



## English as a Second Language Curriculum Pacing Guide

Quarter: First

Grade Level: First

TN State Literacy Standards	Correlating ESL Standards	Learning Targets	Essential Questions (Why are we learning this?)	Content Topics
Literature-Key Ideas and Details <input type="checkbox"/> 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.	<input type="checkbox"/> I can ask a question; I can answer questions about key details in a text.	<input type="checkbox"/> What is the main idea? <input type="checkbox"/> What do you remember about ____? <input type="checkbox"/> 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
<input type="checkbox"/> 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.	<input type="checkbox"/> I can retell stories including key details.	<input type="checkbox"/> What is the author's purpose for writing this text? <input type="checkbox"/> What is this story mainly about? <input type="checkbox"/> 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  <u>Read Aloud and Read Along Stories-</u> Chicka Chicka Boom Boom Alphabet Mystery Tomas and the Library Lady I Can Read with my Eyes Shut Little Bear's Visit
<input type="checkbox"/> 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.	<input type="checkbox"/> I can describe characters, settings, and events in a story.	<input type="checkbox"/> Who are the characters? <input type="checkbox"/> What is the setting? <input type="checkbox"/> Describe the character traits (with support) <input type="checkbox"/> Use details from the text to explain why ____? <input type="checkbox"/> Retell major events.	Morris Goes to School Alphabet Mystery Marimbe! Animals from A to Z <u>Poems</u> Read to Me Books to the Ceiling Good Books, Good Times

<p>Informational Text-Key Ideas and Details</p> <ul style="list-style-type: none"> <li>1RI.KID.1: Ask and answer questions about key details in a text.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>I can ask and answer questions about key details in a text.</li> </ul>	<ul style="list-style-type: none"> <li>What is the main idea?</li> <li>What do you remember about_____?</li> <li>Use details from the text to explain why_____?</li> </ul>	<p><u>Informational Texts-</u></p> <p>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</p>
<ul style="list-style-type: none"> <li>1RI.KID.2 Identify the main topic and retell key details of a text.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>I can retell ideas including key details.</li> </ul>	<ul style="list-style-type: none"> <li>What is the author's purpose for writing this text?</li> <li>With teacher support- what are the text features that help you understand the information in the text?</li> </ul>	<p><u>Art- SL 1.1-6</u></p> <p>Children's Games (Bruegel)</p>
<p>Literature-Craft and Structure</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>I can explain the differences between books that tell stories and books that give information.</li> </ul>		
<p>Informational Text -Craft and Structure</p> <ul style="list-style-type: none"> <li>1RI.CS.5 Know and use various text features to locate key facts or information in a text.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li>I can use illustrations to make meaning from text.</li> <li>I can use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul>	<ul style="list-style-type: none"> <li>With teacher support- How does the picture/diagram/caption help you understand the text?</li> <li>With teacher support- What are the text features that help you understand the information in the text?</li> <li>What are some questions you have about the text?</li> <li>Can you make a connection with this text?</li> </ul>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> 1RI.CS.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can tell the difference between information from pictures and information from words in a text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> With teacher support- How does the picture/diagram/caption help you understand the text?</li> <li><input type="checkbox"/> What can you infer _____? What evidence in the text can you find that _____</li> <li><input type="checkbox"/> Explain how the picture is helpful in understanding what the text is about.</li> </ul>	
<p>Literature-Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1RL.IKI.7 Either orally or in writing when appropriate use illustrations and words in a story to describe its characters, setting, or events.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe characters, settings, and events in a story with illustrations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do the illustrations help describe the story elements?</li> </ul>	
<p>Informational Text - Integration of Knowledge &amp; Key Ideas</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1RI.IKI.7: Either orally or in writing when appropriate, use the illustrations and words in a text to describe the key ideas.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can retell ideas and details using illustrations.</li> </ul>		

<p>Foundational Skills – Print Concepts</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.FL.PC.1: Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> </li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can point to the first word, capital letter, and ending punctuation of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is the first word in the sentence?</li> <li><input type="checkbox"/> Point to a capital letter, punctuation, first word in the story.</li> </ul>	
<p>Foundational Skills – Phonological Awareness</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.FL.PA.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li><input type="checkbox"/> Orally produce single-syllable words by blending sounds (phonemes), in spoken single-syllable words.</li> <li><input type="checkbox"/> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li><input type="checkbox"/> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</li> </ul> </li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can hear short vowel sounds in one-syllable words.</li> <li><input type="checkbox"/> I can segment the sounds in one-syllable words.</li> <li><input type="checkbox"/> I can say the beginning, middle, and end sounds in one-syllable words.</li> <li><input type="checkbox"/> I can say one-syllable words, blending sounds.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What are the sounds you hear in a word?</li> <li><input type="checkbox"/> In this word do you hear ____ sound?</li> <li><input type="checkbox"/> Tell me the sounds you hear in the word_____.</li> <li><input type="checkbox"/> What are the beginning, medial, and final sounds in _____ word.</li> </ul>	
<p>Phonics and Word Recognition</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can decode</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do you spell ____ word?</li> </ul>	<p><u>Phonics RF1.3</u></p>

<p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> <li>a. Know the sound-spelling correspondence for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know the final <i>-e</i> and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>Read grade-level decodable text with purpose and understanding.</p>		<p>regularly spelled one-syllable words.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can read words with inflectional endings (-s,-ing)</li> <li><input type="checkbox"/> I can read sight words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does this word follow the (phonics) rule_____?</li> </ul>	<p><a href="http://www.readworks.org/user/alignment">www.readworks.org/user/alignment</a></p> <p><a href="http://www.readinga-z.com/commoncore/grade1.org">www.readinga-z.com/commoncore/grade1.org</a></p> <p><a href="http://www.fcrr.org/studentactivities/01.html">www.fcrr.org/studentactivities/01.html</a></p>
<p>Fluency</p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can read in a shared reading with understanding.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Why did you choose this book? What did you learn from the story you read?</li> <li><input type="checkbox"/> Are you a fluent reader who uses reading strategies?</li> <li><input type="checkbox"/> (c) What are the traits for a good reader?</li> </ul>	<p><u>Decodable phonics or sight word Books-</u></p> <p><a href="http://www.starfall.com">www.starfall.com</a></p> <p><a href="http://www.readingbear.org">www.readingbear.org</a></p> <p><a href="http://www.learningpage.com">www.learningpage.com</a></p> <p><a href="http://www.readingrockets.org">www.readingrockets.org</a></p> <p><a href="http://www.readworks.org/books/readaloud">www.readworks.org/books/readaloud</a></p> <p>Decodable readers by level from Scott Foresman, Rigby, etc.</p>

<p>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.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p><input type="checkbox"/> I can write an informative piece. My piece will include:  A topic, some facts about the topic and a closing sentence.</p>	<p><input type="checkbox"/> How can you introduce the topic, provide some facts about the topic and provide a sense of closure in a written piece?</p>	<p><u>Graphic Organizers for Writing- W 1.1; 3</u>  <a href="http://www.superteacherworksheets.com/graphicorganizers">www.superteacherworksheets.com/graphicorganizers</a></p>
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<p>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.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write a narrative piece. My piece will include: Details about what happened Begin using words to signal event order</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What planning tools can you use to help the reader understand the sequence of events?</li> <li><input type="checkbox"/> How can you write about a story or events, with details, order and closure?</li> </ul>	
<p>Speaking and Listening- Comprehension &amp; Collaboration 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1<sup>st</sup> grade topics and texts.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can participate in discussions using appropriate speaking, listening, and interactive group skills.</li> <li><input type="checkbox"/> I can follow established rules for group discussions.</li> <li><input type="checkbox"/> I can speak in complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How do you have a discussion with another peer?</li> <li><input type="checkbox"/> What are the rules for peer discussion?</li> <li><input type="checkbox"/> How can you support your peers' conversation?</li> <li><input type="checkbox"/> What question can you ask your peer?</li> <li><input type="checkbox"/> What is your role as a participant?</li> </ul>	

<p>Sentence Composition</p> <p>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.</p> <ol style="list-style-type: none"> <li>a. Use common, proper, and possessive nouns.</li> <li>b. Use singular and plural nouns with correct verbs in basic sentences.</li> <li>c. Use personal, possessive, and indefinite pronouns. (e.g., I, me, they, them, their, etc.)</li> <li>d. Use verbs to convey a sense of past, present, and future.</li> <li>e. Use frequently occurring adjectives.</li> <li>f. Use frequently occurring conjunctions. (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>)</li> <li>g. Use articles and demonstratives.</li> <li>h. Use frequently occurring prepositions such as <i>during</i>, <i>beyond</i>, and <i>toward</i>.</li> <li>i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>j. Capitalize names of people and dates.</li> <li>k. End sentences with correct punctuation.</li> <li>l. Use commas in dates and to separate single words in a series.</li> </ol>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can print upper and lowercase letters legibly.</li> <li><input type="checkbox"/> I can capitalize the first word in a sentence, the pronoun I and names of people.</li> <li><input type="checkbox"/> I can speak in complete sentences.</li> <li><input type="checkbox"/> I can write a simple sentence that expresses a complete idea in response to a prompt.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What conventions do we use when writing and speaking to ensure understanding?</li> </ul>	<p><a href="http://www.fcrr.org/studentactivities/01.html">www.fcrr.org/studentactivities/01.html</a></p>
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<p>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.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>iii. Identify frequently occurring root words and their inflectional forms.</p>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>			<p><u>Vocabulary Interactives- L.1.4-5</u>  <a href="http://www.vocabularya-z.com">www.vocabularya-z.com</a>  (ELLs) free</p>
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<p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>i. Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>ii. Define words by category and by one or more key attributes.</li> <li>iii. Identify real-life connections between words and their use.</li> <li>iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</li> </ul>	<p>English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize and use grade-appropriate vocabulary within context.</li> <li><input type="checkbox"/> I can sort words into categories. inflectional forms (look, looks, looking)</li> <li><input type="checkbox"/> I can choose or act out verbs or adjectives by shades of mea</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does figurative language and word relationship help in understanding word meanings?</li> </ul>	
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**Figure A: The English Language Development Standards**

<b>Standard</b>		<b>Abbreviation</b>
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies