|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TN StateLiteracy  Standards | CorrelatingESL  Standards | Learning  Targets | Essential  Questions(Why  are  we  learning  this?) | Content  Topics |
| Literature-Key  Ideas  and  Details•     1RLKID.1:  Ask  and  answerquestions  about  keydetails  in  a  text. | English Language DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | •       I  can  ask  and  answerquestions  about  keydetails  in  a  text. | •       What  is  the  mainidea?•       What  do  youremember  about\_\_\_\_\_\_\_?•       Use  details  from  thetext  to  explain  why. | \*Content  listed  in  the  section  isrecommended  in  order  toappropriately  teach  the  identifiedstandards.  Teachers  have  thelibertyto  adjust  and  supplement  thecontent  listed  in  order  to  suit  theneeds  of  their  students. |
| •        1RL.KID.2  Retell  stories,including  key  details,  anddemonstrateunderstanding  of  theircentral  message or  lesson. | English Language DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | •       I  can  retell  storiesincluding  key  details. | •       What  is  the  author’spurpose  for  writingthis  text?•       What  is  this  storymainly  about?•       Retell  the  story. | \*\*Lesson  plans  and  resources  canbefound  by  standard  atwww.readtennessee. |
| org/teachers/common\_core\_Standards/1st\_grade.asp |
| •        1RL.KID.3  Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters,  settings,  and major  events  in  a  story using  key  details. | English Language DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | •     I  can  describecharacters,  settings,inand  events      a  story. | •       Who  are  thecharacters?•       What  is  the  setting?Describe  thecharacter  traits(with  support  fromthe  teacher).•       Use  details  from  thetext  to  explain  why\_\_•       Retell  the  majorevents  of  the  story | UNIT  2-  ANIMALS  in  HABITATS |
| Read  Aloud  and  Read  Along: |
| Stories |
| RL  1.  1-  3;  5;7;10 |
| Are  You  My  Mother?Mouse  TalesFinn  Family  MoomintrollThe  Great  Kapok  TreePoems |
| I  know  all  the  Sounds  thatAnimals Make (Prelutsky)Fish (Hoberman) |
|  |



 **English as a Second Language Curriculum Pacing Guide**

**Quarter: Second Grade: First**

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| --- | --- | --- | --- | --- |
|  |  |  |  | Informational  Texts |
| RI  1.1-2;4;6;7;10 |
| StarfishWhat  Lives  in  the...(Series)Amazing  Animal  WorldBig  Tracks,  Little  tracksDiary  of  a  WormEarthwormsWhat  do  you  do  with  a  tail  likethis?Biggest  Strongest  FastestGathering  the  SunAmazing  Whales!Websites-Somewhat  amazing |
| Informational  Text-Key  Ideas  andDetails     1RIKID.1:  Ask  and  answer questions  about  keydetails  in  a  text. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | •       I  can  ask  and  answerquestions  about  keydetails  in  a  text. | •       What  is  themain  idea?•       What  do  yourememberabout\_\_\_\_\_\_\_?•       Use  details  from  thetext  to  explainwhy\_\_\_\_\_\_? |
|   1RI.KID.2  Identify  the  main topic  and  retell  key details  of  a  text. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | •       I  can  retell  ideasincluding  key  details. | •       What  is  the mainidea of  the text?•       What  key  detailssupport themain  idea? |
| world  of  frogs;Kennedy  Center  artsedgelessons-Animal  Habitats  &Dance  of  aButterfly |
|  |  |  |  |
| UNIT  3-  LIFE  LESSONS; |
| (Manners)Read  Aloud  and  Read  Along |
| Literature-Craft  and  Structure |  |  |  |
| Stories  -RL  1.1-7;  10 |
| Yo!  Yes?Green  Eggs  and  HamThe  Blind  Men  and  the  Elephant |
|       1RL.CS.5  Explain  majordifferences  betweenbooks  that  tell  storiesand  books  that  giveinformation,  drawing  ona  wide  rangeof  text  types. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | •       I  can  explain  thedifferences  betweenbooks  that  tell  storiesand  books  that  giveinformation. | •       What  are  thedifferencesbetween  books  thattell  stories  andbooks  that  giveinformation? | Red  Riding  Hood:  Isabel  and  theHungry  CoyoteFables  (Lobel)Gingerbread  ManMy  Apron  (Eric  Carle)Little  Red  Hen |
| SwimmyPunctuation  Takes  a  Vacation |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|       1RL .CS.6  Identify  who  istelling  the  story  atvarious  points  in  a  text. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  identify  who  istelling  a  story. |       Who  is  telling  thestory  at  variouspoints? | Poetry |
| By  Myself  (Greenfield)Sharing  (Silverstein)I’m  Making  a  List  (Silverstein) |
| Literature-Integration  ofKnowledge  and  Ideas   1RL.IKI.7  Either orally or in writing when appropriate, use  illustrations and  words  in  a  story  to describe  its  characters, setting,  or  events. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  describecharacters,  settings,and  events  in  a  storywith  illustrations. |       How  do  theillustrations  helpdescribe  the  storyelements? | Drama-video |
| Artsedge.KennedyCenter.org/Educators  Counting  Crows-CrowAnd  the  PitcherReaders’  Theater  RL  1.6 |
| Hedgie’s  Surprise  (Jan  Brett)The  Mitten  or  The  Hat  (Jan  Brett)Informational  Text  RI  1.1-8;  10 |
| Informational  Text  -Integration  ofKnowledge  &  Key  Ideas  1RI.IKI.7:  Either orally or in writing when appropriate, use  the  illustrations and  details  in  a  text  to describe  the  key  ideas. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  retell  ideas  anddetails  usingillustrations. |       With  teachersupport-  how  doesthepicture/diagram/caption  help  youunderstand  the  text?      What  are  the  keyideas  in  the  text? |
| Manners;  Hello, Goodbye (Aliki)A  Weed is  a Flower: G  W CarverGeorgia  O’Keeffe (Venerzia)Thomas Alva Edison  (Mara)George  Washington  Carver(Bowdish) |
|  |  |  |  |

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|  |  |  |  |  |
| Foundational Skills -Print  Concepts      1FL.PC.1:  Demonstrateunderstanding  of  theorganization  and  basicfeatures  of  print.  (a)Recognize  thedistinguishing  features  of  asentence such as first  word,capitalization,  and endingpunctuation. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  point  to  the  firstword,  capital  letter,and  endingpunctuation  of  asentence. |   What  is  the  first  wordin  the  sentence?  Point  to  a  capitalletter,  punctuation,and  first  word  in  thesentence. |
| Foundational  Skills  –PhonologicalAwareness1.FL.PA.2**.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1. Distinguish long from short vowel sounds in spoken single-syllable words.
2. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.
3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
 | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  hear  short  vowelsounds  in  one-syllablewords.      I  can  say  one-syllablewords  by  blendingsounds.      I  can  say  the  beginning,middle,  and  end  soundsin  one-syllable  words.      I  can  segment  thesounds  in  one-syllablewords. |   What  are  the  soundsyou  hear  in  a  word?  In  this  word  do  youhear  \_\_\_\_\_  sound?  Tell  me  sounds  youhear  in  theword\_\_\_\_\_\_.      What  are  thebeginning,medial,  and  finalsound  in  \_\_\_\_\_\_\_\_word.      Say  the  sounds  apartin  this  word\_\_\_\_\_. | Foundational  skills- |
| Phonemic  Awareness |
| [www.library.neuhaus.org/lessone](http://www.library.neuhaus.org/lessone)ts |
| Phonics  and  Word  Recognition**1.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. 1. Know the sound-spelling correspondence for common consonant digraphs.
2. Decode regularly spelled one-syllable words.
3. Know the final *–e* and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.
4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
5. Decode two-syllable words following basic patterns by breaking the words into syllables.
6. Read words with inflectional endings.
7. Recognize and read grade-appropriate irregularly spelled words.

Read grade-level decodable text with purpose and understanding. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  decode  regularlyspelled  one-syllablewords.      I  can  read  and  spellwords  with  commonconsonant  digraphs.I can read words withinflectional  endings  (-s,  -ed,  -ing)I  can  read  sight  words. |   How  do  you  spell  \_\_\_\_word?  Does  this  word  followthe  (phonics)rule\_\_\_\_\_\_\_? | Phonics |
| [www.readwords.org/user/alignm](http://www.readwords.org/user/alignm) |
| ent |
| www.readinga-z.com/ |
| commoncore/?grade1 |

[www.tampareads.com](http://www.tampareads.com/)

[www.fcrr.org/studentactivities/0](http://www.fcrr.org/studentactivities/0)

1.htm

Fluency

 1.FL.F.5:  Read  with

sufficient  accuracy  and

fluency  to  support

comprehension.

 (a)  Read  grade level  text  with

purpose  and

understanding.

 (b)  Read  grade level  text

orally  with  accuracy,

appropriate  rate,  and

expression on successive

readings.

 (c)  Use  context  to  confirm

or  self-correct  word

recognition  and

understanding of words;  reread

as  necessary.

English Language Development

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

  I  can  locate  these  parts

of  a  book  –  front  and

back  cover,  title,  author

and  illustrator.

  Why  did  you  choose

this  book?  What  did

you  learn  from  the

story  you  read?

  Are  you  a  fluent

reader  who  uses

reading  strategies?

  (What  are  the  traits

for  a  good  reader?

  What/who  is  the

\_\_\_\_\_\_\_  of  this  book?

  Show  me  the  \_\_\_\_\_\_.

Decodable  and  Sight  Word

Readers

[www.starfall.com](http://www.starfall.com/)

[www.readingbear.org](http://www.readingbear.org/)

[www.readinga-z.com](http://www.readinga-z.com/)

[www.learningpage.com](http://www.learningpage.com/)

[www.readingrockets.org](http://www.readingrockets.org/)

[www.readinglady.com](http://www.readinglady.com/)

[www.readworks.org/books/read](http://www.readworks.org/books/read)

aloud

Decodable  readers  by  level-

Scott  Foresman,  Rigby,  etc.

Graphic  Organizers  for  Writing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |   |  | [www.superteacherworksheets.co](http://www.superteacherworksheets.co/) |
| m/ |
| graphic-organizers.html |
|       1.W.TTP.2  With prompting and support write informative/explanatory  texts  naming  a topic,  supplying  some  facts about  the  topic,  and providing  some  sense  of closure. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  write  aninformative  text  thatincludes  the  topic,some  facts,  and  aclosure  statement. |   How  can  you  write  tointroduce  aninformative/explanatory  topic,  supplysome  facts,  andprovide  closure? |
|       1.W.TTP.3:  With promting and support write  narrative recounting an event,  including some  details  to describe actions, thoughts and feelings; use time orderwords to signal event order and provide some sense of closure. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  write  a  narrativepiece.  My  piece  willinclude:Details  about  whathappenedBegin  using  words  tosignal  event  order(first,  next,  last)Understanding  of  theconcept  of  a  closingsentence. |   What  planning  toolscan  you  use  to  helpthe  readerunderstand  thesequence  of  events?  How  can  you  writeabout  a  story  orevents,  with  details,order  and  closure? |  |
| Production  and  Distribution  ofWriting 1.W.PDW.5  With  guidance   and support  from  adults,  focus on  a  topic,  respond  to questions  and  suggestions from  others,  and  add  details to  strengthen  writing  as needed. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  use  suggestionsfrom  adults  and  peersto  improve  my  writing. |   How  do  goodwriters  improvetheir  writing? | UNIT  2-ANIMALS  &HABITATS  Art-  SL |
| Speaking  and  Listening-Comprehension  &  Collaboration      **1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. |       S.1-2.8  Use  logicallyconnected  languageand  discuss  implied |       I  can  participate  indiscussions  usingappropriate  speaking, |   How  do  you  have  adiscussion  withanother  peer? |
| Snail  (Matisse) |

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| •  **1.SL.CC.3**Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | .English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | .•       I can  ask and answer questions  in  response to a  speaker  or  read- aloud.•       I  can  ask  and  answer questions  to  clarify information. |   What  questions  do  youhave  about  the  keydetails  in  a  text  youhave  read  or  heard?  Why  do  good  readersask  questions  whilethey  read  or  listen  toa  text?  What  questions  do  youhave  about  theinformationpresented  by  thespeaker?  Why  do  good  listenersask  questions  aboutinformationprovide? |  |
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|  |  |  |  |  |

Two  Squirrels-  (Duher)

Cat  and  Bird  (Klee)

Untitled Horse (Rothenberg)

The  Flamingos  (Rousseau)

I  and  the  Village  (Chagall)

UNIT  3  LIFE  LESSONS

Art- SL1.1-7

Red  Poppies  (O’Keefe)

Two Calla Lilies on Pink (O’Keefe)

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| --- | --- | --- | --- | --- |
| **1.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use common, proper, and possessive nouns.b. Use singular and plural nouns with correct verbs in basic sentences.c. Use personal, possessive, and indefinite pronouns. (e.g., I, me, they, them, their, etc.)d. Use verbs to convey a sense of past, present, and future.e. Use frequently occurring adjectives.f. Use frequently occurring conjunctions. (e.g., *and, but, or, so, because*)g. Use articles and demonstratives.h. Use frequently occurring prepositions such as *during*, *beyond*, and *toward*.i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.j. Capitalize names of people and dates.k. End sentences with correct punctuation.l. Use commas in dates and to separate single words in a series.  | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  print  upper  andlowercase  letterslegibly.        I  can  capitalize  the  firstword  in  a  sentence,  thepronoun,  I  ,  and  namesof  people.        I  can  use  singular        I  can  speak  in  completesentences.        I  can  write  a  simplesentence  thatexpresses  a  completeidea  in  response  to  aprompt.      I  can  produce  simpledeclarative  andinterrogativesentences.        I  can  write  or  talkabout  the  past,  present,and  future  by  usingverbs.        I can use pronouns like,I, me, my, they, them,their.      I  can  use  commonadjectives  and  adverbs. |   What  conventions  dowe  use  when  writingand  speaking  toensureunderstanding?        printing  letters?        common,  properand  possessivenouns?        Singular  and  pluralnouns  with  matchingverbs?        personal,  possessiveand  indefinitepronouns?      verbs  to conveypast,  presentfuture?        frequently  occurringadjectives?  ...frequently  occurringconjunctions?  ...determiners? | Language  Conventions |
| [www.fcrr.org/studentactivities/0](http://www.fcrr.org/studentactivities/0)1.htm |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |       I  can  use  commonlinking  words  like  and,but  or,  so  and  because.      I  can  combine  wordssuch  as  the,a,this  andthat  with  other  words.      I  can  combine  wordssuch  as  during,  beyond,and  toward  withother  words. |   ...frequently  occurringprepositions? |  |
| Vocabulary  Acquisition  and  Use**1.FL.VA.7a** 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.  i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  determine  themeaning  of  a  word  orphrase  by  looking  forclues  in  a  sentence.      I  can  use  parts  of  aword  I  recognize  asclues  to  the  meaning  ofthe  word.      I  can  understanddifferent  versions  ofthe  same  word  such  as look,  looks,  looking, |   How  do  we  usesentence-levelcontext  as  a  clue  toword  or  phrasemeaning?  How  do  we  use  rootwords  and  theirinflectional  forms  todetermine  word  andphrase  meaning? | L.1.4-6  Vocabulary  interactives |
| [www.vocabularya-z.org](http://www.vocabularya-z.org/) |

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| **1.FL.VA.7b** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  i. Sort words into categories to gain a sense of the concepts the categories represent. ii. Define words by category and by one or more key attributes. iii. Identify real-life connections between words and their use.  iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | •       I  can  recognize  and  use grade-appropriate vocabulary  withincontext.•       I  can  sort  words  intocategories.•     I  can  define  one  wordby  listing  other  wordsthat  describe  it.•      I can  provide real-world  examples  ofwords.•      I  can  describe  howsimilar  verbs  oradjectives  have  slightlydifferent  meanings. •       I  can  use  roots  andtheir  inflectional  forms(look,  looks,  looking)•       I  can  choose  or  act  outverbs  or  adjectives  byshades  of  meaning. |   How  does  figurativelanguage  and  wordrelationship  help  inunderstanding  wordmeanings?      How does sortingwords in tocategories  help  gaina  sense  of  wordconcepts?  How  does  definingwords  by  keyattributes  helpunderstanding  wordrelationships?  How  does  identifyingreal-life  connectionsbetween  words  helpwith  wordunderstanding?  How  doesdistinguishingshades  of  meaningamong  verbs  andadjectives  help  withunderstanding  wordnuances? |  |



