading standards #1-3	

<p>a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			<p>To support comprehension:</p> <ul style="list-style-type: none"> determine the purpose for reading on-level text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self-correct word recognition and understanding by using context <p>Identify, understand and apply foundational skills for reading standards #1-3</p> <p>To support comprehension: understand how context can help to confirm or self-correct word recognition</p>	<p>To support comprehension:</p> <ul style="list-style-type: none"> determine the purpose for reading on-level text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self-correct word recognition and understanding by using context <p>To support comprehension:</p> <ul style="list-style-type: none"> read on-level text fluently and accurately reread with fluency as necessary <p>Read with:</p> <ul style="list-style-type: none"> accuracy appropriate rate expression on successive readings <p>Identify, understand and apply foundational skills for reading standards #1-3</p> <p>To support comprehension: understand how context can help to confirm or self-correct word recognition</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students orally read first grade-level texts: with purpose and understanding</p>	<p>fluency grade-level text appropriate rate</p>	<p>Students know or are able to: rereading is a strategy that aids in word recognition and</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify characters, places or objects from visuals or oral phrases.</p>	<p>EERF.1.4. Engage in sustained independent study of books (e.g., studies a book one page at a time).</p>	<p>Level IV Students will: EERF.1.4.a. Independently engage in silent study of individual pages while exploring a book or navigating pages in a multimedia book. EERF.1.4.b. Select a preferred book or text and attend to the reading. Ex. When given a variety of choices, select one book to be read aloud and attend to the reading. EERF.1.4.c. N/A</p>

<p>orally with accuracy, appropriate rate, and expression</p> <p>using context to confirm or self-correct word recognition, rereading as necessary</p>	<p>re-read</p>	<p>comprehension</p> <p>using context is a strategy that aids in word recognition and comprehension</p> <p>read with purpose and understanding</p> <p>read orally with accuracy</p> <p>read orally at an appropriate rate</p> <p>ready orally with expression</p> <p>use context to aid in word recognition</p> <p>Students understand that fluent readers use strategies to solve words and focus on meaning.</p>	<p>(Writing/Speaking) Students are able to answer oral questions with one or two words about a text.</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify main ideas and details from a story.</p> <p>(Writing/Speaking) Students are able to summarize or narrate sequence of texts.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to answer analytical questions about grade level text.</p> <p>(Writing/Speaking) Students are able to retell stories using elements from text</p>	<p>Independently engage in exploring a book or navigating pages in a multimedia book.</p> <p>Sustain attention to a variety of reading materials reflecting a variety of text genre.</p> <p>N/A</p>	<p>Level III Students will: EERF.1.4.a. Independently engage in exploring a book or navigating pages in a multimedia book. EERF.1.4.b. Sustain attention to a variety of reading materials reflecting a variety of text genre. Ex. Given a book on tape, the student listens and follows along in the book. Ex. Given a variety of text (magazine, newspaper, <i>Highlights</i>, <i>Weekly Reader</i>, etc.), the student follows along with the class reading and discussion. EERF.1.4.c. N/A</p> <p>Level II Students will: EERF.1.4.a. Engage in shared exploration of a book or multimedia book. EERF.1.4.b. Sustain attention to a preferred, familiar text. Ex. Given a preferred choice, the student listens to a familiar book on tape while looking at the pages in the book. Ex. When reading a familiar, preferred text, the student sits and attends to the oral reading. EERF.1.4.c. N/A</p> <p>Level I Students will: EERF.1.4.a. Attend while sharing in the exploration of a book or multimedia book. EERF.1.4.b. Attend to a preferred, familiar text. Ex. Given a familiar text (i.e. <i>Brown Bear, Brown Bear</i>), the student orients and attends to the reading. EERF.1.4.c. N/A</p>
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**Common Core ELA Pacing Guide
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<p>College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>				
<p>Strand: Writing</p>		<p>Cluster: Text Types and Purposes</p>	<p>Grade: 1</p>	<p>Standard (W.1.1)</p>
<p>Write opinion pieces in which they introduce the topic or name the book they</p>	<p>Quarter 1:</p>	<p>Quarter 2:</p>	<p>Quarter 3:</p>	<p>Quarter 4: Identify a topic or the name of a book</p>

<p>are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>				<p>about which to write</p> <p>Recognize and define:</p> <ul style="list-style-type: none"> • opinion • closure <p>Formulate an opinion of a book or topic and provide a reason for that opinion</p> <p>Provide a sense of closure for the opinion piece</p> <p>Write an opinion piece that:</p> <ul style="list-style-type: none"> • introduces the topic or names the book being written about • states an opinion about the book or topic • supplies a reason for the opinion <p>provides a sense of closure</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write short opinion pieces that:</p> <p>introduce a topic or book</p> <p>state an opinion</p>	<p>opinion</p> <p>state an opinion</p> <p>opinion piece</p>	<p>Students know or are able to:</p> <p>difference between fact and opinion</p> <p>opinions are</p>	<p>Entering/Beginning (Reading/Listening)</p> <p>Students are able to draw a picture in response to oral reading.</p> <p>(Writing/Speaking)</p>	<p>EEW.1.1. Select a book and use drawing, dictating, or writing to state an opinion about it.</p>	<p>Level IV Students will:</p> <p>EEW.1.1. Select a selected topic or book and use drawing, dictating, or writing to state an opinion about it.</p> <p>Ex. Select a book from a collection offered by the teacher and express an opinion about it by writing.</p> <p>Ex. Given the directions to write about a favorite book, select a book from the classroom library and type letters on an alternate keyboard to write about it.</p>

<p>supply a reason for the opinion</p> <p>provide closure</p>	<p>some sense of closure</p> <p>introduce topic</p>	<p>strengthened by reasons</p> <p>opinion pieces follow a predictable structure (e.g. introduction with statement of topic, reasons to support, and closure)</p> <p>identify qualities of opinion pieces</p> <p>select a topic for original writing</p> <p>state an opinion about the topic</p> <p>supply a reason for the opinion</p> <p>end with a sense of closure</p> <p>Students understand that a well-developed opinion is supported by a reason.</p>	<p>Students are able to complete or produce sentences with use of words from bank or word wall</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify the authors opinion about a topic (Writing/Speaking) Students are able to produce simple opinion writing</p> <p>Bridging/Reaching (Reading/Listening) Students are able to answer analytical questions about grade level text. (Writing/Speaking) Students are able to produce extended opinion piece at grade level</p>		<p>Ex. During independent writing, select a familiar book from a selection of three offered by the teacher and write letters to express an opinion about it.</p> <p>Level III Students will: EEW.1.1. Select a book and use drawing, dictating, or writing to state an opinion about it. Ex. Select a book from a collection offered by the teacher and express an opinion about it by drawing a picture of a happy face. Ex. In structured shared writing during which the teacher uses a repeated sentence frame to guide students in creating a predictable chart with the repeated line, <i>I like <type of animal> because they are <descriptor></i>, the student will select a picture of their favorite animal to communicate which animal they like and then select from an array of possible adjectives reasons why (e.g., “I like <panthers> because they are .”).</p> <p>Level II Students will: EEW.1.1. With guidance and support, select a book and use drawing, dictating, or writing to state an opinion about it. Ex. Select a favorite book to name to be used in a shared writing activity (e.g., During structured shared writing aimed at reviewing favorite books, the teacher provides the repeated line, <i>I like . . .</i>, and students select a favorite book and dictates the name for the teacher to use in completing the sentence.). Ex. Given the directions to write about a favorite book, select a book from the classroom library and dictate “I like it” for the teacher to write.</p> <p>Level I Students will: EEW.1.1. Communicate a preference for a book. Ex. Select a book from a choice of two by looking at or reaching for it, and, given access to a like/dislike symbol, indicate opinion, which the teacher will write and read aloud (e.g., “Jennifer likes this book.”). Ex. Select a book from a basket of books, look at it, and, given access to a <i>feelings page</i> of emotion symbols, indicate an opinion about the book which the teacher will write. Ex. Select an electronic book from a field of two or more books, look at and listen to it, and, given access to appropriate symbols, indicate opinion, which teacher will</p>
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					write and read aloud (e.g., “I don’t like this book.”).
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Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 1	Standard 2 (W.1.2)
Write informative/explanatory texts	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:

<p>in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>			<p>Identify an informative/explanatory text</p> <p>Select a topic for an informative/explanatory writing</p> <p>Determine:</p> <ul style="list-style-type: none"> • supporting facts about a topic • appropriate closure <p>Write an informative/explanatory text in which they:</p> <ul style="list-style-type: none"> • name a topic • supply some facts about the topic • provide some sense of closure 	<p>Identify an informative/explanatory text</p> <p>Select a topic for an informative/explanatory writing</p> <p>Determine:</p> <ul style="list-style-type: none"> • supporting facts about a topic • appropriate closure <p>Write an informative/explanatory text in which they:</p> <ul style="list-style-type: none"> • name a topic • supply some facts about the topic • provide some sense of closure
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write short pieces: informing or explaining about a topic by naming the topic including facts about the topic ending with a sense of closure</p>	<p>informative/explanatory texts some facts some sense of closure informative explanatory facts</p>	<p>Students know or are able to: informative/explanatory texts engage, entertain, and inform readers about a topic informative/explanatory texts name the topic informative/explanatory texts give some facts about the topic informative/explanatory texts provide</p>	<p>Entering/Beginning (Reading/Listening) Students are able to match a picture in response to oral reading of nonfiction (Writing/Speaking) Students are able to complete or produce informational sentences with use of words from bank or word wall of academic vocabulary</p> <p>Developing/Expanding (Reading/Listening) Students are able to</p>	<p>EEW.1.2. Select a topic and use drawing, dictating, or writing to share information about it.</p>	<p>Level IV Students will:</p> <p>EEW.1.2. Name a topic and use drawing, dictating, or writing to share information about it. Ex. Use a multiple message voice output device to communicate a topic of choice of writing (e.g., friends) and then uses the device to select words that provide information about friends. Ex. Tell the teacher a topic for writing and then dictate information about it.</p> <p>Level III Students will:</p> <p>EEW.1.2. Select a topic and use drawing, dictating, or writing to share information about it. Ex. Select a topic from an array of choices and uses drawing, dictating, writing, assistive technology, or other means of expression to convey a feeling, thought, idea, or need relative to the topic. Ex. Select “my birthday” as a topic and draws a picture of something he or she wants. Ex. After choosing to write about him/herself, use drawing, dictating, writing, assistive technology, or other means of expression to state a fact about themselves.</p>

		<p>some closure</p> <p>identify qualities of informative / explanatory text</p> <p>select a topic for original writing</p> <p>select interesting information about the topic</p> <p>write short informative/explanatory pieces</p> <p>provide a sense of closure</p> <p>Students understand that informative / explanatory writing conveys facts about a selected topic.</p>	<p>create a timeline of events</p> <p>(Writing/Speaking) Students are able to produce simple expository or informational text</p> <p>Bridging/Reaching (Reading/Listening) Students are able to answer analytical questions about grade level nonfiction text.</p> <p>(Writing/Speaking) Students are able to produce extended expository or informational text at grade level</p>		<p>Level II Students will:</p> <p>EEW.1.2. With guidance and support, use drawing, dictating, or writing to share information about a topic.</p> <p>Ex. After discussing favorite things with a small group, use drawing and writing to communicate about own favorite things.</p> <p>Ex. In structured shared writing entitled “Animals,” during which the teacher uses a repeated sentence frame to guide students in creating a predictable chart with the repeated line, <i>The [animal] is [color]</i>, select an appropriate animal which the teacher will write on the chart (e.g., The panther is black. The dog is brown.).</p> <p>Ex. Given a structured sentence, choose a classmate, and select from a couple of descriptor symbols to complete the statement: [Name] is [descriptor] (e.g., Dallas is short. Erin is happy.), which are added to a class chart text.</p> <p>Level I Students will:</p> <p>EEW.1.2. With guidance and support, select a topic.</p> <p>Ex. After the teacher presents two of the student’s favorite toys, select one when asked, “What should we write about today?”</p> <p>Ex. Work with a group of peers on a writing topic (e.g., The peers narrow down the choices and then presents two to the student who says, “What should we write about today?”).</p> <p>Ex. Given a selection of topics and with partner-assisted scanning, choose a topic of interest.</p>
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**Common Core ELA Pacing Guide
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College and Career Readiness (CCR) Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
Strand: Writing		Cluster: Text Types and Purposes	Grade: 1	Standard 3 (W.1.3)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Write narratives in which			Choose an experience in which to write	Choose an experience in which to write

<p>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>Identify:</p> <ul style="list-style-type: none"> two or more events of the experience and sequence appropriately transitional words details, transitions, closure, final thoughts <p>Choose relevant details that correspond to chosen event</p> <p>Reflect on identified event</p> <p>Apply appropriate transitional words in order to signal change of events in narrative</p> <p>Create relevant and elaborated details to support events of narrative</p> <p>Write a narrative that recounts two or more events and includes:</p> <ul style="list-style-type: none"> supporting details transitional words <p>a sense of closure</p>	<p>Identify:</p> <ul style="list-style-type: none"> two or more events of the experience and sequence appropriately transitional words details, transitions, closure, final thoughts <p>Choose relevant details that correspond to chosen event</p> <p>Reflect on identified event</p> <p>Apply appropriate transitional words in order to signal change of events in narrative</p> <p>Create relevant and elaborated details to support events of narrative</p> <p>Write a narrative that recounts two or more events and includes:</p> <ul style="list-style-type: none"> supporting details transitional words <p>a sense of closure</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students write narratives using: two or more sequenced events temporal words, details closure</p>	<p>narratives temporal words sense of closure</p>	<p>Students know or are able to: narratives have events that occur in sequence</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify problem and solution in response to oral reading. (Writing/Speaking)</p>	<p>EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it.</p>	<p>Level IV Students will: EEW.1.3. Introduce or name events and use drawing, dictating, or writing to share information about them. Ex. During a field trip, tell the teacher three things that happened, and upon returning to the classroom, draw and/or write about those things in a three-panel frame in the order they occurred. Ex. Following an historical text teacher read-aloud, recount events remembered in a</p>

		<p>narratives have temporal words</p> <p>narratives have descriptive details that provide interest</p> <p>narratives have definitive endings that provide closure</p> <p>write a narrative using temporal words</p> <p>write a narrative telling two or more events in order that they occur</p> <p>write a narrative including a satisfying ending</p> <p>write a narrative providing descriptive details that make a story interesting</p> <p>write a narrative explaining one's thoughts and feelings about the events</p> <p>Students understand that an author reflects on his/her life by</p>	<p>Students are able to discuss briefly with peers the problem of a story</p> <p>Developing/Expanding (Reading/Listening) Students are able to sequence events from a story</p> <p>(Writing/Speaking) Students are able to produce simple narrative</p> <p>Bridging/Reaching (Reading/Listening) Students are able to create a report to show class narrative elements of story.</p> <p>(Writing/Speaking) Students are able to produce extended narrative at grade level</p>		<p>small group, individually choose two events from those recalled, and draw/write about them beginning each recount with “first,” and then “second.”</p> <p>Level III Students will: EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it. Ex. During a shared writing activity, draw a picture of a class field trip to a zoo that describes an event (a bus ride) from the trip. Ex. Use a multiple message voice output device to dictate information about an experience during a learning center (e.g., big, bubble, pop, blow, more).</p> <p>Level II Students will: EEW.1.3. With guidance and support, select an event and use drawing, dictating, or writing to share information about it. Ex. Given an array of photos from a class activity, select one of the pictures, spend time talking about the event depicted in the picture with an adult or peer, and then label it verbally while the teacher writes the labels. Ex. Working with a teacher who is modeling how to select messages on a multiple message voice output device, select messages to dictate information about an experience during a learning center (e.g., read, funny, book, friends, fun). Ex. Working with the teacher before snack (or other daily activities), brainstorm the actions of familiar routines, then select one for the teacher to write on a chart (e.g., wash hands, eat snack, eat lunch).</p> <p>Level I Students will: EEW.1.3. With guidance and support, select a preferred event or activity. Ex. From a picture menu of items, point to or use partner-assisted scanning to choose a preferred event or activity. Ex. Given a choice of activities for free time represented with pictures or objects, select a preferred activity by looking, touching, or pointing, which the teacher places on personal schedule, writing it and reading aloud.</p>
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		writing a narrative to convey an experience or event.			
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College and Career Readiness (CCR) Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 1	Standard 5 (W.1.5)
With guidance and support from adults, focus on a topic, respond to questions and	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: With guidance and support from adults, students recognize how to:

<p>suggestions from peers, and add details to strengthen writing as needed.</p>				<ul style="list-style-type: none"> • focus on a topic • respond to questions and suggestions from peers • add details to strengthen writing as needed <p>With guidance and support from adults, students develop writing as needed by:</p> <ul style="list-style-type: none"> • focusing on a topic • responding to questions and suggestions from peers • adding details to strengthen writing as needed
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with guidance and support from adults, strengthen writing by:</p> <p>focusing on a topic</p> <p>responding to questions and suggestions from peers</p> <p>adding details</p>	<p>guidance and support from adults</p> <p>focus on a topic</p> <p>respond to questions and suggestions</p> <p>add details</p> <p>strengthen writing as needed</p> <p>topic</p> <p>details</p>	<p>Students know or are able to:</p> <p>when to use guidance and support from adults</p> <p>writing focuses on a single topic</p> <p>techniques for responding to adult questions and suggestions</p> <p>details strengthen writing</p> <p>use adult guidance</p>	<p>Entering/Beginning (Reading/Listening) Students are able to routinely match pictures with topics.</p> <p>(Writing/Speaking) Students are able to routinely copy new academic vocabulary on own.</p> <p>Developing/Expanding (Reading/Listening) Students are able to routinely plan for writing using a graphic organizer.</p> <p>(Writing/Speaking) Students are able to</p>	<p>EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.</p>	<p>Level IV Students will: EEW.1.5. Add more information to own drawing, dictating, or writing to strengthen it. Ex. After sharing own writing with peers, add more detail to the picture to <i>make it better</i>. Ex. After looking at writing from a previous day, select to add more to it rather than starting a new piece. Ex. React to peer’s responses regarding a writing project (e.g., smile, vocalization, gesture, eye contact) and make a revision of their project.</p> <p>Level III Students will: EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it. Ex. After sharing own writing about a topic with the teacher, add more writing when the teacher asks, “Can you tell me more? What else can you write?” Ex. After dictating a story about a self-selected topic to a teacher, say more when the teacher asks, “What else can you tell me about that?” Ex. After sharing a drawn, dictated, or written text, add more when the teacher asks, “What else can you add?”</p>

	<p>and support to strengthen writing</p> <p>produce writing that focuses on a topic</p> <p>respond appropriately to questions and suggestions from peers</p> <p>add details to strengthen writing</p> <p>Students understand that focusing on a topic and adding details strengthen writing pieces.</p>	<p>routinely write short essays</p> <p>Bridging/Reaching (Reading/Listening) Students are able to routinely plan for writing and follow editing process</p> <p>(Writing/Speaking) Students are able to routinely write for longer periods of time at grade level.</p>	<p>Level II Students will:</p> <p>EEW.1.5. With guidance and support, draw, dictate, or write more when asked. Ex. During writing time, keep drawing when the teacher says, “Keep going. What else can you tell us?” Ex. While writing on a computer listening to the speech feedback from a talking word processor, continue to add more letters when the teacher says “Tell us more. You know so much about [whatever initiated the writing].” Ex. Take turns typing letters or words about a picture or shared experience with a proficient or advanced peer using an adapted keyboard with only letters and a spacebar available.</p> <p>Level I Students will:</p> <p>EEW.1.5. With guidance and support, explore tools for drawing, writing, and self-expression. Ex. Touch, bang on, or otherwise interact with a computer keyboard when presented with a photo of a favorite activity, person, or place, and when directed by the teacher to “Tell me more,” touch, bang on, or otherwise interact with the keyboard some more. Ex. Make marks on a paper with a crayon when it is presented. Ex. After a teacher models a simple message on student’s first draft and provides invitation, student explores writing further (e.g., “Run. I see that dog in the picture run.”).</p>
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College and Career Readiness (CCR) Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
Strand: Writing		Cluster: Production and Distribution of Writing	Grade: 1	Standard 6 (W.1.6)
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: With guidance and support: <ul style="list-style-type: none"> use basic computer skills (e.g., turn on computer, log on, use

collaboration with peers.				<p>common software, basic word processing tools)</p> <p>With guidance and support:</p> <ul style="list-style-type: none"> choose digital tools for producing and publishing writing <p>With guidance and support:</p> <ul style="list-style-type: none"> use technology to produce and publish writing individually and with peers
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, with guidance and support from adults:</p> <p>use a variety of digital tools to work with peers to produce and publish writing</p>	<p>guidance and support from adults</p> <p>use a variety of digital tools</p> <p>produce</p> <p>publish</p> <p>in collaboration with peers</p>	<p>Students know or are able to:</p> <p>when to use guidance and support from adults</p> <p>techniques for using digital tools to produce and publish writing</p> <p>techniques for working with peers to use digital tools for writing</p> <p>use adult guidance and</p>	<p>Entering/Beginning (Reading/Listening) Students are able to use the internet to find a picture of a specific topic. (Writing/Speaking) Students are able to type words copied from bank or word wall</p> <p>Developing/Expanding (Reading/Listening) Students are able to use technology to take notes on a topic. (Writing/Speaking)</p>	<p>EEW.1.6 With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.</p>	<p>Level IV Students will: EEW.1.6. Use a variety of digital tools to produce writing, including in collaboration with peers. Ex. Working with peers at an interactive whiteboard, select from an array of pictures and type some letters using the onscreen keyboard to add to the group’s writing. Ex. Working with peers, select words and pictures from an alternative keyboard to add to the group’s writing.</p> <p>Level III Students will: EEW.1.6. With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers. Ex. With guidance and support from the teacher while working with peers at an interactive whiteboard, select from an array of pictures and types some letters using the onscreen keyboard to add to the group’s writing. Ex. With guidance and support from the teacher while working with peers, selects words and pictures from an alternative keyboard to add to the group’s writing.</p> <p>Level II Students will: EEW.1.6. With guidance and support from adults, explore digital tools to produce writing,</p>

		<p>support</p> <p>use a variety of digital tools to produce and publish writing</p> <p>work with peers to use digital tools to produce and publish writing</p> <p>Students understand that digital tools may be used to produce and publish writing, alone or with peers.</p>	<p>Students are able to type own writing.</p> <p>Bridging/Reaching (Reading/Listening)</p> <p>Students are able to use the internet on own with little guidance or support.</p> <p>(Writing/Speaking)</p> <p>Students are able to publish grade level writing using multimedia (presentation, printed writing...)</p>		<p>including in collaboration with peers.</p> <p>Ex. Explore teacher-selected form of technology appropriate to the individual student to produce a product for the teacher to print and post on the bulletin board.</p> <p>Ex. Explore technology that supports writing and communication with peers (e.g., use a switch or touchscreen to communicate meaningfully).</p> <p>Level I Students will:</p> <p>EEW.1.6. With guidance and support, explore various means of accessing digital tools.</p> <p>Ex. Activate a switch to scan through the letters of the alphabet.</p> <p>Ex. Touch, bang, or swipe over the surface of an alternative keyboard to produce a product for the teacher to print and post on the bulletin board.</p> <p>Ex. Touch a touchscreen on a computer or tablet device for a peer to print to include in a class book entitled, <i>This Week's Writing</i>.</p>
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College and Career Readiness (CCR) Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
Strand: Writing		Cluster: Build and Present Knowledge	Grade: 1	Standard 7 (W.1.7)
Participate in shared research and writing projects (e.g.,	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Conduct shared research using various

<p>explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>				<p>sources and tools</p> <p>Explore the format of a variety of texts (e.g., “how to”)</p> <p>Determine appropriate sources and tools to conduct shared research</p> <p>Distinguish the format of a variety of texts</p> <p>Participate in shared research and writing projects</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students, working in a group with adult guidance, participate in shared research and writing projects by: investigating several "how-</p>	<p>shared research project</p> <p>shared writing project</p>	<p>Students know or are able to:</p> <p>techniques and behaviors associated with shared research</p>	<p>Entering/Beginning (Reading/Listening) Students can follow instructions from a simple 2-3 sentence how-to text. (Writing/Speaking)</p>	<p>EEW.1.7. Participate in shared research and writing projects.</p>	<p>Level IV Students will: EEW.1.7. Participate to share research and writing projects with others. Ex. Identify pictures and words to include in a shared research project on a familiar topic (e.g., “what we know about whales,” point to relevant pictures and words from a book about whales). Ex. Select the topic of the research project and choose words or ideas to include.</p> <p>Level III Students will: EEW.1.7. Participate in shared research and writing projects.</p>

<p>to" books on a given topic</p> <p>synthesizing information from several texts</p> <p>writing a sequence of instructions</p>	<p>participate</p> <p>explore a number of</p> <p>synthesize</p> <p>sequence of instructions</p> <p>research</p> <p>topic</p> <p>sequence</p> <p>instructions</p>	<p>and writing</p> <p>text features of a "how-to" book (i.e. numbered lists, headings, etc.)</p> <p>graphic organizers related to sequential order</p> <p>formats for writing sequential instructions</p> <p>actively participate in shared research and writing processes</p> <p>explore several "how-to" books about a given topic</p> <p>use a graphic organizer related to sequential order</p> <p>notice similarities between information presented in books</p> <p>write a sequence of instructions based on research</p> <p>Students understand that research based on several sources leads to</p>	<p>Students can fill in skeleton for how-to topic.</p> <p>Developing/Expanding (Reading/Listening) Students can role-play instructions from a grade-level how-to text. (Writing/Speaking) Students can take notes from a how-to text to fill in a graphic organizer.</p> <p>Bridging/Reaching (Reading/Listening) Students can follow a grade-level how-to text. (Writing/Speaking) Students can write a grade-level how-to text.</p>		<p>Ex. Select a book on a topic related to a shared research project from a collection identified by peers and identifies pictures that relate to the topic being researched.</p> <p>Ex. Type letters as they are dictated by a peer to add content to a shared writing project. Ex. Recall information from a shared school experience and participate in a shared writing project to list details from that experience. Ex. Listen to an electronic book appropriate to the research and writing project, and share one fact with the group to include in the project. Ex. Listen with a peer to electronic books selected by the teacher in a digital reading environment and with a keyboard with alphabet and whole word access, type letters, words, or sentences about what they learn.</p> <p>Level II Students will: EEW.1.7. With guidance and support, participate in shared research and writing projects. Ex. With guidance and support from the teacher, select a book from a choice of two related to the shared research project and identifies pictures that relate to the topic being researched. Ex. Given a premade set-up on an alternative keyboard or onscreen keyboard, select words and pictures to add to a shared research and writing project.</p> <p>Level I Students will: EEW.1.7. With prompts and support, explore pictures, words, or objects related to a shared research project. Ex. Given a multimedia presentation of words and pictures related to a shared research project, use a switch to advance through the pictures looking and/or listening to the words and pictures. Ex. Use a touchscreen to scroll through pictures related to the topic of a shared research project. Ex. Explore a bin full of objects and artifacts related to a shared research project.</p>
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		understanding a topic.			
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College and Career Readiness (CCR) Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
Strand: Writing		Cluster: Build and Present Knowledge	Grade: 1	Standard 8 (W.1.8)
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a	Quarter 1:	Quarter 2:	Quarter 3: Identify : <ul style="list-style-type: none"> • experience • source Gather information from more than one	Quarter 4: Identify : <ul style="list-style-type: none"> • experience • source Gather information from more than one

question.			source to answer a question With guidance and support: <ul style="list-style-type: none"> answer a question using information from experience answer a question using information from a provided source 	source to answer a question With guidance and support: <ul style="list-style-type: none"> answer a question using information from experience answer a question using information from a provided source
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with adult support, answer a question by: recalling information from experiences gathering information from provided sources	guidance and support from adults recall information gather information	Students know or are able to: information gathered from personal experience may differ from information gathered in sources a response to a	Entering/Beginning (Reading/Listening) Students are able to match a phrase to a topic (Writing/Speaking) Students are able to answer yes or no questions from a	EEW.1.8. With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	Level IV Students will: EEW.1.8. With guidance and support from adults, recall information from experiences and answer simple questions about those experiences. Ex. Working with the teacher, recall information from a recent school book fair for the teacher to write down (e.g., “book,” “money,” “library”) and then answer the teacher’s question when she asks, “Do you like the book?” Ex. Working with a small group and the teacher, recall information from a just completed group project, telling the teacher what they used (e.g., glue, tape, scissors, paper) so she can write a list, and then respond to the teacher’s question when she asks, “Did you finish?”

	<p>provided sources</p>	<p>question can rely on personal experience or sources</p> <p>respond (with guidance and support) to a question using recalled information from experiences or gathered information from provided sources</p> <p>Students understand that answering a question can include recalling information, experiences, or sources.</p>	<p>reading on a topic.</p> <p>Developing/Expanding (Reading/Listening) Students are able to identify resources used when researching a topic.</p> <p>(Writing/Speaking) Students are able to recall information about a researched topic.</p> <p>Bridging/Reaching (Reading/Listening) Students are able to gather relevant information about a research topic at grade level.</p> <p>(Writing/Speaking) Students are able to present information on a researched topic at grade level.</p>		<p>Ex. Listen to an electronic book with a peer and select answers from a picture or word bank to <i>who</i> and <i>what</i> questions about the text.</p> <p>Level III Students will: EEW.1.8. With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. Ex. Working with the teacher, select a book purchased at a recent book fair so the teacher can write down the name and then answer the teacher’s question when she asked, “Do you like the book?,” and place a check in the like column. Ex. Working with a small group and the teacher, identify supplies from those assembled on the table that were used in completing a group project (e.g., glue, tape, scissors, paper) so the teacher can add them to the list and then respond to the teacher’s question when she asks, “Did you finish?” Ex. Use a picture/label schedule to identify the next activity of the day by answering <i>what</i> questions (e.g., What is after math? What is next? What is first today?).</p> <p>Level II Students will: EEW.1.8. With guidance and support from adults, identify information related to personal experiences. Ex. Working with the teacher, identify the centers completed that day and the teacher will write them in the student’s home-school notebook. Ex. Working with a small group and the teacher, identify supplies from those assembled on the table that were used in completing a group project (e.g., glue, tape, scissors, and paper) so the teacher can create a list. Ex. With guidance and support, complete open-ended statements about personal experiences when provided with an array of two or more relevant responses (e.g., Playing outside is [fun, hot]).</p> <p>Level I Students will: EEW.1.8. With guidance and support, identify personal objects. Ex. With guidance and support, select own backpack from two presented at the end of the day which the teacher adds to a chart story (e.g., This sign says Allen. This is Allen’s backpack. This sign says Brian. This is Brian’s backpack.). Ex. With guidance and support, select own lunchbox when presented with an array of two or more which the teacher adds to a chart story (e.g., Allen’s lunchbox is blue.</p>
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					Brian's lunchbox is red.)
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College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Strand: Speaking and Listening		Cluster: Comprehension and Collaboration		Grade: 1	Standard 1 (SL.1.1)
Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules	Quarter 1: Identify: <ul style="list-style-type: none"> ideas from first grade topics and texts agreed-upon rules for discussion 	Quarter 2: Identify: <ul style="list-style-type: none"> ideas from first grade topics and texts agreed-upon rules for discussion 	Quarter 3: Identify: <ul style="list-style-type: none"> ideas from first grade topics and texts agreed-upon rules for discussion how others listen 	Quarter 4: Identify: <ul style="list-style-type: none"> ideas from first grade topics and texts agreed-upon rules for discussion how others listen 	

<p>for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • how others listen • how others ask questions on topic • how others move conversations along <p>Decide comments and questions appropriate to the topic of discussion</p> <p>Observe if agreed-upon discussion rules are being followed</p> <p>Participate in conversations about grade 1 topics and texts</p> <p>Follow agreed-upon rules for discussion</p> <p>Listen while others are speaking</p> <p>Respond to comments to continue conversations with peers and adults</p> <p>Ask questions to better understand topic and texts</p>	<ul style="list-style-type: none"> • how others listen • how others ask questions on topic • how others move conversations along <p>Decide comments and questions appropriate to the topic of discussion</p> <p>Observe if agreed-upon discussion rules are being followed</p> <p>Participate in conversations about grade 1 topics and texts</p> <p>Follow agreed-upon rules for discussion</p> <p>Listen while others are speaking</p> <p>Respond to comments to continue conversations with peers and adults</p> <p>Ask questions to better understand topic and texts</p>	<ul style="list-style-type: none"> • how others ask questions on topic • how others move conversations along <p>Decide comments and questions appropriate to the topic of discussion</p> <p>Observe if agreed-upon discussion rules are being followed</p> <p>Participate in conversations about grade 1 topics and texts</p> <p>Follow agreed-upon rules for discussion</p> <p>Listen while others are speaking</p> <p>Respond to comments to continue conversations with peers and adults</p> <p>Ask questions to better understand topic and texts</p>	<ul style="list-style-type: none"> • how others ask questions on topic • how others move conversations along <p>Decide comments and questions appropriate to the topic of discussion</p> <p>Observe if agreed-upon discussion rules are being followed</p> <p>Participate in conversations about grade 1 topics and texts</p> <p>Follow agreed-upon rules for discussion</p> <p>Listen while others are speaking</p> <p>Respond to comments to continue conversations with peers and adults</p> <p>Ask questions to better understand topic and texts</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students carry on conversations with adults and peers, in small or large groups,	collaborative conversations	Students know or are able to:	Entering/Beginning (Reading/Listening) Students are able to	EESL.1.1. Participate in conversations with	Level IV Students will: EESL.1.1.a. Initiate multiple-turn exchanges with peers. Ex. During a literacy center activity, hold up own work to show peer and say, “look.”

<p>demonstrating the ability to:</p> <p>listen attentively</p> <p>take turns speaking</p> <p>respond to others</p> <p>ask clarifying questions</p>	<p>diverse partners</p> <p>grade 1 topics and texts</p> <p>agreed-upon rules for discussions</p> <p>build on others' talk</p> <p>ask questions to clear up any confusion</p>	<p>agreed-upon rules for discussions</p> <p>how to respond to other's comments</p> <p>asking questions helps clear up confusion</p> <p>listen attentively to conversations about grade 1 topics and texts</p> <p>add to conversations about grade 1 topics and texts</p> <p>take turns speaking</p> <p>respond to the comments of others</p> <p>extend conversations</p> <p>converse with peers and adults</p> <p>converse in small and large groups</p> <p>ask clarifying questions</p> <p>Students understand</p>	<p>answer with yes or no (Writing/Speaking)</p> <p>Students are able to answer with short phrases</p> <p>Developing/Expanding (Reading/Listening)</p> <p>Students are able to agree or disagree with peers (Writing/Speaking)</p> <p>Students are able ask questions of peers.</p> <p>Bridging/Reaching (Reading/Listening)</p> <p>Students are able to form opinions of people, places or ideas from oral scenarios. (Writing/Speaking)</p> <p>Students are able to hold a discussion about an academic topic with peers or teacher.</p>	<p>peers and adults.</p> <p>Engage in multiple-turn exchanges with peers.</p> <p>Build on comments or topics initiated by an adult.</p> <p>Uses one or two words to ask questions related to personally relevant topics.</p>	<p>When peer responds, the student continues in the exchange for at least one more turn.</p> <p>Ex. When getting ready to read with a partner, initiate an interaction saying, "Read?" The peer responds "Sure, where should we go?" and the student says, "corner" while pointing to the reading corner. The interaction continues so that both students have at least two turns.</p> <p>Ex. During snack time, use a multiple message voice output device to say, "Scooby Doo!" and then looks directly at a peer. The peer responds, "Scooby Doo!" The student uses the device to link together, "You - Scooby Doo!" and the peer responds, "No, you - Scooby Doo." The interaction continues with the two playfully teasing one another.</p> <p>EESL.1.1.b. Build on comments or topics initiated by an adult and peers.</p> <p>Ex. During shared reading, the teacher points to an illustration and comments "Look at that dog!" Another peer comments, "I have a dog like that!" The student adds, "big dog," and the teacher acknowledges, "Yes, this is a big dog in the picture."</p> <p>EESL.1.1.c. Combines three or more words to ask questions related to personally relevant topics.</p> <p>Ex. During shared reading, point to a page in the book and ask, "What doggie doing?"</p> <p>Ex. During literacy centers, use a multiple message communication device to link together words and ask, "What you do?"</p> <p>Level III Students will:</p> <p>EESL.1.1.a. Engage in multiple-turn exchanges with peers.</p> <p>Ex. While at a literacy center working with letters and words, participate in multiple-turn exchanges (e.g., one of the peers hands the student a letter and says, "You need this one?" The student replies, "No, b!" The peer finds a b and says, "This one?" The student replies, "Yeah, b.").</p> <p>Ex. When the snack helper asks, "What do you want?" and holds up the white milk and chocolate milk, look directly at the chocolate milk. When the peer acknowledges, "Okay, chocolate," use sign language to say, "Thank you." The peer replies, "You're welcome."</p> <p>Ex. Use a sequenced message device to communicate a social script with a peer such as: Student activates switch to say, "Wanna hear a joke?" Peer says "Okay." Student activates switch to say, "What number does a pig call when he's in trouble?" Peer says, "I don't know" and student activates switch to say "Swine 1-1."</p> <p>EESL.1.1.b. Build on comments or topics initiated by an adult.</p>
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		<p>that good conversations occur when participants listen well, build on others' ideas, and ask clarifying questions.</p>			<p>Ex. During shared reading, when the teacher points to an illustration and comments, “Look at that dog!,” the student responds using sign language to communicate, “Me!” The teacher replies, “Me? Do you have a dog?” and the student nods. Ex. Reply “Snow?” when an adult comments about the weather saying, “It sure is cold out there. It feels like snow.” EESL.1.1.c. Uses one or two-words to ask questions related to personally relevant topics. Ex. At lunchtime, use sign to ask for “More?” of a preferred food item. Ex. After lunch, ask if they are going outside for recess (i.e., “Go outside?”). Ex. Select a single picture symbol from a communication display of four or more symbols during a shared reading activity to ask a question (e.g., The message says one of the following: “I have a question,” “Who,” or “Why.”). Teacher responds according to the question (e.g., “Who? Do you want to know who did it? Let’s see.”).</p> <p>Level II Students will: EESL.1.1.a. Communicate directly with a peer. Ex. Use a sequenced message device to call students’ names to line up to leave the room. Ex. Use a single message voice output device to say “hi” to a peer when travelling down the hall. Ex. Call a peer by name to ask him to come play. EESL.1.1.b. With guidance and support, build on comments or topics initiated by an adult. Ex. During shared reading, the teacher points to an illustration and comments “Look at that dog!” Then she says, “You have a dog, don’t you?” The student responds by saying, “Me.” The teacher adds, “I have seen your dog. You have a big dog.” EESL.1.1.c. With guidance and support, use one or two-words to ask questions related to personally relevant topics. Ex. During snack time, the student grabs for more crackers but the teacher stops him and supports him in pointing to a picture symbol representing the word <i>more</i>. As the child touches <i>more</i> the teacher says, “Can I have more?”</p> <p>Level I Students will: EESL.1.1.a. With guidance and support, communicate with a peer. Ex. During morning meeting, use a single message voice output device to say, “Good</p>
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					<p>morning” to each classmate when the teacher prompts, “What do you want to say to John?” while pointing to the single message device.</p> <p>Ex. During P.E., sit next to the P.E. teacher and use a sequenced message device to call the names of peers in a game like Red Rover. The P.E. teacher prompts by telling when it is time to “Tell them who to send now!”</p> <p>EESL.1.1.b. With guidance and support, communicate with an adult about the current topic.</p> <p>Ex. During morning meeting, the teacher looks out the window and says, “It looks rainy out there!” then shows the students a picture of rain saying, “This is rain. Look at the picture of rain.” The student looks at the picture of rain.</p> <p>EESL.1.1.c. With guidance and support, use gestures, vocalizations, symbols, or words to communicate about personally relevant topics.</p> <p>Ex. On the playground, vocalize or hit a single message voice output device to signal “go fast” so that someone will push him fast across the yard.</p> <p>Ex. During snack time, touch own mouth to indicate a desire for more food.</p>
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College and Career Readiness (CCR) Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration	Grade: 1	Standard 2 (SL.1.2)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Ask questions about key details from : <ul style="list-style-type: none"> • a text read aloud • information presented orally • through other media 			Ask questions about key details from : <ul style="list-style-type: none"> • a text read aloud • information presented orally • through other media Answer questions about key details from: <ul style="list-style-type: none"> • a text read aloud or

	<p>Answer questions about key details from:</p> <ul style="list-style-type: none"> • a text read aloud or • information presented orally or • through other media <p>Formulate a question based on key ideas :</p> <ul style="list-style-type: none"> • from a text read aloud • information presented orally • through other media <p>Ask questions and answer questions about key details:</p> <ul style="list-style-type: none"> • read aloud or • presented orally or • through other media 			<ul style="list-style-type: none"> • information presented orally or • through other media <p>Formulate a question based on key ideas :</p> <ul style="list-style-type: none"> • from a text read aloud • information presented orally • through other media <p>Ask questions and answer questions about key details:</p> <ul style="list-style-type: none"> • read aloud or • presented orally or • through other media
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students demonstrate understanding of what they have seen or heard by:</p> <p>asking questions about key details</p> <p>answering questions about key details</p> <p>requesting clarification if they don't understand something</p>	<p>ask and answer questions</p> <p>key details</p> <p>other media</p>	<p>Students know or are able to:</p> <p>asking questions helps them understand what they have heard or seen</p> <p>techniques for attentive listening</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify pictures to match the information given orally</p> <p>(Writing/Speaking) Students are able to answer with phrases or short answer when asked about orally given information</p> <p>Developing/Expanding (Reading/Listening)</p>	<p>EESL.1.2. During shared reading activities, answer questions about details presented orally or through other media.</p>	<p>Level IV Students will: EESL.1.2. During shared reading activities, ask and answer questions about key details presented orally or through other media. Ex. Student asks, “What’s that?” in reference to a picture in the book and answers the teacher when she responds, “What do you see?” Ex. The student uses a multiple message voice output device to respond to the teacher’s question, “What did the boy do?,” saying, “play.” Then, asks the teacher, “Why?”</p> <p>Level III Students will: EESL.1.2. During shared reading activities, answer questions about details presented orally or through other media.</p>

		<p>common question stems related to key details</p> <p>ask questions about what they have seen or heard</p> <p>answer questions about what they have seen or heard</p> <p>Students understand that asking and answering questions helps them comprehend what they hear or see.</p>	<p>Students are able to interpret information from diverse formats. (Writing/Speaking)</p> <p>Students are able to summarize content based information.</p> <p>Bridging/Reaching (Reading/Listening)</p> <p>Students are able to show main idea and some details (Writing/Speaking)</p> <p>Students are able to explain main idea and supporting details</p>	<p>Ex. Answer yes/no questions about key details presented in a story read aloud. Ex. Point to a picture in the book to respond when asked a question such as, “Where is the brick house?”</p> <p>Level II Students will: EESL.1.2. With guidance and support during shared reading activities, provides responses to open-ended statements. Ex. After asking the question, “What did the boy see?” and not getting a response, the teacher transforms the question and says, “The boy saw _____,” and the student selects a symbol that finishes the sentence.</p> <p>Level I Students will: EESL.1.2. With guidance and support during shared reading activities, follow simple directives. Ex. During shared reading, reaches out when the teacher comes close, holds out the book, and says, “Turn the page.” Ex. During shared reading, the student looks at the illustration when the teacher says, “look” and shines a flashlight on the page.</p>
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College and Career Readiness (CCR) Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
Strand: Speaking and Listening		Cluster: Comprehension and Collaboration		Grade: 1
				Standard 3 (SL.1.3)
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Quarter 1:	Quarter 2:	Quarter 3: Identify questions and answers Recognize that asking and answering questions is a strategy for: <ul style="list-style-type: none"> getting more information from a speaker clarifying something about what a speaker says that is not 	Quarter 4:

			<p>understood</p> <p>Determine when additional information/clarification about what a speaker says is needed</p> <p>Formulate questions and answers in order to:</p> <ul style="list-style-type: none"> gather information clarify what is not understood about what a speaker says <p>Ask and answer questions about what a speaker says in order to gather additional information</p> <p>Ask and answer questions about what a speaker says in order to clarify something that is not understood.</p>	
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students ask and answer questions about what a speaker says to:</p> <p>gather additional information</p> <p>clarifying something that is not understood</p>	<p>ask and answer questions</p> <p>gather additional information</p> <p>clarify something</p>	<p>Students know or are able to:</p> <p>techniques for attentive listening</p> <p>common question stems that can be used to gather additional information from a speaker</p>	<p>Entering/Beginning (Reading/Listening) Students are able to point to speaker or raise hand with a question in L1</p> <p>(Writing/Speaking) Students are able to make a list questions or answers in L1</p> <p>Developing/Expanding (Reading/Listening) Students are able to</p>	<p>EESL.1.3. Ask for help when needed.</p>	<p>Level IV Students will: EESL.1.3. Ask for help when needed using words. Ex. Use communication device, conventional sign, or spoken words to ask for assistance when needed.</p> <p>Level III Students will: EESL.1.3. Ask for help when needed. Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc. Ex. Use a switch to gain attention.</p> <p>Level II Students will:</p>

		<p>common question stems for clarification</p> <p>techniques and etiquette for responding to questions</p> <p>techniques and etiquette for asking questions</p> <p>listen attentively</p> <p>ask and answer questions to gather additional information</p> <p>ask and answer questions for clarification</p> <p>answer questions using appropriate language and etiquette</p> <p>ask questions using appropriate language and etiquette</p> <p>Students understand that listeners ask</p>	<p>show how to listen attentively (Writing/Speaking) Students are able to answer questions with support from common question stems</p> <p>Bridging/Reaching (Reading/Listening) Students are able to understand when to ask and answer questions. (Writing/Speaking) Students are able to elaborate in detail when answering questions</p>		<p>EESL.1.3. With guidance and support, ask for help when needed. Ex. When asked, “Do you need help?” respond to indicate need for assistance.</p> <p>Level I Students will: EESL.1.3. With guidance and support, respond to offer of assistance when needed. Ex. When teacher offers assistance, respond by attending to teacher.</p>
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		questions to seek help or get information.			
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College and Career Readiness (CCR) Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 1	Standard 4 (SL.1.4)
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Identify: <ul style="list-style-type: none"> • people • places • things • events • ideas • details • feelings

					<p>Determine relevant details that describe:</p> <ul style="list-style-type: none"> • people • places • things • events <p>Orally perform a clear presentation that describes:</p> <ul style="list-style-type: none"> • a person • a place • a thing • an event <p>that includes relevant details and expresses ideas and feelings clearly</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use relevant details and clearly expressed ideas and feelings to describe:</p> <p>people</p> <p>places</p> <p>things</p> <p>events</p>	<p>describe relevant details</p> <p>expressing ideas and feelings clearly</p>	<p>Students know or are able to:</p> <p>describing words</p> <p>the importance of relevant details</p> <p>clearly describe people, places, things, and events</p> <p>use relevant details in</p>	<p>Entering/Beginning (Reading/Listening) Students are able to draw a picture in response to oral reading.</p> <p>(Writing/Speaking) Students are able to tell about an experience</p> <p>Developing/Expanding (Reading/Listening) Students are able to act out about a story</p>	<p>EESL.1.4. With guidance and support, identify familiar people, places, things, and events.</p>	<p>Level IV Students will: EESL.1.4. Identify familiar people, places, things, and events. Ex. Identify people through gestures, eye contact or gaze, vocalizations, etc. Ex. Identify a photograph or drawing of a birthday party or other event held in the classroom.</p> <p>Level III Students will: EESL.1.4. With guidance and support, identify familiar people, places, things, and events. Ex. With guidance and support, identify familiar people through gestures, eye contact or gaze, vocalizations, etc. Ex. Identify a desired objects from choices (e.g., During a before-reading activity, the teacher introduces a number of objects that will be found in the story; during reading, the teacher offers the student a choice of two when the item appears in the</p>

		<p>descriptions</p> <p>express ideas and feelings clearly</p> <p>Students understand that relevant details and clearly expressed ideas and feelings enhance oral descriptions of people, places, things, and events.</p>	<p>(Writing/Speaking) Students are able to tell a story or about an experience</p> <p>Bridging/Reaching (Reading/Listening) Students are able to listen attentively to someone tell a story and summarize</p> <p>(Writing/Speaking) Students are able to recount an experience in detail with an understandable pace</p>		<p>book and the student points or gazes to the correct object when asked.).</p> <p>Level II Students will: EESL.1.4. With guidance and support, identify favorite people and things. Ex. With guidance and support, identify a favorite toy or comfort item from a display of two or more. Ex. With guidance and support, identify a favorite person by eye contact, eye gaze, vocalizations, etc.</p> <p>Level I Students will: EESL.1.4. Respond to familiar people, places, things, and events with guidance and support. Ex. With guidance and support, respond to familiar people through gestures, eye contact or gaze, vocalizations, etc. Ex. With guidance and support, respond to a photo, drawing, or object about a classroom event.</p>
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College and Career Readiness (CCR) Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas	Grade: 1	Standard 5 (SL.1.5)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<p>Know ideas, thoughts, and feelings</p> <p>Understand clarify</p> <p>Determine which ideas, thoughts, feelings need clarification</p>	<p>Know ideas, thoughts, and feelings</p> <p>Understand clarify</p> <p>Determine which ideas, thoughts, feelings need clarification</p>	<p>Know ideas, thoughts, and feelings</p> <p>Understand clarify</p> <p>Determine which ideas, thoughts, feelings need clarification</p>	<p>Know ideas, thoughts, and feelings</p> <p>Understand clarify</p> <p>Determine which ideas, thoughts, feelings need clarification</p>

	<p>Determine when it is appropriate to add drawings or other visual displays to descriptions to clarify</p> <p>Add drawings or other visual displays when appropriate to:</p> <ul style="list-style-type: none"> • clarify ideas • thoughts • feelings 	<p>Determine when it is appropriate to add drawings or other visual displays to descriptions to clarify</p> <p>Add drawings or other visual displays when appropriate to:</p> <ul style="list-style-type: none"> • clarify ideas • thoughts • feelings 	<p>Determine when it is appropriate to add drawings or other visual displays to descriptions to clarify</p> <p>Add drawings or other visual displays when appropriate to:</p> <ul style="list-style-type: none"> • clarify ideas • thoughts • feelings 	<p>Determine when it is appropriate to add drawings or other visual displays to descriptions to clarify</p> <p>Add drawings or other visual displays when appropriate to:</p> <ul style="list-style-type: none"> • clarify ideas • thoughts • feelings
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students use drawings or other visual displays to clarify:</p> <p>ideas</p> <p>thoughts</p> <p>feelings</p>	<p>drawings</p> <p>visual displays</p> <p>when appropriate to clarify</p>	<p>Students know or are able to:</p> <p>when a drawing or visual display could be used for clarification</p> <p>techniques for creating a drawing or visual display for clarification</p> <p>create a drawing or display that provides clarification about a description</p> <p>Students understand that a speaker uses drawings or visual</p>	<p>Entering/Beginning (Reading/Listening) Students can select appropriate images to go with feeling of text (Writing/Speaking) Students can select and print a picture to show an idea, thought or feeling</p> <p>Developing/Expanding (Reading/Listening) Students can drag and drop the parts of a story in chronological order. (Writing/Speaking) Students can describe an illustration</p> <p>Bridging/Reaching</p>	<p>EESL.1.5. Communicate own thoughts, feelings, or ideas.</p>	<p>Level IV Students will: EESL.1.5. Combine three or more words, signs, or symbols to communicate own thoughts, feelings, or ideas. Ex. When asked “What do you want?,” respond, “I want more.” Ex. When asked to make a prediction during shared reading, “What do you think will happen?,” reply, “Boy go fast.”</p> <p>Level III Students will: EESL.1.5. Communicate own thoughts, feelings, or ideas. Ex. Select a drawing or other visual display that represents own ideas, thoughts, and feelings. Ex. Given a communication device with an array of symbols representing feelings, select a symbol to tell how he or she is feeling.</p> <p>Level II Students will: EESL.1.5. With guidance and support, communicate own thoughts, feelings, or ideas. Ex. When asked, “Are you happy today?,” repeats, “happy.” Ex. Using picture exchange cards (PECS) indicate how they are feeling or how an activity makes them feel. Ex. Using symbols, switches, etc., choose from pictures how an event makes the students feel.</p>

		displays to enhance or clarify important details.	(Reading/Listening) Students can create a visual display using a clip art program or “story bird” to support text (Writing/Speaking) Students can describe how a chosen image matches or illustrates a certain idea, feeling or thought		Level I Students will: EESL.1.5. With guidance and support, respond when asked about feelings. Ex. When asked “How are you feeling today?” respond by focusing on the person asking.
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**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.					
Strand: Speaking and Listening		Cluster: Presentation of Knowledge and Ideas		Grade: 1	Standard 6 (SL.1.6)
	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:	
Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)				Identify complete sentences in writing and when spoken Identify task and situation Differentiate when situation calls for speaking in complete sentences Speak using complete sentences when	

				appropriate to task and situation
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>When appropriate to task and situation, students:</p> <p>verbally produce complete sentences</p>	<p>produce complete sentences appropriate to task and situation</p>	<p>Students know or are able to:</p> <p>what is included in a complete sentence</p> <p>what types of tasks and situations require speaking in complete sentences</p> <p>verbally produce complete sentences</p> <p>adapt their speech appropriately to task and situation</p> <p>identify tasks which require the use of speaking in complete sentences</p> <p>identify situations which require the use of speaking in</p>	<p>Entering/Beginning (Reading/Listening) Students are able to identify cognates (Writing/Speaking) Students are able to express needs in English.</p> <p>Developing/Expanding (Reading/Listening) Students are able to follow multi-step oral directions (Writing/Speaking) Students are able to retell stories</p> <p>Bridging/Reaching (Reading/Listening) Students are able to understand both formal and informal language (Writing/Speaking) Students are able to use complete sentences and provide clarification if</p>	<p>EESL.1.6. With guidance and support, provide more information to clarify ideas, thoughts, and feelings.</p>	<p>Level IV Students will: EESL.1.6. Add more to clarify communication about own thoughts, feelings, or ideas. Ex. When the teacher misunderstands, the student tries to communicate in a different way. Ex. After an attempt to communicate an idea is misunderstood the student says more (e.g., The student says “Make it green.” The teacher says, “Okay, gray” and the student responds, “No, green.”).</p> <p>Level III Students will: EESL.1.6. With guidance and support, provide more information to clarify ideas, thoughts, and feelings. Ex. Select a drawing or other visual display that represents own ideas, thoughts, and feelings. Ex. Given a communication device with an array of symbols representing feelings, the student selects a symbol to tell how he or she is feeling.</p> <p>Level II Students will: EESL.1.6. With guidance and support, restate initial attempt to communicate when idea, thought, or feelings are misunderstood. Ex. Repeat the effort to communicate when the teacher says, “I don’t understand. Tell me again.” Ex. After a peer looks to the teacher and says, “What’d he say?” The teacher tells the student, “Can you tell us again so that we all understand. Look at the picture you want and keep looking at it so we all know.” The student then eye gazes to the object and holds his gaze. Ex. With guidance and support, use a sequenced message device to participate in a scripted interaction telling about a good idea that class has. The sequenced messages might include: “We have an idea.” Reply, “You do?” “It is a good idea. Want me to tell you about it?” Reply, “Yes, tell me!” “Well, we want to make something.” Reply, “You do? What do you want to make?” “It’ll be big” Reply, “I wonder what it could be.”</p> <p>Level I Students will:</p>

		complete sentences Students understand that a speaker varies his/her technique based on task and situation.	needed		<p>EESL.1.6. With guidance and support, participate in communication interactions about ideas, thoughts, and feelings.</p> <p>Ex. With guidance and support, use a single message voice output device to say “happy” while the group sings <i>If You’re Happy and You Know it</i>.</p> <p>Ex. Given a choice of two symbols, <i>I like it</i> and <i>I don’t like it</i>, student chooses one (by pointing, grabbing, eye gaze, etc.) when asked “What do you think?”</p>
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**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Strand: Language		Cluster: Conventions of Standard English	Grade: 1	Standard 1 (L.1.1)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He</i>	Quarter 1: Print all upper- and lowercase letters	Quarter 2:	Quarter 3:	<p>Quarter 4:</p> <p>Recognize nouns:</p> <ul style="list-style-type: none"> • common • proper • possessive <p>Recognize that nouns and verbs match in sentences</p> <p>Recognize pronouns:</p> <ul style="list-style-type: none"> • personal

<p><i>hops; We hop).</i></p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>				<ul style="list-style-type: none"> • possessive • indefinite <p>Know past, present, and future verbs</p> <p>Identify adjectives</p> <p>Recognize conjunctions</p> <p>Recognize determiners</p> <p>Know common prepositions</p> <p>Recognize sentence types:</p> <ul style="list-style-type: none"> • complete simple • compound • declarative • interrogative • imperative • exclamatory <p>Demonstrate command of the conventions of standard English grammar and usage when writing to expand sentence types:</p> <ul style="list-style-type: none"> • complete simple • compound • declarative • interrogative • imperative • exclamatory <p>Demonstrate command of the conventions of standard English grammar and usage when speaking</p> <p>Use nouns in speaking: common</p>
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					<p>proper possessive</p> <p>Use singular and plural nouns with matching verbs in basic sentences</p> <p>Use indefinite pronouns:</p> <ul style="list-style-type: none"> • personal • possessive • indefinite <p>Use verbs to convey a sense of:</p> <ul style="list-style-type: none"> • past • present • future <p>Use frequently occurring:</p> <ul style="list-style-type: none"> • adjectives • conjunctions • determiners • prepositions <p>Produce and expand:</p> <ul style="list-style-type: none"> • complete • simple • compound declarative • interrogative • imperative • exclamatory <p>sentences in response to prompts</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance	Common Core	Instructional Achievement Level Descriptors
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			Outcomes (WIDA)	Essential Elements	
Students, when speaking or writing, apply standard grammar and usage including: writing with upper- and lowercase letters using a variety of nouns appropriately selecting pronouns using verbs to convey a sense of past, present, and future selecting the correct words to convey meaning (adjectives, conjunctions, determiners, prepositions) using a variety of sentences to respond to prompts (simple, compound, declarative, interrogative, imperative, exclamatory)	demonstrate command conventions of standard English grammar and usage common nouns proper nouns possessive nouns singular nouns plural nouns basic sentences personal pronouns possessive pronouns indefinite pronouns verbs to convey a sense of past,	Students know or are able to: appearance of all upper- and lowercase letters components of a complete sentence correct grammar and usage impacts how well a message is understood apply grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience. Including: use of all upper- and lowercase letters use of a variety of nouns appropriate pronoun use use of verbs to convey	Entering/Beginning (Reading/Listening) Students are able to understand proper noun/pronoun relationships. (Writing/Speaking) Students are able to combine at least one noun and verb in the correct order to create a sentence. Developing/Expanding (Reading/Listening) Students will be able to interpret changes in verb tense while listening to speaker. (Writing/Speaking) Students are able to select proper words to convey meaning Bridging/Reaching (Reading/Listening) Students will be able to distinguish between a variety of sentences in response to prompts (Writing/Speaking) Students are able to speak using varying	EEL.1.1. Demonstrate emerging understandings of standard English usage when communicating. Write letters from own name. With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation. With guidance and support, produce noun + verb or verb + noun combinations. With guidance and support, use familiar personal pronouns (e.g., <i>I, me, and you</i>). With guidance and support, use familiar present tense verbs. With guidance and support, use familiar frequently occurring adjectives. (e.g., <i>big, hot</i>).	Level IV Students will: EEL.1.1.a. Write all letters in own first name. Ex. Using a standard pencil, student writes own first name. Ex. Using a keyboard, student writes own name. EEL.1.1.b. Use familiar nouns. Ex. Use nouns to name objects in the environment. Ex. Call others by name. EEL.1.1.c. Produce noun + verb or verb + noun combinations. EEL.1.1.d. Use personal pronouns (e.g., <i>I, me, he, she, you</i>). Ex. Use <i>I</i> or <i>me</i> to refer to self and <i>him, her, or you</i> to refer to others appropriately. Ex. Use <i>you</i> to refer to others when speaking to them. EEL.1.1.e. Use familiar present tense verbs. Ex. Describe own actions using present tense verb (e.g., “I do it.”). Ex. Describe actions of others using present tense verb (e.g., “She run.”). Ex. Use a multiple message voice output device to describe actions of self or others in the present tense. EEL.1.1.f. Use adjectives. (e.g., <i>big, hot</i>). Ex. Using a multiple message communication system, describe a person or thing in the immediate environment using an adjective. Ex. Tell an adult that a drink is “hot.” Ex. When asked if he or she wants the little cookie or big cookie, the student responds, “Big cookie.” Ex. When looking at an object, state or choose a characteristic (e.g., <i>big, small</i>). Ex. When requesting an object (e.g., paper) and teacher says, “What color,” say or select a symbol of a color (e.g., “blue”). EEL.1.1.g-h. N/A EEL.1.1.i. Use frequently occurring prepositions: <i>in, out, on, off</i> . Ex. Use <i>in</i> during ordinary conversation (e.g., When the student comes into the classroom, he or she says “Put <i>in</i> cubby.”). Ex. Use <i>on</i> during ordinary conversation (e.g., When working on a group art project, the student says, “Put <i>on</i> paper.”). Ex. Use <i>off</i> during ordinary conversation (e.g., When hot, student pulls on jacket and says “Take <i>off</i> .”). EEL.1.1.j. Use question words and simple phrases.

<p>present, and future</p> <p>frequently occurring adjectives</p> <p>frequently occurring conjunctions</p> <p>determiners</p> <p>frequently occurring prepositions</p> <p>produce and expand complete sentences</p> <p>simple sentences</p> <p>compound sentences</p> <p>declarative sentences</p> <p>interrogative sentences</p> <p>imperative</p>	<p>a sense of time</p> <p>use of correct words to convey meaning (adjectives, conjunctions, determiners, prepositions)</p> <p>use of a variety of sentences to respond to prompts (simple, compound, declarative, interrogative, imperative, exclamatory)</p> <p>Students understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.</p>	<p>verb tenses.</p>	<p>N/A</p> <p>N/A</p> <p>With guidance and support, use frequently occurring prepositions: <i>in, out, on, off</i>.</p> <p>With guidance and support, use simple question words (interrogatives) (e.g., <i>who, what</i>).</p>	<p>Ex. Use questions words (e.g., The teacher says, “What do you want to know?” The student says, “Who is that?”).</p> <p>Ex. Use question words (e.g., As the teacher looks at the student, he or she says, “Is it my turn?”).</p> <p>Level III Students will:</p> <p>EEL.1.1.a. Write first letter of own first name. Ex. Using a standard pencil, student writes first letter of own first name. Ex. Using a keyboard, student writes first letter of own name.</p> <p>EEL.1.1.b. With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation. Ex. Use word cards to identify familiar nouns. Ex. Name familiar objects using nouns when prompted, “What is that?” Ex. Select symbols of single nouns on a multiple message communication device.</p> <p>EEL.1.1.c. With guidance and support, produce noun + verb or verb + noun combinations. Ex. With guidance and support, use nouns and verbs (e.g., During shared-reading, student says, “Show.” Teacher responds, “What should I show?” Student says “Show me.”).</p> <p>Ex. With guidance and support, respond to noun-verb combinations (e.g., During an art activity, the student points to the symbol of a marker and the teacher says, “What about the marker?” The student points to the symbol for want and the symbol for marker.).</p> <p>EEL.1.1.d. With guidance and support from adults, use some personal pronouns (e.g., <i>I, me, and you</i>). Ex. When asked, “Who did it?” reply “me,” “him,” or “her” appropriately. Ex. When asked, “Who needs help?,” respond, “I need help” or “Help me.”</p> <p>EEL.1.1.e. With guidance and support, use familiar present tense verbs. Ex. Describe own actions using present tense verb (e.g., “I do it.”). Ex. Given an adult who offers verbal choices, respond using present tense verb (e.g., “Is she walking or running?,” the student responds, “She runs.”).</p> <p>EEL.1.1.f. With guidance and support, use familiar frequently occurring adjectives (e.g., <i>big, hot</i>). Ex. After the teacher offers choices, such as “Is it big or little?,” accurately reply, “Big.”</p>
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	<p>sentences</p> <p>exclamatory sentences</p> <p>in response to prompts</p> <p>uppercase letters,</p> <p>lowercase letters, noun, common noun, proper noun, possessive noun, singular noun, plural nouns, pronoun, verbs, past, present, future, adjectives, complete sentences</p>				<p>Ex. Select a symbol for an adjective that describes an object from choices (e.g., The student requests an object [e.g., paper] and the teacher holds up options and asks, “Which color?” The student says or selects a symbol of a color [e.g., “blue”]).</p> <p>EEL.1.1.g-h. N/A</p> <p>EEL.1.1.i. With guidance and support, use frequently occurring prepositions: <i>in, out, on, off</i>.</p> <p>Ex. With guidance and support, use <i>in</i> when responding to questions (e.g., When the student comes into the classroom, the teacher helps the student find their cubby and says, “Should we put it <i>in</i> or <i>on</i>?” while showing the bag first <i>in</i> and then <i>on</i> the cubby. The student says, “in.”</p> <p>Ex. With guidance and support, use <i>on</i> and <i>out</i> when responding to questions (e.g., When working on a group art project, the teacher models taking the beads <i>out</i> of the jar and putting them <i>on</i> the paper while saying, “Take <i>out</i>. Put <i>on</i>.” repeatedly. After several beads are taken out and put on, the teacher pauses when saying, “Take _____. Put _____” and the student provides the missing word.</p> <p>Ex. With guidance and support, use <i>off</i> when responding to questions (e.g., When hot, the student pulls on jacket and says, “Take <i>off</i>.”</p> <p>EEL.1.1.j. With guidance and support, use simple question words (interrogatives) (e.g., <i>who, what</i>).</p> <p>Ex. Use <i>who</i> and <i>what</i> to ask for clarification (e.g., During shared reading, the teacher says, “I wonder what that is.” The student touches symbol on multiple message voice output device to ask, “What?”).</p> <p>Ex. Use <i>who</i> and <i>what</i> to ask questions (e.g., During the morning meeting, the teacher tells the students, “Someone special is coming to visit today.” and the student replies, “Who?”).</p> <p>Level II Students will:</p> <p>EEL.1.1.a. Demonstrate emerging understandings of letter writing.</p> <p>Ex. Write letter-like shapes (a series of disconnected circles) top to bottom and/or left to right of page when writing a story or a note.</p> <p>Ex. Select letters from a keyboard, eye gaze chart, or using partner-assisted scanning without apparent connection to own name.</p> <p>EEL.1.1.b. With guidance and support from adults, recognize frequently occurring nouns.</p> <p>Ex. Recognize pictures of common nouns (i.e., “Show me the bus.”).</p>
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				<p>EEL.1.1.c. With guidance and support, link two words together. Ex. Use simple phrases like “all done” or “more please” when asked, “Do you want more?” Ex. Use predictable phrases such as “my turn” when the teacher says “Whose turn?”</p> <p>EEL.1.1.d. With guidance and support from adults, recognize some personal pronouns (e.g., <i>I, you</i>) in familiar routines. Ex. With guidance and support, recognize <i>he</i> (e.g., During the morning meeting, when a teacher shows the student a photo of a peer in the class and asks, “Where is he?” The student looks at the peer.). Ex. With guidance and support, recognize <i>you</i> (e.g., During shared writing, the teacher points to each student who has had a turn saying, “You had a turn. You had a turn.” Then, stops at the target student to say, “Did you have a turn?” and the student responds, “No.”).</p> <p>EEL.1.1.e. With guidance and support from adults, demonstrate understanding of familiar present tense verbs. Ex. When asked to line up with other students who are lining up, get in line. Ex. When asked to sit down and provided with visual supports such as a gesture toward the chair, sit.</p> <p>EEL.1.1.f. With guidance and support from adults, demonstrate understanding of frequently occurring adjectives. (e.g., <i>big, hot</i>). Ex. Point to the <i>biggest</i> object when asked, “Which one is biggest?” from options. Ex. Select the <i>biggest</i> when asked (e.g., After the teacher tells the student he or she needs to use the big spoon, she offers two spoons of dramatically different size and says, “Give me the big one.”).</p> <p>EEL.1.1.g-h. N/A</p> <p>EEL.1.1.i. With guidance and support from adults, recognize frequently occurring prepositions: <i>in, on</i>. Ex. Point to or look at the object in the appropriate location depending on the preposition given. Ex. With guidance and support from adults, recognize <i>in</i> (e.g., “Point to the banana <i>in</i> the box.”) Ex. With guidance and support from adults, recognize <i>on</i> (e.g., “Look at the book <i>on</i> the table.”) Ex. Follow directions involving prepositions (e.g., “Put the paper <i>on</i> the desk”).</p> <p>EEL.1.1.j. With guidance and support from adults, demonstrate understanding of</p>
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					<p>simple question words (interrogatives) (e.g., <i>who</i>, <i>what</i>).</p> <p>Ex. Given support in navigating to a page with question words on a multiple message voice output device, select a question word (e.g., <i>who</i>, <i>what</i>), to ask a peer about the story.</p> <p>Level I Students will:</p> <p>EEL.1.1.a. With guidance and support, explore writing using a pen/pencil or access to the full alphabet.</p> <p>Ex. Use a keyboard to write and randomly select keys including letters, punctuation, and other characters.</p> <p>Ex. Make marks with pens, pencils, markers, etc.</p> <p>EEL.1.1.b. With guidance and support from adults, recognize familiar people.</p> <p>Ex. Respond to pictures of family members, teachers, and peers.</p> <p>EEL.1.1.c. With guidance and support, respond to frequently occurring words.</p> <p>Ex. Given visual cues (e.g., pointing), shift gaze to the target when told to “look.”</p> <p>Ex. When an adult reaches out providing a gesture for support and says, “up?” Reach out to be picked up.</p> <p>Ex. Respond by stopping when an adult says, “stop.”</p> <p>EEL.1.1.d. With guidance and support from adults, use the personal pronoun <i>me</i> to refer to self.</p> <p>Ex. Activate a single message voice output device with the message “me” in response to a teacher request. (Teacher to student, “Who is here today? You can say “me” with the message by pressing your switch.”)</p> <p>Ex. Gesture by pointing to self or signs by placing own hand on chest to reply “me” during a shared reading activity.</p> <p>EEL.1.1.e. With guidance and support from adults, demonstrate understanding of familiar verbs in familiar routines and activities.</p> <p>Ex. At recess, use a sequenced message voice output device with the prerecorded messages, “go” and “stop” to tell partner to push wheelchair or to stop pushing.</p> <p>Ex. During snack with visual support from the teacher who points to the cup or food while saying, “Do you want to eat or drink?,” the student looks at the cup or food to indicate drink or eat.</p> <p>EEL.1.1.f. With guidance and support from adults, demonstrates understanding of familiar adjectives in familiar routines and activities.</p> <p>Ex. With guidance and support, respond to directions involving familiar adjectives</p>
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					<p>after repeated use by the teacher (e.g., The teacher regularly refers to two group areas in the room as the “big rug” area and the “little carpet,” when the teacher asks the child to go to the big rug and points to the right direction, the child goes and sits on the big rug.).</p> <p>Ex. With guidance and support, follow directions involving familiar color adjectives after repeated use by the teacher (e.g., Students put their home-school notebooks into a blue bin each morning. The teacher regularly calls the bin the “blue book bin.” When the teacher points to the bin and asks the student to put the notebook in the blue bin, the student puts the book in.).</p> <p>EEL.1.1.g-h. N/A</p> <p>EEL.1.1.i. With guidance and support from adults, demonstrates understanding of the frequently occurring prepositions <i>in</i> and <i>out</i> in familiar routines and activities.</p> <p>Ex. With guidance and support, use <i>in</i> when responding to questions (e.g., During the morning routine when students are putting their things in their cubbies, the teacher tells the student to put his bag <i>in</i> and the student does.).</p> <p>Ex. With guidance and support, use <i>in</i> when responding to questions (e.g., While working with a peer to collect materials after a class activity, the peer holds out the bin and tells the student to put the materials <i>in</i>).</p> <p>EEL.1.1.j. With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., <i>who</i>, <i>what</i>) in familiar events and routines.</p> <p>Ex. With guidance and support, respond to question words (e.g., In the lunch line, the student is asked, “What do you want?” and the child looks at the bin full of chocolate milk cartons.)</p> <p>Ex. With guidance and support, respond to question words (e.g., When the teacher asks, “Who wants a turn?” and after several peers raise their hands, the student raises his hand.)</p>
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**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Strand: Language		Cluster: Conventions of Standard English	Grade: 1	Standard 2 (L.1.2)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.	Quarter 1: Know conventional spelling of common spelling patterns Use conventional spelling when writing words with common spelling patterns and frequently occurring irregularly spelled words	Quarter 2:	Quarter 3: Apply correct capitalization, punctuation, and spelling when writing Distinguish between: <ul style="list-style-type: none"> • dates and other word/number combinations • names of people and other words Capitalize dates and names of people Differentiate between the use of periods,	Quarter 4: Use commas in dates and to separate single words in a series Know conventional spelling of common spelling patterns Use conventional spelling when writing words with common spelling patterns and frequently occurring irregularly spelled words
	Use phonemic awareness and spelling conventions, to spell untaught words phonetically			

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			exclamation marks and question marks Use end punctuation for sentences	Use phonemic awareness and spelling conventions, to spell untaught words phonetically
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, when writing, apply standard capitalization, punctuation, and spelling including: capitalizing dates capitalizing names of people using end punctuation for sentences using commas in dates using commas to separate single words in a series	demonstrate command conventions of standard English capitalization punctuation spelling capitalize end punctuation	Students know or are able to: dates must be capitalized names of people must be capitalized every sentence ends with a punctuation mark commas are used in dates commas are used to	Entering/Beginning (Reading/Listening) Students are able to point to place where punctuation belongs when missing. (Writing/Speaking) Students are able to answer yes or no when asked about punctuation placement. Developing/Expanding (Reading/Listening) Students are able to match correct	EEL.1.2. Demonstrate emerging understandings of the use of conventions of standard English during communication. Locate first letter in own name when presented with name. N/A N/A With guidance and support, recognize that	Level IV Students will: EEL.1.2.a. N/A EEL.1.2.b-c. N/A EEL.1.2.d. Recognize that letters are used to spell words. Ex. During shared writing, point to indicate a word and then, when asked, point to indicate a letter within the word. Ex. During independent writing, write letters and letter-like shapes in groups with spaces between them. EEL.1.2.e. N/A Level III Students will: EEL.1.2.a. Locate first letter in own name when presented with name. Ex. Identify first letter of name (e.g., Given her name, point to or identify through partner-assisted scanning the “S” in “Sarah”). Ex. Point to first letter of own name in environment (e.g., When walking down the hall, the student points to first letter of own name on a bulletin board and says own

spelling words with common spelling patterns	sentences	separate single words in a series	capitalizing rules (Writing/Speaking)	letters are used to create words.	name (e.g., Jasmine sees the letter “J” on a bulletin board, points to it and says, “Jasmine.”).
spelling frequently occurring irregular words	commas	common spelling patterns	Students are able to use correct spelling with high frequency words	N/A	EEL.1.2.b-c. N/A
spelling unknown words phonetically	conventional spelling	spelling of frequently occurring irregular words	Bridging/Reaching (Reading/Listening)		EEL.1.2.d. With guidance and support, recognize that letters are used to spell words. Ex. With guidance and support, point to letters in a word (e.g., During shared writing, the teacher points to indicate a word and then, asks the student to point to the letters in the word.).
	common spelling patterns	unknown words can be spelled phonetically	Students are able to identify spelling patterns (Writing/Speaking)		Ex. With guidance and support, point to word and letter (e.g., During shared reading, the teacher asks the student to find the words and letters. The student points to the print rather than the illustrations.).
	frequently occurring irregular words	capitalize dates	Students are able to use correct conventions and phonetic spelling rules at grade level.		EEL.1.2.e. N/A
	phonemic awareness	capitalize names of people			Level II Students will:
	spelling conventions	use end punctuation for sentences			EEL.1.2.a. Can locate first letter in own name when presented with name. Ex. Point to first letter of name when name is presented (e.g., When presented with his name printed on a sentence strip, the student can point to the first letter.).
	capitalize, punctuation, sentence, comma, dates, words, spelling patterns	use commas in dates			Ex. Locate first letter of own name in Braille (e.g., When presented with name in Braille, the child locates the beginning of the word and points to the first letter.).
		use commas to separate single words in a series			EEL.1.2.b-c. N/A
		spell words with common spelling patterns			EEL.1.2.d. With guidance and support, recognize letters versus non-letter-like shapes. Ex. With guidance and support, point to letters (e.g., When using a keyboard to type, the student selects only letters [not numbers, punctuation, or function keys] when asked to type letters.).
		spell frequently occurring irregular words			Ex. With guidance and support, sort letters from shapes (e.g., Given a set-up on an interactive whiteboard, the student works with peers to sort letters and shapes.).
					EEL.1.2.e. N/A
					Level I Students will:
					EEL.1.2.a. Responds to own name when called. Ex. Turn to look at the speaker when his or her name is called. Ex. Smile in response to someone calling own name.
					Ex. Gets visibly excited when teacher signs student’s name to indicate it is his turn.
					EEL.1.2.b-c. N/A
					EEL.1.2.d. With guidance and support, explore letters in shared reading and writing

	spell unknown words phonetically			activities. Ex. During shared writing, select a letter for the teacher or a peer to use in writing a word. Ex. During shared reading, point to letters for other students to name. Ex. During center time, work with peers to select letters to use in making words. EEL.1.2.e N/A
	Students understand that the effectiveness of a message is enhanced through correct capitalization, punctuation, and spelling.			

**Common Core ELA Pacing Guide
1st Grade**

College and Career Readiness (CCR) Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 1	Standard 4 (L.1.4)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the	Quarter 1:	Quarter 2:	Quarter 3: Understand that some words and phrases have multiple meanings Identify common affixes, root words, and inflectional forms Choose from an array of strategies and apply them to determine the meaning or clarify unknown words Apply:	Quarter 4: Understand that some words and phrases have multiple meanings Identify common affixes, root words, and inflectional forms Choose from an array of strategies and apply them to determine the meaning or clarify unknown words Apply:

<p>meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)</p>			<ul style="list-style-type: none"> • sentence level context clues • frequently occurring affixes as a clue • frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>) <p>to determine or clarify the meaning of an unknown word or phrase</p>	<ul style="list-style-type: none"> • sentence level context clues • frequently occurring affixes as a clue • frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>) <p>to determine or clarify the meaning of an unknown word or phrase</p>
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p>Students employ a variety of strategies in writing or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content by choosing strategies including:</p> <p>using sentence-level context as a clue to the meaning of a word or phrase</p> <p>applying frequently occurring affixes as a clue to the meaning of a word</p> <p>identifying frequently</p>	<p>grade 1 reading and content</p> <p>frequently occurring affixes</p> <p>frequently occurring root words and their inflectional forms</p> <p>array of strategies</p> <p>clue, phrases, sentence, root</p>	<p>Students know or are able to:</p> <p>other words in the sentence provide clues to the meaning of unknown words and phrases</p> <p>affixes can be clues to the meaning of unknown words</p> <p>techniques to identify frequently occurring root words and their inflectional forms</p>	<p>Entering/Beginning (Reading/Listening) Students are able to draw a picture to represent their story. (Writing/Speaking) Students are able to describe events of a self-created story.</p> <p>Developing/Expanding (Reading/Listening) Students are able to use sentence level context to find the meaning of a word or phrase. (Writing/Speaking) Students are able to use sentence stems and similar scaffolds for</p>	<p>EEL.1.4.a. With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary.</p> <p>N/A</p> <p>N/A</p>	<p>Level IV Students will: EEL.1.4.a. Demonstrate understanding of the meaning of newly acquired vocabulary. Ex. Point to pictures that illustrate the meaning of words that are spoken or signed. Ex. Provide a missing word from a sentence that has been read (e.g., The teacher reads a sentence in a text but leaves out a newly acquired vocabulary word [e.g. <i>The caterpillar spins a {blank}.</i>] and the student provides the missing word by saying it or selecting it from a multiple message voice output device.). Ex. Use gestures or actions to demonstrate understanding of meaning of a newly acquired vocabulary word. EEL.1.4.b-c. N/A</p> <p>Level III Students will: EEL.1.4.a. With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary. Ex. Choose a word to complete a sentence read by the teacher from choices (e.g., The teacher reads a sentence in a familiar text, leaves out a newly acquired vocabulary word [e.g., <i>The caterpillar spins a {blank}.</i>] and the student chooses the missing word from a field of choices.).</p>

<p>occurring root words and their inflectional forms</p>	<p>words</p>	<p>determine or clarify meaning of unknown words or phrases by drawing upon sentence-level context clues</p> <p>use affixes as clues to the meaning of unknown words</p> <p>identify frequently occurring root words and their inflectional forms</p> <p>Students understand that using context clues and identifying root words and affixes provide clues to the meaning of unknown words and phrases.</p>	<p>independent writing</p> <p>Bridging/Reaching (Reading/Listening) Students are able to apply frequently occurring prefixes and suffixes as a clue to the meaning of words. (Writing/Speaking) Students are able to produce grade-level stories</p>		<p>Ex. With guidance and support, use a model to demonstrate word meaning (e.g., With modeling from the teacher or peers, the student uses gestures or actions to demonstrate understanding of the meaning of a newly acquired vocabulary word.). EEL.1.4.b-c. N/A</p> <p>Level II Students will: EEL.1.4.a. Demonstrate understanding of familiar vocabulary. Ex. During the morning meeting when the teacher and students are building the day’s schedule, the student points to a familiar picture symbol when the teacher asks. Ex. During repeated shared reading of a familiar book, the teacher pauses to provide a student the chance to supply a known word (e.g., “Brown bear, brown bear, what do you {pause}.”) and the student points to a symbol or says the missing word. Ex. The student uses gestures or actions to demonstrate understanding of the meaning of familiar words. EEL.1.4.b-c. N/A</p> <p>Level I Students will: EEL.1.4.a. With guidance and support, respond to words. Ex. Turn toward the teacher when he or she speaks. EEL.1.4.b-c. N/A</p>
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Common Core ELA Pacing Guide 2013-2014
1st Grade

College and Career Readiness (CCR) Anchor Standard 5: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 1	Standard 5 (L.1.5)
<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note</p>	<p>Quarter 1:</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> • categorize pictures/words by multiple attributes 	<p>Quarter 2:</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> • identify real-life connections between words and their uses 	<p>Quarter 3:</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> • distinguish shades of meaning among similar verbs • distinguish adjectives differing in intensity by defining, choosing and applying them <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> • act out the meanings of similar verbs 	<p>Quarter 4:</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> • distinguish shades of meaning among similar verbs • distinguish adjectives differing in intensity by defining, choosing and applying them <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> • act out the meanings of similar verbs

places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.				
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Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students, with guidance and support, use writing and speaking to demonstrate understanding of word relationships and nuances in word meanings by: sorting words into categories gaining a sense of the concepts represented by categories defining words by category defining words by one or more key attributes identifying real-life connections between words	guidance and support demonstrate understanding word relationships nuances in word meanings sort gain a sense of the concepts define words by category key attributes	Students know or are able to: techniques for responding to guidance and support the difference between a word and a category several common categories several different words can be used to describe the same action several different adjectives can have a	Entering/Beginning (Reading/Listening) Students will be able to match pictures with words (Writing/Speaking) Students will be able to label words with root Developing/Expanding (Reading/Listening) Students will be able to use context clues and illustrations to determine word meaning. (Writing/Speaking) Students will be able to explain the different strategies used to find meaning of unknown	EEL.1.5. With guidance and support from adults, demonstrate emerging understandings of word relationships. With guidance and support from adults, sort common objects into familiar categories. With guidance and support from adults, identify attributes of familiar words. With guidance and support from adults, demonstrate	Level IV Students will: EEL.1.5.a. Sort common objects or words into three familiar categories. Ex. After collecting all of the crayons from the table, sort the crayons by color in appropriate bins. EEL.1.5.b. Identify attributes of familiar words. Ex. Identify attributes of familiar animals (e.g., elephant - big, elephant - gray). Ex. Identify attributes of familiar foods (e.g., apple - red, apple - round). EEL.1.5.c. Identify real-life connections between words and their use. . Ex. Responds when the teacher asks, “Which one of these things is cold? A book, ice, or sunshine?” EEL.1.5.d. N/A Level III Students will: EEL.1.5.a. With guidance and support from adults, sort common objects into familiar categories. Ex. With guidance and support, sort objects into categories (e.g., When getting ready for snack, the teacher starts by putting some milk cartons on one tray saying, “This is for the drinks,” and the snack bags on another saying, “This is for our snacks.” Given the model, the student finishes sorting the remaining items for other students to pass out to the class.). Ex. With guidance and support, identify which of two groups objects go into (e.g., A

<p>and their use</p> <p>distinguishing shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings</p> <p>distinguishing shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings</p>	<p>identify</p> <p>real-life connections</p> <p>distinguish</p> <p>shades of meaning</p> <p>verbs differing in manner</p> <p>adjectives differing in intensity</p> <p>defining</p> <p>choosing them</p> <p>opposite, word, category, sort</p>	<p>similar meaning</p> <p>similar adjectives can vary in intensity to describe the same concept</p> <p>respond with guidance and support</p> <p>sort common words into categories</p> <p>gain a sense of the concepts represented by categories</p> <p>define words by category and key attributes</p> <p>identify real-life connections between words and their use</p> <p>define, choose, or act out the meaning of verbs describing the same general action to distinguish shades of meaning among the verbs</p> <p>define, choose, or act out the meaning of adjectives differing in</p>	<p>words</p> <p>Bridging/Reaching (Reading/Listening) Students will be able to analyze word meaning using multiple strategies.</p> <p>(Writing/Speaking) Students will be able to apply new vocabulary</p>	<p>understanding of words by identifying real-life connections between words and their use.</p> <p>N/A</p>	<p>student who cannot physically sort is presented with items one at a time and asked, “Red or blue?” and the student looks at the a colored tray or an item is presented and the teacher asks, “Blue?” and the student responds “yes” or “no”).</p> <p>EEL.1.5.b. With guidance and support from adults, identify attributes of familiar words. Ex. With guidance and support, identify attributes of familiar animals (e.g., The teacher says, “Tell me something about elephants.” The student says, signs, or uses symbols to say “Elephant - big.”).</p> <p>Ex. With guidance and support, identify attributes of familiar animals (e.g., The teacher says, “Tell me something about apples.” The student says, signs, or uses symbols to say “Apple - red.”).</p> <p>EEL.1.5.c. With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use. Ex. With guidance and support, connect a word to a familiar activity (e.g., When told “It’s time for lunch. Show me where we eat lunch,” the student points to the picture symbol of the lunchroom on his/her schedule.). Ex. With guidance and support, connect a word to a familiar reaction (e.g., The teacher asks the student, “What do you do when you’re happy, smile or cry?” Student says “smile” or chooses the smile picture.).</p> <p>EEL.1.5.d. N/A</p> <p>Level II Students will:</p> <p>EEL.1.5.a. With guidance and support from adults, sort objects based on visual or tactual similarities. Ex. With guidance and support from adults, sort items into big and little (e.g., golf ball, beach ball, basketball). Ex. With guidance and support from adults, sort objects in the classroom into groups of heavy and light (e.g., bowling ball, beach ball, and a rock).</p> <p>EEL.1.5.b. With guidance and support from adults, select pictures that show attributes described to them. Ex. With guidance and support, select pictures that show attributes (e.g., The teacher shows the student a picture of an elephant and a flower, and says “Show me the one that is big.”).</p> <p>Ex. With guidance and support, select pictures that show attributes (e.g., The teacher shows the student a picture of a white box and a red apple, and says “Show me the</p>
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		<p>intensity to distinguish shades of meaning among the adjectives</p> <p>Students understand that writers and speakers carefully select words to convey specific meanings, ideas, and relationships.</p>			<p>one that is red.”).</p> <p>EEL.1.5.c. With guidance and support, connect real-life activities to words. Ex. When shown a picture of the lunchroom and told “Let’s eat,” recognize that it is time to go to lunch (e.g., gets lunch from backpack).</p> <p>EEL.1.5.d. N/A</p> <p>Level I Students will:</p> <p>EEL.1.5.a. With guidance and support, match a common object with another. Ex. Match one shoe with another shoe. Ex. Match a food item to a food item. Ex. For students who cannot manipulate objects, the teacher holds up two shoes and asks, “Are these the same?” The teacher repeats the activity with a variety of familiar matched and different objects.</p> <p>EEL.1.5.b. With guidance and support from adults, follow a model to identify attributes. Ex. With guidance and support and following a model, activate a switch to repeat an attribute (e.g., The teacher selects a group of words that have the same attribute [e.g., they are all red] and tells the student all of these things are [name the attribute]. Each time the teacher shows a picture and says the word [e.g., “This is an apple. Tell me about it.”], the student activates a single message voice output device that says, “It’s red.”).</p> <p>EEL.1.5.c. With guidance and support from adults, respond to real-life connections with words. Ex. With guidance and support, explore connections between real-life activities and words (e.g., To learn about the word cold, the student touches an ice cube and shows a facial or body reaction.). Ex. With guidance and support, explore connections between real-life activities and words (e.g., The teacher is teaching about wind. With guidance and support, the student pushes a switch to turn on a small fan to make the wind blow.).</p> <p>EEL.1.5.d. N/A</p>
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Common Core ELA Pacing Guide
1st Grade

College and Career Readiness (CCR) Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Strand: Language		Cluster: Vocabulary Acquisition and Use	Grade: 1	Standard 6 (L.1.6)
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., <i>because</i>).	Quarter 1: Acquire words and phrases through: <ul style="list-style-type: none"> • conversations • reading • being read to • responding to text Identify and use frequently occurring conjunctions to signal simple relationships Distinguish between words and phrases, including those that signal simple relationships, acquired through:	Quarter 2: Demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through: <ul style="list-style-type: none"> • conversations • reading • being read to • responding to text 	Quarter 3: Demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through: <ul style="list-style-type: none"> • conversations • reading • being read to • responding to text 	Quarter 4: Demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through: <ul style="list-style-type: none"> • conversations • reading • being read to • responding to text

	<ul style="list-style-type: none"> • conversations • reading • being read to • responding to text 				
Evidence of Student Attainment/Assessment	Vocabulary	Knowledge & Skills	ELD Performance Outcomes (WIDA)	Common Core Essential Elements	Instructional Achievement Level Descriptors
Students speak, write, and read words and phrases (including frequently occurring conjunctions such as because) acquired through: conversations reading being read to responding to texts	words phrases acquired through using frequently occurring conjunctions to signal simple relationships	Students know or are able to: techniques for collecting new words learned through a variety of channels (i.e. vocabulary notebooks, word walls) how and when to use the word "because" learn new words and phrases in a variety of ways (conversation, reading, being read to, responding to text) use words and phrases learned in one context in a different context appropriately use frequently occurring conjunctions to signal	Entering/Beginning (Reading/Listening) Students are able to point to stated word(s) (Writing/Speaking) Students are able to make lists of significant words Developing/Expanding (Reading/Listening) Students are able to use context clues and illustrations to determine meaning. (Writing/Speaking) Students are able to join in on content based discussions using specific vocabulary Bridging/Reaching (Reading/Listening) Students are able to carry out oral instructions containing grade level specific	EEL.1.6. N/A	EEL.1.6. N/A

	<p>simple relationships (i.e. "because")</p> <p>Students understand that an extensive vocabulary is built through reading, study, and conversation.</p>	<p>content-based vocabulary. (Writing/Speaking)</p> <p>Students are able to construct extended responses using content-based vocabulary</p>		
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