|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Common  Core  Literacy  Standards | Correlating  ESL  Standards | Learning  Targets | Essential  Questions  (Why  are  we  learning  this?) | Content  Topics |
| Literature-Key  Ideas  and  Details |  |  |  | \*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. |
|       **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  stories  including  key  details. | •       What  is  the  author’s  purpose  for  writing  this  text?  •       What  is  this  story  mainly  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  describe  characters,  settings,  and  events  in  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  4-  WINDS  OF  CHANGE- |
| (How  do  you  know  what  a  character  is  feeling  and  when  these  feelings  changes?) |
| Informational  Text-Key  Ideas  and  Details |  | •        I  can  ask  and  answer  questions  about  key | •       What  is  the  main  idea? |  |



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

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



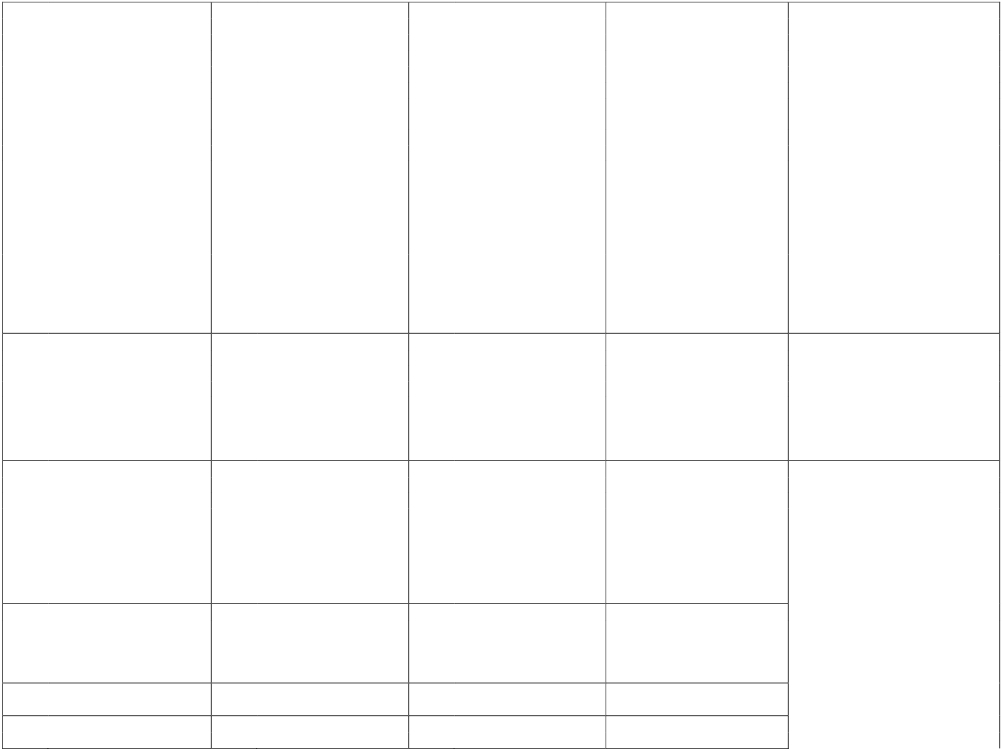
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|       **1.RI.KID.1** Ask and answer questions about key details in a text. | English Language Development  Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | details  in  a  text. | •       What  do  you  remember  about\_\_\_\_\_\_\_?  Use  •       details  from  the  text  to  explain  why\_\_\_\_\_\_? | UNIT  5-  AMERICAN |
| CONTRIBUTIONS  –(How  does |
| learning  about  remarkable  people  help  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  ideas  including  key  details. | •       What  is  the main  idea of  the text?  •       What  key  details  support the  main  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 how  two  characters,  ideas  or  information  pieces  are connected  in  a  text. | •       How  are  two  individuals  /events/ideas  connected  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  or  phrases  that  show  feelings  or  senses. | •       What  words  and  phrases  do  authors  use  to  show  feelings  or  appeal  to  the  senses? |
|       **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  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? |  |
|       **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  is  telling  a  story. | •       Who  is  telling  the  story  at  various  points? |  |
| 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  answer  questions  about  meanings  of  words. | •       What  do  good  readers  do  when  they  want  to  know  what  a  word  means?  •       Do  you  know  the  meaning  of  new  words  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  locate  information  in  a  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  the  information  comes  from  the  pictures  or  the  text. | •       What  information  is  from  pictures  and  what  is  from  words  in  a text? |  |
| Literature-Integration  of  Knowledge  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  describe  characters,  settings,  and  events  in  a  story  with  illustrations. | •       How  do  the  illustrations  help  describe  the  story  elements? |  |
| **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  compare  characters  in  a  text. | •       How  are characters’  experiences alike  and  different  in  certain stories? |  |
| Informational  Text  -  Integration  of  Knowledge  &  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  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? |
| **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  and  identify  the  author’s  key  points.  •         I  can  look  for  reasons  the  author  says  ideas. | •       What  are  the  key  points  in  a  text  and  the  reason  the  author  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  texts  on  the  same  topic  are  alike  and  different. | •       How  are  two  texts  on  the  same  topic  alike  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  regularly  spelled  one-syllable  words.        I  can  read  and  spell  words  with  common |   How  do  you  spell  \_\_\_\_  word?    Does  this  word  follow  the  (phonics)  rule\_\_\_\_\_\_\_?    What  is  the  phonics |  |
|  |
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| --- | --- | --- | --- | --- |
|  |  | consonant  digraphs.  •          I  can  read  final-e,  long  vowel  words.  •          I  can  read  vowel  team,  long  vowel  words.  •          I  can  read  words  with  inflectional  endings  (-s,  -  ed,  -ing)  •          I  can  read  first  grade  sight  words. | rule  for  final  e?    What  is  the  phonics  rule  for  vowel  teams?    How  do  you  decode  words  with  inflectional  endings?    What  are  some  first  grade  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  shared  or  guided  reading  with  understanding.  •       I  can  read  with  purpose  and  understanding.  I  •       can  read  orally  with  accuracy,  fluency,  and  with  expression.  •       I  can  correct  myself  to  understand  what  I  am  reading. |   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? | 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  narrative  that  names  a  topic,  supplies  facts,  and  provides  a  sense  of  closure. |   How  do  you  write  a  narrative? |  |
| Production  and  Distribution  of  Writing  **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 suggestions  from adults  and  peers  to  improve my  writing. |   How  do  good  writers  improve  their  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  of  digital tools  to  write  and  print. |   What  digital  tools  help  you  write  and  print?    Can  you  collaborate  to  produce  and  publish  writing  using  digital  tools? |  |
| Research  to  Build  and  Present  Knowledge  **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  others  to  research  and  write  a  project. |   What  are  the  steps  for  working  with  others  to  research  and  write  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 information  from sources  to answer  a question. |   What  information  from  sources  can  you  remember  to  answer  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 in  discussions  using  appropriate speaking,  listening, and  interactive group skills. |   How  do  you  have  a  discussion  with  another  peer?    What  are  the  rules  for  peer  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\_\_\_\_?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | places,  things and  events  in  complete  sentences. |   Explain  your  feelings  when\_\_\_\_\_.    Explain  how  this  makes  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  sentences  when  appropriate. |       When appropriate,  can  you speak  in complete sentences? |  |
| Language-  Conventions  of  Standard  English  **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, |   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  and  future?          frequently  occurring  adjectives?    ...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  common  adjectives  and  adverbs.        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,*  *above  and  toward*  with  other  words.        I  can  produce  compound  sentences.        I  can  produce  imperative  sentences  with  a  prompt. | conjunctions?    ...determiners?    ...frequently  occurring  prepositions? |  |
| **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  level  words  correctly  using  word  walls  or  picture  dictionaries.        I  can  spell  sight  words.        I  can  spell  words  using  phonetic  knowledge. |   What  conventions  do  we  use  when  writing  to  ensure  understanding?    What  conventions  do  we  use  when  writing  to  ensure  accuracy?....    ...phonetically  spell  untaught  words?    What  do  we  include in  a  complete  sentence? | [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  the  meaning  of  a  word  or  phrase  by  looking  for  clues  in  a  sentence.        I  can  use  parts  of  a |   How  do  we  use  sentence-level  context  as  a  clue  to  word  or  phrase  meaning? | Vocabulary  interactives |
| [www.vocabularya-z.org](http://www.vocabularya-z.org/) |
| (see  ELLs)-free |

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| --- | --- | --- | --- | --- |
|  |  | 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,  and  looked.  •       I  can  identify  root  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  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 |   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? |  |

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| --- | --- | --- | --- | --- |
|  |  | shades  of  meaning. |  |  |

