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| **TN State****Literacy  Standards** | **Correlating****ESL  Standards** | **Learning  Targets** | **Essential  Questions**(Why  are  we  learning  this?) | **Content  Topics** |
| Literature-Key  Ideas  and  Details  1RL.KID.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 successin the content area of LanguageArts. |       I  can  ask  aquestion;  I  cananswer  questionsabout  key  detailsin  a  text. |       What  is  the  main  idea?      What  do  you  rememberabout  \_\_\_\_\_\_\_?     Use  details  from  the  textto  explain  why\_\_\_\_\_\_. | \*Content  listed  in  the  section  isrecommended  in  order  toappropriately  teach  the  identifiedstandards.  Teachers  have  the  libertyto  adjust  and  supplement  thecontent  listed  in  order  to  suit  theneeds  of  their  students.readinga-z.com |
|       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 successin the content area of LanguageArts. |       I  can  retellstories  includingkey  details. |       What  is  the  author’s purpose  for  writing  this text?      What  is  this  story  mainly about?      Retell  the  story. | Preliminary  UNIT-  Get  to  Know  You!(Informal  pre-assessment  inSpeaking,  Listening,  &  FoundationalSkills;  Class  Procedures)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_UNIT  1-  BACK  TO  SCHOOL:  ABCsRead Aloud and Read Along Stories-Chicka  Chicka  Boom  BoomAlphabet  MysteryTomas  and  the  Library  LadyI  Can  Read  with  my  Eyes  ShutLittle  Bear’s  VisitMorris  Goes  to  SchoolAlphabet  MysteryMarimbe!  Animals  from  A  to  ZPoemsRead  to  MeBooks  to  the  CeilingGood  Books,  Good  Times |
|   1RL.KID.3:  Using graphic organizers or including written details and illustrations when developmentally appropriate describe characters,  settings, and  major  events  in  astory  using  key  details. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  describecharacters,settings,  andevents  in  a  story. |       Who  are  the  characters?       What  is  the  setting?      Describe  the  charactertraits  (with  support)     Use  details  from  the  textto  explain  why\_\_\_\_\_\_?      Retell  major  events. |



**Quarter:** First             **Grade  Level:** First

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

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| Informational  Text-Key  Ideasand  Details    1RI.KID 1:  Ask  and  answer questions  about  key details  in  a  text. | English Language DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  ask  andanswer  questionsabout  key  detailsin  a  text. |       What  is  the  main  idea?      What  do  you  rememberabout\_\_\_\_\_\_\_?      Use  details  from  the  textto  explain  why\_\_\_\_\_\_? | Informational Texts-The  Graphic  AlphabetI  Read  Signs26  Letters  and  99  CentsSchool  BusI  Spy;  An  Alphabet  in  ArtThe  Hidden  AlphabetAn  A  to  Z  Walk  in  the  Park |
|       1RI.KID.2  Identify  themain  topic  and  retellkey  details  of  a  text. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  retell  ideasincluding  keydetails. |       What  is  the  author’spurpose  for  writing  thistext?      With  teacher  support-what  are  the  textfeatures  that  help  youunderstand  theinformation  in  the  text? | Art- SL 1.1-6Children’s  Games  (Bruegel) |
| Literature-Craft  and  Structure      1RL.CS.5  Explain  majordifferences  betweenbooks  that  tell  storiesand  books  that  giveinformation,  drawingon  a  wide  reading  of  arange  of  text  types. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  explain  thedifferencesbetween  booksthat  tell  storiesand  books  thatgive  information. |  |  |
| Informational  Text  –Craft  andStructure   1RI.CS.5 Know and use various text features to locate key facts or information in a text. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  useillustrations  tomake  meaningfrom  text.      I  can  usesentence-levelcontext  as  a  clueto  the  meaning  ofa  word  or  phrase. |   With  teacher  support-How  does  thepicture/diagram/captionhelp  you  understandthe  text?  With  teacher  support-What  are  the  textfeatures  that  help  youunderstand  theinformation  in  the  text?  What  are  some  questionsyou  have  about  the  text?      Can  you  make  aconnection  with  thistext? |  |

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|       1RI.CS.6:  Distinguishbetween  informationprovided  by  picturesor  other  illustrationsand  informationprovided  by  the  wordsin  a  text. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  tell  thedifferencebetweeninformation  frompictures  andinformation  fromwords  in  a  text. |       With  teacher  support-How  does  thepicture/diagram/captionhelp  you  understandthe  text?      What  can  youinfer\_\_\_\_\_\_\_\_\_\_?  Whatevidence  in  the  text  canyoufind  that  \_\_\_\_\_\_\_\_\_      Explain  how  the  pictureis  helpfulin  understanding  whatthe  text  is  about. |  |
| Literature-Integration  ofKnowledge  and  Ideas    1RL.IKI.7  Either orally or in writing when appropropriate 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 successin the content area of LanguageArts. |       I  can  describecharacters,settings,  andevents  in  a  storywith  illustrations. |       How  do  the  illustrationshelp  describe  the  storyelements? |  |
| Informational  Text  -  Integrationof  Knowledge  &  Key  Ideas  1RI.IKI.7:  Either orally or in writing when apropriate, use the illustrations  and words  in a text  to describe  the  key  ideas. | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  retell  ideasand  details  usingillustrations. |  |  |

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| Foundational  Skills  –  Print  Concepts      1FL.PC.1:  Demonstrate understanding  of  the organization  and  basic features  of  print.  1. Recognize  the

distinguishing  features of  a  sentence  (e.g.,  first word,  capitalization, ending  punctuation). | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  point  to  thefirst  word,  capitalletter,  and  endingpunctuation  of  asentence. |   What  is  the  first  word  inthe  sentence?  Point  to  a  capital  letter,punctuation,  first  wordin  the  story. |  |
| Foundational  Skills  –Phonological  Awareness   1.FL.PA.2:  Demonstrateunderstanding  ofspoken  words,syllables,  and  sounds(phonemes).  Distinguish  long  fromshort  vowel  sounds  inspoken  single-syllablewords.  Orally  produce  single-syllable  words  byblending  sounds(phonemes),  in spoken single-syllable words.  Isolate  and  pronounceinitial,  medial  vowel,and  final  sounds(phonemes)  in  spokensingle-syllable  words.      Segment  spoken  single-syllable  words  into  theircomplete  sequence  ofindividual  sounds (phonemes) | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  hear  shortvowel  sounds  inone-syllablewords.      I  can  segment  thesounds  in  one-syllable  words.      I  can  say  thebeginning,middle,  and  endsounds  in  one-syllable  words.      I  can  say  one-syllable  words,blending  sounds. |   What  are  the  sounds  youhear  in  a  word?  In  this  word  do  you  hear\_\_\_\_\_  sound?  Tell  me  the sounds  you  hear   in the  word\_\_\_\_\_\_.      What  are  the  beginning,medial,  and  final  soundsin  \_\_\_\_\_\_\_\_  word. |  |
| Phonics  and  Word  Recognition | English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  decode |   How  do  you  spell  \_\_\_\_word? | Phonics RF1.3 |

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| 1.FL.PWR.3Know 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.    |  | regularly  spelledone-syllablewords.      I  can  read  wordswith  inflectionalendings  (-s,-ing)      I  can  read  sightwords. |   Does  this  word  follow  the(phonics)  rule\_\_\_\_\_\_\_? | [www.readworks.org/user/alignmen](http://www.readworks.org/user/alignment)[t](http://www.readworks.org/user/alignment)www.readinga-z.com/commoncore/grade1.orgwww.fcrr.org/studentactivities/01.html |
| Fluency1.FL.F.5Read 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 DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  read  in  ashared  readingwithunderstanding. |   Why  did  you  choose  thisbook?  What  did  youlearn  from  the  story  youread?  Are  you  a  fluent  readerwho  uses  readingstrategies?  (c)  What  are  the  traits  fora  good  reader? | Decodable phonics or sight wordBooks- [www.starfall.com](http://www.starfall.com/)[www.readingbear.org](http://www.readingbear.org/)[www.learningpage.com](http://www.learningpage.com/)[www.readingrockets.org](http://www.readingrockets.org/)www.readworks.org/books/readaloudDecodable  readers  by  level  fromScott  Foresman,  Rigby,  etc. |
| Writing-  Text  Types  andProtocols1.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 DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  write  aninformative  piece.  Mypiece  will include:A topic, some facts about the topic and a closing sentence. |   How  can  you  introduce  the topic,  provide some facts about  the topic and  provide a sense of closure in a written piece? | Graphic Organizers for Writing-W 1.1; 3[www.superteacherworksheets.com/](http://www.superteacherworksheets.com/)graphicorganizers |

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| 1.W.TTP.3 With prompting and support write narratives 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 DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  write  anarrative  piece.My  piece  willinclude:Details  aboutwhat  happenedBegin  usingwords  to  signalevent  order(first,  next,  last)Understanding  ofthe  concept  of  aclosing  sentence. |   What  planning  tools  canyou  use  to  help  thereader  understand  thesequence  of  events?  How  can  you  write  about  astory  or  events,  withdetails,  order  and closure? |  |
| Speaking  and  Listening-Comprehension  &  Collaboration1.SL.CC.1Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. | English Language DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  participatein  discussionsusingappropriatespeaking,listening,  andinteractive  groupskills.      I  can  followestablished  rulesfor  groupdiscussions.      I  can  speak  incomplete sentences.sentences. |   How  do  you  have  adiscussion  with  anotherpeer?  What  are  the  rules  forpeer  discussion?  How  can  you  support  yourpeers’  conversation?  What  question  can  you  askyour  peer?  What  is  your  role  as  aparticipant? |  |

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| Sentence Composition1.FL.SC.6Demonstrate 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 DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  print  upperand  lowercaseletters  legibly.      I  can  capitalizethe  first  word  ina  sentence,  thepronoun  I  andnames  of  people.      I  can  speak  incompletesentences.      I  can  write  asimple  sentencethat  expresses  acomplete  idea  inresponse  to  aprompt. |   What  conventions  do  we use  when  writing  and speaking  to  ensure understanding? | [www.fcrr.org/studentactivities/](http://www.fcrr.org/studentactivities/)01.html |
| Vocabulary  Acquisition  and  Use1.FL.VA.7aDetermine 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 DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |  |  | Vocabulary Interactives- L.1.4-5[www.vocabularya-z.com](http://www.vocabularya-z.com/)(ELLs)  free |
| 1.FL.VA.7bWith 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 DevelopmentStandard 2: English language learners communicate information, ideas, and concepts necessary for academic successin the content area of LanguageArts. |       I  can  recognizeand  use  grade-appropriatevocabularywithin  context.      I  can  sort  wordsinto  categories.inflectional  forms(look,  looks,looking)      I  can  choose  oract  out  verbs  oradjectives  byshades  ofmea |   How  does  figurativelanguage  and  wordrelationship  help  inunderstanding  word meanings? |  |

