|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TN State  Literacy  Standards | Correlating  ESL  Standards | Learning  Targets | Essential  Questions  (Why  are  we  learning  this?) | Content  Topics |
| Literature-Key  Ideas  and   Details  •     1RLKID.1:  Ask  and   answer  questions  about  key  details  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  answer  questions  about  key  details  in  a  text. | •       What  is  the  main  idea?  •       What  do  you  remember  about  \_\_\_\_\_\_\_?  •       Use  details  from  the  text  to  explain  why. | \*Content  listed  in  the  section  is  recommended  in  order  to  appropriately  teach  the  identified  standards.  Teachers  have  the  liberty  to  adjust  and  supplement  the  content  listed  in  order  to  suit  the  needs  of  their  students. |
| •        1RL.KID.2  Retell  stories,  including  key  details,  and  demonstrate  understanding  of   their  central  message or  lesson. | 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  stories  including  key  details. | •       What  is  the  author’s  purpose  for  writing  this  text?  •       What  is  this  story  mainly  about?  •       Retell  the  story. | \*\*Lesson  plans  and  resources  can  be  found  by  standard  at  www.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 Development  Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | •     I  can  describe  characters,  settings,  in  and  events      a  story. | •       Who  are  the  characters?  •       What  is  the  setting?  Describe  the  character  traits  (with  support  from  the  teacher).  •       Use  details  from  the  text  to  explain  why\_\_  •       Retell  the  major  events  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  Tales  Finn  Family  Moomintroll  The  Great  Kapok  Tree  Poems |
| I  know  all  the  Sounds  that  Animals Make (Prelutsky)  Fish (Hoberman) |
|  |



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

**Quarter: Second Grade: First**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | Informational  Texts |
| RI  1.1-2;4;6;7;10 |
| Starfish  What  Lives  in  the...(Series)  Amazing  Animal  World  Big  Tracks,  Little  tracks  Diary  of  a  Worm  Earthworms  What  do  you  do  with  a  tail  like  this?  Biggest  Strongest  Fastest  Gathering  the  Sun  Amazing  Whales!  Websites-Somewhat  amazing |
| Informational  Text-Key  Ideas  and  Details       1RIKID.1:  Ask  and  answer  questions  about  key  details  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  answer  questions  about  key  details  in  a  text. | •       What  is  the  main  idea?  •       What  do  you  remember  about\_\_\_\_\_\_\_?  •       Use  details  from  the  text  to  explain  why\_\_\_\_\_\_? |
|   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  ideas  including  key  details. | •       What  is  the main  idea of  the text?  •       What  key  details  support the  main  idea? |
| world  of  frogs;  Kennedy  Center  artsedgelessons-  Animal  Habitats  &Dance  of  a  Butterfly |
|  |  |  |  |
| 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  Ham  The  Blind  Men  and  the  Elephant |
|       1RL.CS.5  Explain  major  differences  between  books  that  tell  stories  and  books  that  give  information,  drawing  on  a  wide  range  of  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  the  differences  between  books  that  tell  stories  and  books  that  give  information. | •       What  are  the  differences  between  books  that  tell  stories  and  books  that  give  information? | Red  Riding  Hood:  Isabel  and  the  Hungry  Coyote  Fables  (Lobel)  Gingerbread  Man  My  Apron  (Eric  Carle)  Little  Red  Hen |
| Swimmy  Punctuation  Takes  a  Vacation |

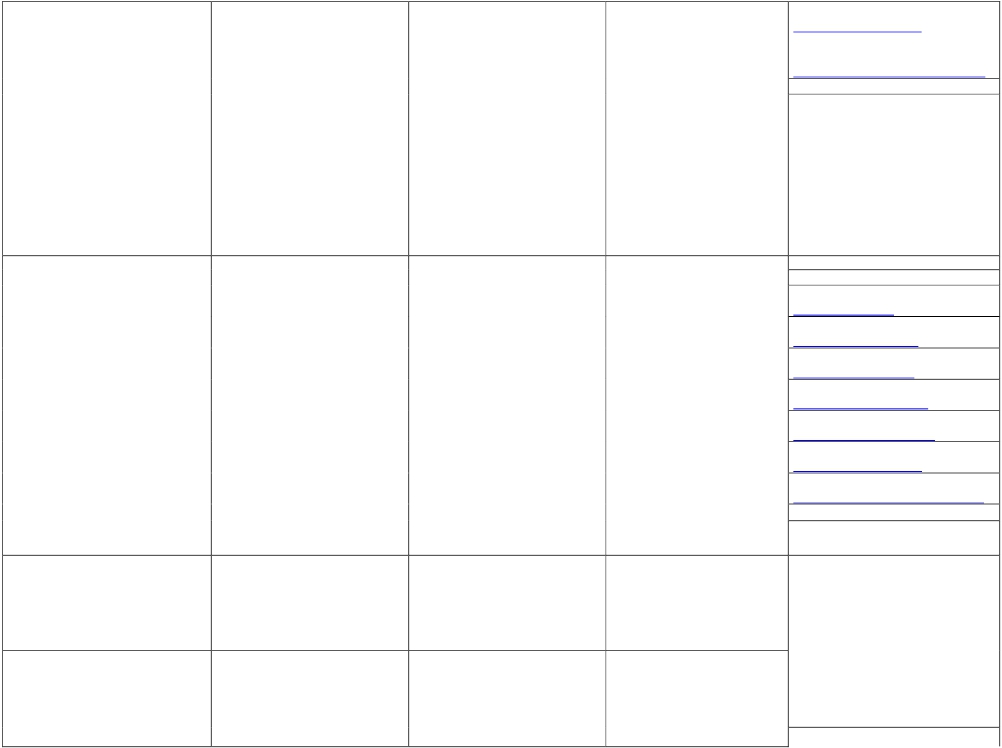
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|       1RL .CS.6  Identify  who  is  telling  the  story  at  various  points  in  a  text. | English Language Development  Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. |       I  can  identify  who  is  telling  a  story. |       Who  is  telling  the  story  at  various  points? | Poetry |
| By  Myself  (Greenfield)  Sharing  (Silverstein)  I’m  Making  a  List  (Silverstein) |
| Literature-Integration  of  Knowledge  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  describe  characters,  settings,  and  events  in  a  story  with  illustrations. |       How  do  the  illustrations  help  describe  the  story  elements? | Drama-video |
| Artsedge.KennedyCenter.org/  Educators  Counting  Crows-Crow  And  the  Pitcher  Readers’  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  of  Knowledge  &  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  and  details  using  illustrations. |       With  teacher  support-  how  does  the  picture/diagram/ca  ption  help  you  understand  the  text?        What  are  the  key  ideas  in  the  text? |
| Manners;  Hello, Goodbye (Aliki)  A  Weed is  a Flower: G  W Carver  Georgia  O’Keeffe (Venerzia)  Thomas Alva Edison  (Mara)  George  Washington  Carver  (Bowdish) |
|  |  |  |  |

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|  |  |  |  |  |
| Foundational Skills -Print  Concepts        1FL.PC.1:  Demonstrate  understanding  of  the  organization  and  basic  features  of  print.  (a)  Recognize  the  distinguishing  features  of  a  sentence such as first  word,  capitalization,  and ending  punctuation. | 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  first  word,  capital  letter,  and  ending  punctuation  of  a  sentence. |   What  is  the  first  word  in  the  sentence?    Point  to  a  capital  letter,  punctuation,  and  first  word  in  the  sentence. |
| Foundational  Skills  –Phonological  Awareness  1.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  vowel  sounds  in  one-syllable  words.        I  can  say  one-syllable  words  by  blending  sounds.        I  can  say  the  beginning,  middle,  and  end  sounds  in  one-syllable  words.        I  can  segment  the  sounds  in  one-syllable  words. |   What  are  the  sounds  you  hear  in  a  word?    In  this  word  do  you  hear  \_\_\_\_\_  sound?    Tell  me  sounds  you  hear  in  the  word\_\_\_\_\_\_.        What  are  the  beginning,  medial,  and  final  sound  in  \_\_\_\_\_\_\_\_  word.        Say  the  sounds  apart  in  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  regularly  spelled  one-syllable  words.        I  can  read  and  spell  words  with  common  consonant  digraphs.  I can read words with  inflectional  endings  (-s,  -  ed,  -ing)  I  can  read  sight  words. |   How  do  you  spell  \_\_\_\_  word?    Does  this  word  follow  the  (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  an  informative  text  that  includes  the  topic,  some  facts,  and  a  closure  statement. |   How  can  you  write  to  introduce  an  informative/explana  tory  topic,  supply  some  facts,  and  provide  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 order  words 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  narrative  piece.  My  piece  will  include:  Details  about  what  happened  Begin  using  words  to  signal  event  order  (first,  next,  last)  Understanding  of  the  concept  of  a  closing  sentence. |   What  planning  tools  can  you  use  to  help  the  reader  understand  the  sequence  of  events?    How  can  you  write  about  a  story  or  events,  with  details,  order  and  closure? |  |
| Production  and  Distribution  of  Writing   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  suggestions  from  adults  and  peers  to  improve  my  writing. |   How  do  good  writers  improve  their  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  logically  connected  language  and  discuss  implied |       I  can  participate  in  discussions  using  appropriate  speaking, |   How  do  you  have  a  discussion  with  another  peer? |
| Snail  (Matisse) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| •  **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  you  have  about  the  key  details  in  a  text  you  have  read  or  heard?    Why  do  good  readers  ask  questions  while  they  read  or  listen  to  a  text?    What  questions  do  you  have  about  the  information  presented  by  the  speaker?    Why  do  good  listeners  ask  questions  about  information  provide? |  |
|  |  |  |  |  |
|  |  |  |  |  |

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)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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  and  lowercase  letters  legibly.          I  can  capitalize  the  first  word  in  a  sentence,  the  pronoun,  I  ,  and  names  of  people.          I  can  use  singular          I  can  speak  in  complete  sentences.          I  can  write  a  simple  sentence  that  expresses  a  complete  idea  in  response  to  a  prompt.        I  can  produce  simple  declarative  and  interrogative  sentences.          I  can  write  or  talk  about  the  past,  present,  and  future  by  using  verbs.          I can use pronouns like,  I, me, my, they, them,  their.        I  can  use  common  adjectives  and  adverbs. |   What  conventions  do  we  use  when  writing  and  speaking  to  ensure  understanding?          printing  letters?          common,  proper  and  possessive  nouns?          Singular  and  plural  nouns  with  matching  verbs?          personal,  possessive  and  indefinite  pronouns?        verbs  to convey  past,  present  future?          frequently  occurring  adjectives?    ...frequently  occurring  conjunctions?    ...determiners? | Language  Conventions |
| [www.fcrr.org/studentactivities/0](http://www.fcrr.org/studentactivities/0)  1.htm |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |       I  can  use  common  linking  words  like  and,  but  or,  so  and  because.        I  can  combine  words  such  as  the,a,this  and  that  with  other  words.        I  can  combine  words  such  as  during,  beyond,  and  toward  with  other  words. |   ...frequently  occurring  prepositions? |  |
| 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  the  meaning  of  a  word  or  phrase  by  looking  for  clues  in  a  sentence.        I  can  use  parts  of  a  word  I  recognize  as  clues  to  the  meaning  of  the  word.        I  can  understand  different  versions  of  the  same  word  such  as  look,  looks,  looking, |   How  do  we  use  sentence-level  context  as  a  clue  to  word  or  phrase  meaning?    How  do  we  use  root  words  and  their  inflectional  forms  to  determine  word  and  phrase  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  within  context.  •       I  can  sort  words  into  categories.  •     I  can  define  one  word  by  listing  other  words  that  describe  it.  •      I can  provide real-  world  examples  of  words.  •      I  can  describe  how  similar  verbs  or  adjectives  have  slightly  different  meanings.  •       I  can  use  roots  and  their  inflectional  forms  (look,  looks,  looking)  •       I  can  choose  or  act  out  verbs  or  adjectives  by  shades  of  meaning. |   How  does  figurative  language  and  word  relationship  help  in  understanding  word  meanings?        How does sorting  words in to  categories  help  gain  a  sense  of  word  concepts?    How  does  defining  words  by  key  attributes  help  understanding  word  relationships?    How  does  identifying  real-life  connections  between  words  help  with  word  understanding?    How  does  distinguishing  shades  of  meaning  among  verbs  and  adjectives  help  with  understanding  word  nuances? |  |

