

Pacing Guide 2010-2011
1st Grade English-Language Arts
Introduced in Quarter 1 & Assessed in a Later Quarter

Introduced in Q1 Assessed in Q2	Introduced in Q1 Assessed in Q3	Introduced in Q1 Assessed in Q4
<p>**R 1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /ff/ l/ a/ t/ = flat).</p> <p>Unit 1 Wk 1, 2, 3, 5, & 6 Days 3 & 4</p>	<p>R 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>Unit R Weeks 1-6 Day 4 Word Work-Blending Strategies Consonant blends introduced in Unit 1 Week 1</p>	
<p>R 1.9 Segment single-syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).</p> <p>Unit 1 Wk 1, 4, 5 & 6 Days 3 & 4</p>	<p>**LC 1.7 Capitalize the first word of a sentence, names of people, and the pronoun</p> <p>Unit 1 Weeks 1 & 5 Conventions (capital letters) Unit 2 Weeks 2, 3, & 4 Conventions (proper nouns)</p>	
<p>**R 2.2 Respond to who, what, when, where, and how questions.</p> <p>Unit R Wk 1-6 Day 4 Read and Comprehension</p>		
<p>R 2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>Define context clues- words in the same sentence or nearby sentences that help readers decide what an unknown word means. Use a teacher selected story and find a word to define using context clues. Make a clue web using the surrounding words and sentences to help define the unknown word.</p> <p>Unit 4 Wk 1, 3 & 4 Day 3 Vocabulary Skill.</p>		

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Introduced in Q2 Assessed in Q3	Introduced in Q2 Assessed in Q4
<p>R 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite)</p> <p>Unit 2 Weeks 2-6 Phonemic Awareness and Phonics</p>	<p>LC 1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g. my/mine, his/her, hers, your/s) in writing and speaking.</p> <p>Unit 2 Week 4 Word Work Contractions not, am & will</p>
<p>R 1.13 Read compound words and contractions</p> <p>Unit 3 Week 2 (Compound Words) Week 4 (Contractions)</p>	
<p>R 2.1 Identify text that uses sequence or other logical order</p> <p>Unit 3 Weeks 1 & 4 Day 3 Reading Comprehension, Sequence.</p>	
<p>**LS 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and <i>how</i> questions.</p> <p>Unit 1 Week 1 Speaking & Listening</p>	
<p>**LC 1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>Define exclamations as a sentence that shows strong feeling.</p> <p>Unit 1 Weeks 1 & 5 Conventions (period) Week 6 Conventions (questions) Unit 5 Week 2 Conventions (exclamations)</p>	
<p>**LC 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>Unit 1-5 Weekly Spelling Test</p>	
<p>**W 1.2 Use descriptive words when writing.</p> <p>Unit R Weeks 1 & 2 Conventions (singular nouns) Unit 2 Week 5 Conventions (plural nouns)</p>	
<p>**W 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.</p> <p>Unit 1 Weeks 1-6, Narrative Writing</p>	
<p>**W 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>Unit 3, Week 3 Expository Writing</p>	

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Introduced in Q3 Assessed in Q4

**R 1.12 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.

Unit 3 Week 3 Day 2 Phonics (or and ore)

Week 4 Day 2 Phonics (ar)

Week 5 Day 2 Phonics (ir, er, ur)

Unit 2 Week 6 Day 1 Phonics (ee)

Unit 4 Week 1 Day 1 Phonics (ai, ay)

Week 2 Day 1 Phonics (ae)

Week 3 Day 1 Phonics (oa, ow)

Week 4 Day 1 Phonics (ie, igh)

Week 5 Day 1 Phonics (ew, ue, ui)

Week 6 Day 1 Phonics (long oo)

Unit 5 Week 1 Day 1 Phonics (ow)

Week 2 Day 1 Phonics (ou)

Week 3 Day 1 Phonics (short oo)

Week 4 Day 1 Phonics (oi, oy)

Week 5 Day 1 Phonics (aw, au, ea)

LC 1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g. my/mine, his/her, hers, your/s) in writing and speaking.

Unit 2 Week 4 Word Work Contractions not, am & will

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