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| --- | --- | --- | --- | --- |
| Common  CoreLiteracy  Standards | CorrelatingESL  Standards | Learning  Targets | Essential  Questions(Why  are  we  learning  this?) | Content  Topics |
| Literature-Key  Ideas  and  Details      |  |  |  | \*Content  listed  in  the  section  isrecommended  in  order  toappropriately  teach  the  identifiedstandards.  Teachers  have  theliberty  to  adjust  and  supplementthe  content  listed  in  order  to  suitthe  needs  of  their  students. |
|       **1.RL.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  storiesincluding  key  details. | •       What  is  the  author’spurpose  for  writingthis  text?•       What  is  this  storymainly  about?•       Retell  the  story. |  |
|  |
|       **1.RL.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  describecharacters,  settings,and  events  in  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  4-  WINDS  OF  CHANGE- |
| (How  do  you  know  what  acharacter  is  feeling  and  whenthese  feelings  changes?) |
| Informational  Text-Key  Ideas  andDetails |  | •        I  can  ask  and  answerquestions  about  key | •       What  is  the  mainidea? |  |



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

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

 

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|       **1.RI.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. | details  in  a  text. | •       What  do  yourememberabout\_\_\_\_\_\_\_?  Use•       details  from  thetext  to  explainwhy\_\_\_\_\_\_? | UNIT  5-  AMERICAN |
| CONTRIBUTIONS  –(How  does |
| learning  about  remarkable  peoplehelp  us  learn  about  history?) |
|    **1.RI.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? |  |
|       **1.RI.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of 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  talk about howtwo  characters,  ideasor  information  piecesare connected  in  a  text. | •       How  are  twoindividuals/events/ideasconnected  in  a  text? |
| Literature-Craft  and  Structure **1.RL.CS.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. | 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  find  words  orphrases  that  showfeelings  or  senses. | •       What  words  andphrases  do  authorsuse  to  show  feelingsor  appeal  to  thesenses? |
|       **1.RL.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  thedifferences  betweenbooks  that  tell  storiesand  books  that  giveinformation. | •       What  are  thedifferencesbetween  books  thattell  stories  andbooks  that  giveinformation? |  |
|       **1.RL.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  istelling  a  story. | •       Who  is  telling  thestory  at  variouspoints? |  |
| Informational-Craft  and  Structure**1.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. | 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  aboutmeanings  of  words. | •       What  do  goodreaders  do  whenthey  want  to  knowwhat  a  word  means?•       Do  you  know  themeaning  of  newwords  in  a  text? |  |
| **1.RI.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  identify  text | •       What  text  features |  |

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|  |  | features  (headings,table of contents,glossaries,  bold  print,index...) | help  to  locateinformation  ina  text? |  |
| **1.RI.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  if  theinformation  comesfrom  the  picturesor  the  text. | •       What  information  isfrom  pictures  andwhat  is  from  wordsin  a text? |  |
| Literature-Integration  ofKnowledge  and  Ideas**1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text 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? |  |
| **1.RL.IKI.9** Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate. | 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  comparecharacters  in  a  text. | •       How  are characters’experiences alikeand  different  incertain stories? |  |
| Informational  Text  -  Integration  ofKnowledge  &  Key  Ideas**1.RI.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its 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? |
| **1.RI.IKI.8** Identify the reasons an author provide to support 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  read  a  text  andidentify  theauthor’s  key  points.•         I  can  look  for  reasonsthe  author  says  ideas. | •       What  are  the  keypoints  in  a  text  andthe  reason  theauthor  gives  them? |  |
| **1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. | 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  how  two  textson  the  same  topic  arealike  and  different. | •       How  are  two  textson  the  same  topicalike  and  different? |  |

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| 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  common |   How  do  you  spell  \_\_\_\_word?  Does  this  word  followthe  (phonics)rule\_\_\_\_\_\_\_?  What  is  the  phonics |  |
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|  |  | consonant  digraphs.•          I  can  read  final-e,  longvowel  words.•          I  can  read  vowel  team,long  vowel  words.•          I  can  read  words  withinflectional  endings  (-s,  -ed,  -ing)•          I  can  read  first  gradesight  words. | rule  for  final  e?  What  is  the  phonicsrule  for  vowelteams?  How  do  you  decodewords  withinflectional  endings?  What  are  some  firstgrade  sight  words? | [z.com/commoncore/?grade1](http://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  read  in  a  sharedor  guided  reading  withunderstanding.•       I  can  read  with  purposeand  understanding.  I•       can  read  orally  withaccuracy,  fluency,  andwith  expression.•       I  can  correct  myself  tounderstand  what  I  amreading. |   Why  did  you  choosethis  book?  What  didyou  learn  from  thestory  you  read?  Are  you  a  fluentreader  who  usesreading  strategies?    What  are  the  traitsfor  a  good  reader? | 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 |

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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  narrativethat  names  a  topic,supplies  facts,  andprovides  a  sense  ofclosure. |   How  do  you  write  anarrative? |  |
| Production  and  Distribution  ofWriting**1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**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? |  |
| **1.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. | 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 a  variety  ofdigital tools  to  writeand  print. |   What  digital  tools  helpyou  write  and  print?  Can  you  collaborate  toproduce  and  publishwriting  using  digitaltools? |  |
| Research  to  Build  and  PresentKnowledge**1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions. | 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  work  with  othersto  research  and  writea  project. |   What  are  the  steps  forworking  with  othersto  research  andwrite  a  project? |  |
| **1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 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  recall informationfrom sources  to answera question. |   What  informationfrom  sources  canyou  remember  toanswer  a  question? |  |
| 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. | 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 indiscussions  usingappropriate speaking,listening, andinteractive group skills. |   How  do  you  have  adiscussion  withanother  peer?  What  are  the  rules  forpeer  discussion? |  |

   How  can  you  support

 • I  can  follow  established your  peers?

 rules  for  group discussions

**1.SL.CC.2** Ask and answer questions English Language Development I can ask and answer Why do good readers

about key details Standard 2: questions in response ask questions while they

in a text read aloud or information to a speaker or read aloud. read or listen to a text?

presented orally or through other media.

Presentation  of  Knowledge  &  Ideas

**1.SL.PKI.4** Describe people, places, English Language Development

things, and events Standard 2: English language

with relevant details, expressing ideas learners communicate information,

and feelings clearly. ideas, and concepts necessary for

 academic success in the content

 area of Language Areas.   Describe  what

 • I  can  describe  people, happens  when\_\_\_\_?

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|  |  | places,  things andevents  in  completesentences. |   Explain  your  feelingswhen\_\_\_\_\_.  Explain  how  thismakes  you  feel. |  |
| **1.SL.PKI.6** With prompting and support, speak in complete sentences when appropriate to task and situation. | 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  speak  in  complete  sentenceswhen  appropriate. |       When appropriate,canyou speak in complete sentences? |  |
| Language-  Conventions  of  StandardEnglish**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  upperand  lowercaseletters  legibly.      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  byusing  verbs.      I  can  use  pronouns  like, |   What  conventions  dowe  use  whenwriting  andspeaking  to  ensureunderstanding?        printing  letters?        common,  properand  possessivenouns?        Singular  and  pluralnouns  with  matchingverbs?        personal,  possessiveand  indefinitepronouns?        verbs  to conveypast,  presentand  future?        frequently  occurringadjectives?  ...frequently  occurring | Language  Conventions |
| [www.fcrr.org/studentactivities/0](http://www.fcrr.org/studentactivities/0)1.htm |

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| --- | --- | --- | --- | --- |
|  |  | *I,  me,  my,  they,  them,**their.*      I  can  use  commonadjectives  and  adverbs.      I  can  use  commonlinking*words  like  and,**but  or,  so  and  because*.      I  can  combine  wordssuch  as*the,a,this  and**that*  with  other  words.      I  can  combine  wordssuch  as*during,  beyond,**above  and  toward*  withother  words.      I  can  producecompound  sentences.      I  can  produceimperative  sentenceswith  a  prompt. | conjunctions?  ...determiners?  ...frequently  occurringprepositions? |  |
| **Word Composition****1.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.  a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final *-y*, and *r*-controlled vowels. c. Spell words with inflectional endings. d. Spell two-syllable words that end in *-y* or *-ly*, are compounds, or have two closed syllables. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.  | 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  spell  grade  levelwords  correctly  usingword  walls  or  picturedictionaries.      I  can  spell  sight  words.      I  can  spell  words  usingphonetic  knowledge. |   What  conventions  dowe  use  when  writingto  ensureunderstanding?  What  conventions  dowe  use  when  writingto  ensureaccuracy?....  ...phonetically  spelluntaught  words?  What  do  we  include ina  completesentence? | [www.spellingcity.com](http://www.spellingcity.com/) |
|  |
| Vocabulary  Acquisition  **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  a |   How  do  we  usesentence-levelcontext  as  a  clue  toword  or  phrasemeaning? |   Vocabulary  interactives |
| [www.vocabularya-z.org](http://www.vocabularya-z.org/) |
| (see  ELLs)-free |

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|  |  | word  I  recognize  asclues  to  the  meaningof  the  word.•       I  can  understanddifferent  versions  ofthe  same  word  such  aslook,  looks,  looking,and  looked.•       I  can  identifyroot  words. |  |  |
| **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  into categories.•     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  by |   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? |  |

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|  |  | shades  of  meaning. |  |  |

