



West Bolivar Consolidated School District
1st Grade LANGUAGE ARTS
2021-2022
Pacing Guide

Nine Weeks	Standards
1 st Nine Weeks	<p><u>Literature</u></p> <ul style="list-style-type: none">● RL.1.1-Ask and answer questions about key details in a text.● RL.1.2-Retell stories, including key details, and demonstrate understanding of their central message or lessor● RL.1.7-Use illustrations and details in a story to describe its characters, setting, or events. <p><u>Informational Text</u></p> <ul style="list-style-type: none">● RI.1.1-Ask and answer questions about key details in a text.● RI.1.2-Identify the main topic and retell key details of a text.● RI.1.4-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <p><u>Foundational Skills</u></p> <ul style="list-style-type: none">● RF.K.1d-Recognize and name all uppercase and lowercase letters of the alphabet.● RF.K.2-Demonstrate understanding of spoken words, syllables, and sounds (phonemes).● RF.K.2b-Count, pronounce, blend and segment syllables in spoken words.● RF.K.2c-Blend and segment onsets and rimes of single syllables in spoken words.● RF.K.2e-Add or substitute individual sounds (phonemes) in simple, one- syllable words to make new words.● RF.K.2a- Recognize and produce rhyming words● RF.1.1-Demonstrate understanding of the organization and basic features of print.● RF.1.2-Demonstrate of spoken words, syllables, and sounds (phonemes).● RF.1.2c-Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.● RF.1.2d-Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).● RF.1.3g-Recognize and read grade- appropriate irregularly spelled words. (*Ongoing)● RF.1.1a-Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none">● SL.1.1a-Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).● SL.1.1-Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers

and adults in small and larger groups.

Language

- L.1.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a-Print all uppercase and lowercase letters.
- L.1.1j- Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.1d- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.1a-Capitalize dates and names of people.
- L.1.2b-Use end punctuation for sentences.
- L.1.2e-Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

2nd Nine Weeks

Literature

- RL.1.7-Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.3-Describe characters, settings, and major events in a story, using key details
- RL.1.4-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.5-Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Informational Text

- RI.1.7-Use illustrations and details in a text to describe its key details.
- RI.1.1-Ask and answer questions about key details in a text.
- RI.1.2-Identify the main topic and retell key details of a text.
- RI.1.3-Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RF.1.3e-Decode two-syllable words following basic patterns by breaking the words into syllables.

Foundational Skills

- RF.1.1a-Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2b-Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.3-Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3b-Decode regularly spelled one-syllable words.
- RF.1.3a-Know the spelling-sound correspondences from common consonant digraphs.

- RF.1.3d-Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.4a-Read on-level text with purpose and understanding
- RF.1.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Speaking and Listening

- SL.1.1c-Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language

- L.1.1b-Use common, proper, and possessive nouns.
- L.1.1c-Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops; We hop).
- L.1.1e-Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.2-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.1.2c-Use commas in dates and to separate single words in a series.
- L.1.5b-Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.1.5c-Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.4-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.
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- L.1.4a-Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4b-Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.4c-Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.1f-Use frequently occurring adjectives.

<p>3rd Nine Weeks</p>	<p><u>Literature</u></p> <ul style="list-style-type: none"> ● RL.1.5-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. ● RL.1.6-Identify who is telling the story at various points in a text. ● RL.1.9-Compare and contrast the adventures and experiences of characters in stories. <p><u>Informational Text</u></p> <ul style="list-style-type: none"> ● RI.1.8-Identify the reasons an author gives to support points in a text. ● RI.1.9-Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> ● RF.1.2a-Distinguish long from short vowel sounds in spoken single- syllable words. ● RF.1.3c-Know final -e and common vowel team conventions for representing long vowel sounds. ● RF.1.3e-Decode two-syllable words following basic patterns by breaking the words into syllables. ● RF.1.3f-Read words with inflectional endings. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ● SL.1.4-Describe people, places, things, and events with relevant details, expressing ideas and feeling clearly. ● SL.1.1b-Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. <p><u>Language</u></p> <ul style="list-style-type: none"> ● L.1.1d-Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) ● L.1.4d-Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, star, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting.
<p>4th Nine Weeks</p>	<p><u>Literature</u></p> <ul style="list-style-type: none"> ● RL.1.10-With prompting and support, read prose and poetry of appropriate complexity for Grade 1. <p><u>Informational Text</u></p> <ul style="list-style-type: none"> ● RI.1.6-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ● RI.1.10-With prompting and support, read informational texts appropriately complex for Grade 1. <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> ● RF.1.3g-Recognize and read grade- appropriate irregularly spelled words. ● RF.1.4-Read with sufficient accuracy and fluency to support comprehension.

- RF.1.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

- SL.1.6-Produce complete sentences when appropriate to task and situation.
- SL.1.5-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language

- L.1.1g-Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.1h-Use determiners (e.g., articles, demonstratives).
- L.1.1i-Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.5-With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5a-Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).