***Murray County Schools***

A close up of a sign

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***1st Grade ELA Pacing Guide***

***2019-2020***

* Thoughtful and effective ***planning*** throughout the school year is crucial for student mastery of standards.
* Reading Informational Text (RI) standards should not only be addressed in Reading, but in Science and Social Studies as well.
* Writing opportunities should be included in all content areas.
* Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire

school year (e.g., explicit instruction, learning centers, Tier I, II, and II etc.).

***NOTE: Some standards appear in multiple grading periods.***

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| **First Eight Weeks** | **Second Eight Weeks** | **Third Eight Weeks** | **Fourth Eight Weeks** |
| **Literature**  **GSERGSEL.1.1**  - Ask and answer questions about key details in a text.  **GSERGSEL.1.3** – Describe characters, settings, and major events in a story, using key details.  **GSERGSEL.1.4** – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  **Informational Text**  **GSERI.1.1** – Ask and answer questions about key details in a text.  **GSERI.1.2** – Identify the main topic and retell key details of a text.  **Foundational Skills**  **GSEGSERF.1.1** – Demonstrate understanding of the organization and basic features of print.  **GSEGSERF.1.1a** – Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  **GSEGSERF.1.2** – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  **GSEGSERF.1.2a** – Distinguish long from short vowel sounds in spoken single-syllable words.  **GSEGSERF.1.2c** – Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  **GSEGSERF.1.2d** – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  **GSEGSERF.1.3** – Know and apply grade-level phonics and word analysis skills in decoding words.  **GSEGSERF.1.3b** – Decode regularly spelled on-syllable words.  **GSEGSERF.1.3c** – Know final –e and common vowel team conventions for representing long vowel sounds.  **GSEGSERF.1.3d** – Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  **GSEGSERF.1.3g** – Recognize and read grade-appropriate irregularly spelled words.  **Language**  **GSEL.1.1** – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  **GSEL.1.1a** – Print all uppercase and lowercase letters.  **GSEL.1.1j** – Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  **GSEL.1.2b** – Use end punctuation for sentences.  **GSEL.1.2d** – Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  **GSEL.1.2e** – Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  **Speaking and Listening**  **GSESL.1.1** – Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.  **GSESL.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).  **GSESL.1.1c** – Ask questions to clear up any confusion about the topics and texts under discussion.  **GSESL.1.2** – Ask and answer questions about key details in a text read aloud of information presented orally or through other media.  **GSESL.1.4** – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  **GSESL.1.5** – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  **Writing**  **GSEW.1.3** – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | **Literature**  **GSERGSEL.1.2** – Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **GSERGSEL.1.7** – Use illustrations and details in a story to describe its characters, setting, or events.  **Informational Text**  **GSERI.1.4** – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  **GSERI.1.6** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  **GSERI.1.7** – Use the illustrations and details in a text to describe its key ideas.  **Foundational Skills**  **GSEGSERF.1.2b** – Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  **GSEGSERF.1.3a** – Know the spelling-sound correspondences for common digraphs. Assess: 3, 4.  **GSEGSERF.1.3f** – Read words with inflectional endings (-s, -ing, -ed).  **Language**  **GSEL.1.1b** – Use common, proper, and possessive nouns.  **GSEL.1.1c** – Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  **GSEL.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).  **GSEL.1.1f** – Use frequently occurring adjectives.  **GSEL.1.1g** – Use frequently occurring conjunctions (e.g., and, but, or, so, because).  **GSEL.1.1h** – Use determiners (e.g., articles, demonstratives). A, the.  **GSEL.1.2** – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  **GSEL.1.2a** – Capitalize dates and names of people.  **GSEL.1.2c** – Use commas in dates and to separate single words in a series.  **GSEL.1.4b** – Use frequently occurring affixes as a clue to the meaning of a word.  **GSEL.1.5a** – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  **GSEL.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).  **GSEL.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).  **AL 39d** – ABC order  **Speaking and Listening**  **GSESL.1.3** – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  **Writing**  **GSEW.1.2** – Write informative or explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.  **GSEW.1.5** – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | **Literature**  **GSERGSEL.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.  **GSERGSEL.1.6** – Identify who is telling the story at various points in a text.  **GSERGSEL.1.9** – Compare and contrast the adventures and experiences of characters in stories.  **Informational Text**  **GSERI.1.3** – Describe the connection between two individuals, events, ideas, or pieces of information in a text.  **GSERI.1.5** – Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  **GSERI.1.8** – Identify the reasons an author gives to support points in a text (e.g., eating a balanced meal, obeying safety rules, engaging in recycling projects).  **GSERI.1.9** – Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  **Foundational Skills**  **GSEGSERF.1.3e** – Decode two-syllable words following basic patterns by breaking the words into syllables.  **GSEGSERF.1.4** – Read with sufficient accuracy and fluency to support comprehension.  **RF1.4a** – Read on-level text with purpose and understanding.  **RF1.4c** – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **Language**  **GSEL.1.1d** – Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).  **L1.1h** – Use determiners (e.g., articles, demonstratives). A, the, an.  **GSEL.1.1i** – Use frequently occurring prepositions (e.g., during, beyond, toward).  **GSEL.1.4a** – Use sentence-level context as a clue to the meaning of a word or phrase.  **GSEL.1.4c** – Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  **L1.5c** – Identify real-life connections between words and their use (e.g., note places at home that are cozy).  **GSEL.1.5d** – Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  **Speaking and Listening**  **GSESL.1.1** – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  **Writing**  **GSEW.1.1** – Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  **GSEW.1.1a** – Write simple poems addressing a topic. | **Literature**  **GSERGSEL.1.10** – With prompting and support, read prose and poetry of appropriate complexity for Grade 1.  **Informational Text**  **GSERI.1.10** – With prompting and support, read informational texts appropriately complex for Grade 1.  **Foundational Skills**  **GSEGSERF.1.4b** – Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  **Language**  **GSEL.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.  **GSEL.1.5** – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  **Writing**  **GSEW.1.6** – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  **GSEW.1.7** - Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  **GSEW.1.8** – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

***Academic Language***

**Academic Language** is the specialized vocabulary associated with instruction and mastery of academic content and tasks.

The words listed below reflect the ***minimum*** vocabulary necessary for students to become proficient with grade-level standards.

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| First Eight Weeks | Second Eight Weeks | Third Eight Weeks | Fourth Eight Weeks |
| **Literature**   * Ask * Answer * Key Detail * Predictions * Character * Setting * Event   **Informational Text**   * Ask * Answer * Key Detail * Main Topic * Retell   **Foundational Skills**   * Sentence * Capitalization * Punctuation * Syllable * Initial Sound * Medial Sound * Final Sound * Phoneme   **Speaking and Listening**   * Conversation * Key Detail * Idea * Complete Sentence   **Language**   * Uppercase Letter * Lowercase Letter * Declarative Sentence * Imperative Sentence * Interrogative Sentence * Exclamatory Sentence | **Literature**   * Retell * Central Message or Lesson * Illustrations * Detail * Character * Setting * Event   **Informational Text**   * Ask * Answer * Key Detail * Illustration   **Foundational Skills**   * Consonant Blend * Decode * One-Syllable Word   **Speaking and Listening**   * Key Detail * Idea * Complete Sentence   **Language**   * Common Noun * Proper Noun * Possessive Noun * Singular Noun * Plural Noun * Punctuation * Capitalize * Comma | **Literature**   * Illustration * Detail * Character * Setting * Event   **Informational Text**   * Event * Idea * Information * Similarity * Difference * Text * Topic   **Foundational Skills**   * Long-Vowel Sound * Syllable * Single-Syllable Word * Two-Syllable Word * Consonant Digraphs   **Speaking and Listening**   * Conversation * Key Detail * Idea * Complete Sentence   **Language**   * Personal Pronoun * Possessive Pronoun * Indefinite Pronoun * Phrase * Affix * Root Word * Multiple-Meaning Word | **Literature**   * Phrase * Story * Poem   **Informational Text**   * Heading * Table of Contents * Glossary * Icon * Key Facts * Electronic Menu * Illustration   **Foundational Skills**   * Fluency * Accuracy * Appropriate Rate * Expression   **Speaking and Listening**   * Complete Sentence   **Language**   * Adjective * Conjunction * Preposition * Category |