

Itawamba County School District
Common Core Standards Pacing Guide
First Grade English/Language Arts
1st Nine Weeks

Common Core State Standards for ELA (Outcome Based)	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p><u>Reading Standards for Literature</u></p> <p>Key ideas and details</p> <p>1. Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> • I can discuss important parts of the story. • I can ask questions about important details in a text. • I can answer a question about important details in a text. • I can make a text to text connection about what I am reading. • I can make a text to self connection about what I am reading. • I can make a text to world connection about what I am reading. 	<p>Story Maps K-W-L charts Resource Binder</p>	<p>Key details Text</p>	
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<ul style="list-style-type: none"> • I can tell why the author wrote the story. • I can tell in my own words what happened in the story. Text difficulty will increase each nine weeks.* • I can identify (say name) the main idea of the story. • I can tell what happened in the beginning, middle, and end of the story. • I can read between the lines (infer). 	<p>Story Maps Flow Chart K-W-L chart</p>	<p>Key details Text Story Demonstrate Central message Lesson</p>	

<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<ul style="list-style-type: none"> • I can identify the characters in the story. * • I can describe the characters in the story. • I can tell where the story takes place. • I can describe where the story takes place. • I can describe, in my own words, the important events in the story. • I can discuss details in the story. • I can ask who, what, when, where, how and why of a story. • Understand the plot, problem, and solution. 	<p>Story Maps</p>	<p>Character Setting Story Major events Key details</p>	
<p>Craft and Structure</p> <p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<ul style="list-style-type: none"> • I can find a phrase. • I can identify rhyming words. * • I can recognize a poem. • I can tell the difference between a story and a poem. • I can tell in my own words how a story and poem relates to the five senses. • I can express my feelings about a poem. 	<p>Nursery rhymes Taste test Hands on activities Blind fold game Flip book</p>	<p>Identify Phrases Stories Poems Feelings Appeal Senses</p>	

<p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<ul style="list-style-type: none"> • I can understand what is real. * • I can explain make believe/pretend. * • I can explain the difference between realistic fiction and fantasy. • I can compare and contrast the difference between realistic fiction and fantasy. • I can classify familiar text into the appropriate genre (what kind) story books, poems, nursery rhymes, informational text (nonfiction) realistic fiction. 	<p>Venn diagrams Story maps</p>	<p>Fiction Nonfiction Realism Fantasy Range Major differences Drawing Text types</p>	
<p>Integration of Knowledge and Ideas</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<ul style="list-style-type: none"> • I can name characters by looking at the pictures/details in a story.* • I can name the setting in a story by looking at pictures/details in a story.* 	<p>Story maps</p>	<p>Illustrations Details Characters Setting Describe</p>	
<p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<ul style="list-style-type: none"> • I can identify what happens to each character in the story, poem, etc. (where it applies). • I can tell the similarities between characters' adventures and experiences in the story, poem, etc. • I can tell the differences between characters' adventures and experiences in the story, poem, etc. 			

<p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<ul style="list-style-type: none"> I can identify and read poetry approaching Lexile levels of 450. 			
<p><u>Reading Standards for Informational Text</u></p> <p>1. Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> I can answer who and what the text is about. I can answer when and where the text happens. I can answer why and how the events in the text take place. I can ask why and how the events in the text take place. I can ask questions about what I'm reading. 	<p>Oral group discussion Group time Color code Resource Binder</p>	<p>Key details</p>	
<p>2. Identify the main topic and retell key details of a text.</p>	<ul style="list-style-type: none"> I can tell what the book is about, by looking at the cover of the book. * I can tell you what the article/text is about including key details. I can tell you what happened first, second, etc. in the article/text. I can read between the lines. I can identify the main idea of a paragraph/text. 	<p>Model Real life examples</p>	<p>Main topic Identify</p>	

<p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> • I can answer questions to help figure out what a word or group of words means in a text. • I can learn the meaning of words I do not know. 	<p>Pictures Student dictionary</p>	<p>Questions Determine Clarify meaning of word</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I can understand ABC order. • I can find the heading in a text. • I can find the table of contents in a text.* • I can find the glossaries in a text. 		<p>Various Text Headings Table of Contexts Glossary Electronic menu Icon Locate</p>	
<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> • I can describe information in pictures/illustrations.* • I can compare and contrast information in pictures. • I can compare and contrast information in words. 		<p>Compare Illustrate</p>	
<p>Integration of Knowledge of Ideas</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p>	<ul style="list-style-type: none"> • I can find illustrations.* • I can find key details. 		<p>Illustrations Details Describe Ideas</p>	

<p>8. Identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> • I can tell why an author writes the text (author's purpose). • I can connect the details from the text to the main idea that support the author's purpose. 	<p>Thinking map Number notes</p>	<p>Reasons Author Support Points</p>	
<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> • I can classify two books that are alike or different. 	<p>Venn diagram T chart</p>	<p>Basic Similarities Differences Illustrations Descriptions Procedures</p>	
<p>Range of Reading and Level of Text Complexity 10. With prompting and support read informational texts appropriately complex for grade 1.</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> • I can read nonfiction books with help. 		<p>Prompting Support Informational</p>	
<p><u>Reading Standards: Foundational Skills</u> Print concepts 1. Demonstrate understanding of the organization and basic 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"> • I can point to words from left to right, top to bottom, and page by page.* • I can identify a sentence. * • I can find the first word of a sentence. * • I can capitalize the first word of a sentence. * • I can find the end of a sentence by a period. * • I can find the end of a sentence by a question mark. 	<p>Resource Binder</p>		

	<ul style="list-style-type: none"> • I can find the end of a sentence by an exclamation point.* • I can identify and tell the difference between uppercase and lowercase letters.(distinguish when to use uppercase letters ex. Names, months, etc. * • I can use correct ending punctuation. • I can use words to write sentences. 			
<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final 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"> • I can give an example of a single syllable word. • I can after listening to a one syllable word, tell the whether the vowel is long or short. • I can list long and short vowels in one syllable words • I can read and say a single syllable word by blending sounds • I can tell each sound in a word* • I can identify the beginning sound of a one syllable word.* • I can identify the middle sound of a one syllable word. • I can identify the ending sound of a one syllable word. 	<p>www.booblesworldels.com www.phonicsworld.com www.mrsperkins.com www.starfall.com www.ontrackreading.com</p>		

	<ul style="list-style-type: none"> • I can divide single syllable words into separate sounds. • I can recognize and match rhyming words. • I can add and change the beginning of a word to make new words. (word families) • I can change the ending of a word to make a new word. 			
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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>Use decoding skills to read words.</p> <ul style="list-style-type: none"> • I can identify a diagraph. • I can give an example of a diagraph. • I can sound out one syllable words.* • I can sound out two syllable words. • I can count the number of syllables in a word. • I can identify that each syllable has a vowel sound. • I can identify the ending sound in a word. • I can read/memorize sight words. • I can use and find irregularly spelled words* • I can read words with r controlled vowels • I can name the vowels and their sound.(A,E,I,O,U) * 		<p>Diagraphs Syllable</p>	

<p>f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.</p>				
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<p><u>Writing Standards</u></p> <p>Text Types and Purposes</p> <p>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.</p>	<ul style="list-style-type: none"> • I can tell the difference between fact and opinion. • I can write the name or topic of the book I am reading.* • I can write reasons to support my feeling about the book I am reading. 	<p>Resource Binder</p>	<p>Opinion Fact Topic Paragraph</p>	
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • I can recall and write about two or more events that happened in order. • I can use the signal words: first, next, last, etc. in my short story. 			

<p>Production and distribution of writing</p> <p>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.</p>	<p>With guidance and support:</p> <ul style="list-style-type: none"> I can answer questions from my peers about my topic. 			
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>With guidance and support:</p> <ul style="list-style-type: none"> I can recall information from experiences. 		<p>Experiences</p>	
<p><u>Speaking and Listening and Standards</u></p> <p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care,</p>	<p>a. I can follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>b. I can talk about the topics and text.</p> <p>b. I can express my feelings about something.*</p> <p>c. I can ask questions if I am</p>	<p>Resource Binder</p>		

<p>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>	<p>confused or do not understand. *</p>			
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> • I can answer questions about a text read aloud or information presented orally or through other media. 		<p>Media</p>	
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • I can ask questions about what a speaker says in order to gather information or understand more. • I can answer questions about what the speaker says in order to gather more information or understand more. 			
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> • I can tell what people, places, and things look like using key details in a text. * • I can tell about people, places, things and events using key details.* • I can describe and tell about things that have happened 			

	in my life such as holidays, vacations, etc. *			
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • I can create a drawing to show what I am thinking.* • I can create a drawing to show how I feel.* • I can use drawings or objects to describe my thoughts, ideas, or feelings. 			
6. Produce complete sentences when appropriate to task and situation.	<ul style="list-style-type: none"> • I can identify complete sentences. * • I can use complete sentences when speaking to others. * 			
<p><u>Language Standards</u></p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p>	<ul style="list-style-type: none"> • I can print all upper and lowercase letters.* • I can identify and use common nouns. • I can identify and write proper nouns. • I can identify and use possessive nouns. • I can tell the difference between singular and plural nouns. • I can identify and use personal, possessive, and indefinite pronouns. • I can use a pronoun to 	Resource Binder	Singular Plural Possessive Pronoun Indefinite pronoun	

<p>matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>replace a noun.</p> <ul style="list-style-type: none"> • I can identify verbs. • I can write a simple sentence.* • I can identify and write a declarative sentence. • I can identify and write an interrogative sentence. • I can identify and write an exclamatory sentence. 		<p>Declarative Interrogative Exclamatory Imperative</p>	
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<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> • I can write a sentence beginning with a capital letter. * • I can use an uppercase “I” when the “I” stands alone. * • I can identify a period, question mark, and exclamation mark. * • I can use capitalization when writing dates. • I can apply capitalization when writing names of people.* • I can practice using correct end punctuation for sentences. • I can use commas in writing dates. • I can spell first grade words by using spelling patterns. * • I can spell words using phonics * 			
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or</p>	<ul style="list-style-type: none"> • I can identify root (base) words. • I can separate the affixes from their root words. • I can use clues in a sentence to figure out the meaning of unknown words. 		<p>Root word (Base)</p>	

<p>phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>				
<p>5. With guidance and support from adults, demonstrate understanding of figurative language, 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 duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> • I can sort words into like groups. • I can tell the meaning of a word by its category and one or more of its characteristics. • I can tell the relationship between words and their use in real life. 			

<p>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., because).</p>	<ul style="list-style-type: none">• I can use words and phrases that I have learned by speaking and reading and/or being read to.• I can use conjunctions when I talk.			
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