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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 success  in the content area of Language  Arts. |       I  can  ask  a  question;  I  can  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.  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 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. | Preliminary  UNIT-  Get  to  Know  You!  (Informal  pre-assessment  in  Speaking,  Listening,  &  Foundational  Skills;  Class  Procedures)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  UNIT  1-  BACK  TO  SCHOOL:  ABCs  Read Aloud and Read Along Stories-  Chicka  Chicka  Boom  Boom  Alphabet  Mystery  Tomas  and  the  Library  Lady  I  Can  Read  with  my  Eyes  Shut  Little  Bear’s  Visit  Morris  Goes  to  School  Alphabet  Mystery  Marimbe!  Animals  from  A  to  Z  Poems  Read  to  Me  Books  to  the  Ceiling  Good  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  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,  and  events  in  a  story. |       Who  are  the  characters?         What  is  the  setting?        Describe  the  character  traits  (with  support)       Use  details  from  the  text  to  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  Ideas  and  Details      1RI.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 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\_\_\_\_\_\_? | Informational Texts-  The  Graphic  Alphabet  I  Read  Signs  26  Letters  and  99  Cents  School  Bus  I  Spy;  An  Alphabet  in  Art  The  Hidden  Alphabet  An  A  to  Z  Walk  in  the  Park |
|       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  author’s  purpose  for  writing  this  text?        With  teacher  support-  what  are  the  text  features  that  help  you  understand  the  information  in  the  text? | Art- SL 1.1-6  Children’s  Games  (Bruegel) |
| Literature-Craft  and  Structure        1RL.CS.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. | 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. |  |  |
| Informational  Text  –Craft  and  Structure     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 success  in the content area of Language  Arts. |       I  can  use  illustrations  to  make  meaning  from  text.        I  can  use  sentence-level  context  as  a  clue  to  the  meaning  of  a  word  or  phrase. |   With  teacher  support-  How  does  the  picture/diagram/caption  help  you  understand  the  text?    With  teacher  support-  What  are  the  text  features  that  help  you  understand  the  information  in  the  text?    What  are  some  questions  you  have  about  the  text?        Can  you  make  a  connection  with  this  text? |  |

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|       1RI.CS.6:  Distinguish  between  information  provided  by  pictures  or  other  illustrations  and  information  provided  by  the  words  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  tell  the  difference  between  information  from  pictures  and  information  from  words  in  a  text. |       With  teacher  support-  How  does  the  picture/diagram/caption  help  you  understand  the  text?        What  can  you  infer\_\_\_\_\_\_\_\_\_\_?  What  evidence  in  the  text  can  you  find  that  \_\_\_\_\_\_\_\_\_        Explain  how  the  picture  is  helpful  in  understanding  what  the  text  is  about. |  |
| Literature-Integration  of  Knowledge  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 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? |  |
| Informational  Text  -  Integration  of  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 success  in the content area of Language  Arts. |       I  can  retell  ideas  and  details  using  illustrations. |  |  |

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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 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,  first  word  in  the  story. |  |
| Foundational  Skills  –  Phonological  Awareness   1.FL.PA.2:  Demonstrate  understanding  of  spoken  words,  syllables,  and  sounds  (phonemes).    Distinguish  long  from  short  vowel  sounds  in  spoken  single-syllable  words.    Orally  produce  single-  syllable  words  by  blending  sounds  (phonemes),  in spoken single-syllable words.    Isolate  and  pronounce  initial,  medial  vowel,  and  final  sounds  (phonemes)  in  spoken  single-syllable  words.        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  segment  the  sounds  in  one-  syllable  words.        I  can  say  the  beginning,  middle,  and  end  sounds  in  one-  syllable  words.        I  can  say  one-  syllable  words,  blending  sounds. |   What  are  the  sounds  you  hear  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  sounds  in  \_\_\_\_\_\_\_\_  word. |  |
| Phonics  and  Word  Recognition | 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 |   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  spelled  one-syllable  words.        I  can  read  words  with  inflectional  endings  (-s,-ing)        I  can  read  sight  words. |   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.org  www.fcrr.org/studentactivities/  01.html |
| Fluency  1.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 Development  Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success  in the content area of Language  Arts. |       I  can  read  in  a  shared  reading  with  understanding. |   Why  did  you  choose  this  book?  What  did  you  learn  from  the  story  you  read?    Are  you  a  fluent  reader  who  uses  reading  strategies?    (c)  What  are  the  traits  for  a  good  reader? | Decodable phonics or sight word  Books-  [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/  readaloud  Decodable  readers  by  level  from  Scott  Foresman,  Rigby,  etc. |
| Writing-  Text  Types  and  Protocols  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  piece.  My  piece  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 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? |  |
| Speaking  and  Listening-  Comprehension  &  Collaboration  1.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 Development  Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success  in the content area of Language  Arts. |       I  can  participate  in  discussions  using  appropriate  speaking,  listening,  and  interactive  group  skills.        I  can  follow  established  rules  for  group  discussions.        I  can  speak  in  complete sentences.  sentences. |   How  do  you  have  a  discussion  with  another  peer?    What  are  the  rules  for  peer  discussion?    How  can  you  support  your  peers’  conversation?    What  question  can  you  ask  your  peer?    What  is  your  role  as  a  participant? |  |

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| Sentence Composition  1.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 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  speak  in  complete  sentences.        I  can  write  a  simple  sentence  that  expresses  a  complete  idea  in  response  to  a  prompt. |   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  Use  1.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 Development  Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success  in the content area of Language  Arts. |  |  | 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 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.  inflectional  forms  (look,  looks,  looking)        I  can  choose  or  act  out  verbs  or  adjectives  by  shades  of  mea |   How  does  figurative  language  and  word  relationship  help  in  understanding  word  meanings? |  |

