

## HIGHLANDS ELEMENTARY SCHOOL 9 WEEK PACING GUIDE

GRADE 1 ELA	Foundational Skills*  Teachers will need to identify and	Reading Informational Text	Reading Literature	Writing
ELA	create an instructional progression of the subskills contained within these Foundational standards			
	CC.1.1.1.C	CC.1.2.1.A	CC.1.3.1.A	CC.1.4.1.F
Quarter 1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Identify the main idea and retell key details of text.	Retell stores, including key details and demonstrate understanding of their central message or lesson	Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions
SAS MODULE 1	Subskill 1 Subskill 2 Subskill 3			
	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
(Suggested Timeline: 6				
weeks)	CC. 1.1.1.D	CC.1.2.1.B	CC.1.3.1.B	CC.1.4.1.F
	Know and apply grade level phonics and word analysis skills in decoding words.  Subskill 1	Ask and answer questions about key details in a text	Ask and answer questions about key details in a text.	Demonstrate a grade-appropriate command of the conventions of standard English, grammar and usage
	Subskill 2 Subskill 3			
	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
	CC. 1.1 1.E			CC.1.4.1.B
	Read with accuracy and fluency to support comprehension.			Identify and write about one specific topic.
	Subskill 1 Subskill 2			

Subskill 3		
Assessment		Assessment
		CC.1.4.1.C
		Develop the topic with two or more
		facts.
		Assessment
		CC.1.4.1.D
		Group information and provide
		some sense of closure.
		Assessment
		CC.1.4.1.0
		Include thoughts and feelings to describe experiences and events.
		Assessment
		CC.1.4.1.P
		Recount two or more appropriately sequences events using temporal
		words to signal event order and
		provide some sense of closure.
		Assessment

GRADE 1	Foundational Skills*	Reading	Reading	Writing	Speaking and
ELA	Teachers will need to identify and	Informational	Literature		Listening
	create an instructional progression	Text			
	of the subskills contained within these Foundational standards				
		CC.1.2.1.E	CC.1.3.1.E	CC.1.4.1.D	
Quarter 2		Use various text features and search	Explain major differences	Group information and provide some sense of closure.	
		tools to locate key	between books that	•	
		facts or information in a text.	tell stories and books that give		
		u toxt.	information,		
SAS MODULE 2			drawing on a wide reading or range of		
(Suggested			text types.		
Timeline: 6		ASSESSMENT	ASSESSMENT	ASSESSMENT	
weeks)		ASSESSMENT	ASSESSMENT	ASSESSMENT	
				CC.1.4.1.F	
				Demonstrate a grade-	
				appropriate command of the conventions of standard	
				English grammar, usage,	
				capitalization, punctuation,	
				and spelling. • Capitalize dates and names of people. • Use	
				end punctuation; use commas	
				in dates and words in series. •  Spell words drawing on	
				Spen words drawing on	

		common spelling patterns, phonemic awareness and spelling conventions.	
		ASSESSMENT	
		CC.1.4.1.O  Include thoughts and feelings to describe experiences and events	
		ASSESSMENT	
		CC.1.4.1.P  Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	
		ASSESSMENT	
		CC.1.4.1.Q  Use a variety of words and phrases.	
		ASSESSMENT	
		CC.1.4.1.R  Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage,	

			capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions	
			ASSESSMENT	
SAS MODULE 3 Suggested Timeframe: 6 weeks	CC.1.2.1.E  Use various text features and search tools to locate key facts or information in a text.	CC.1.3.1.E  Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	CC.1.4.1.B  Identify and write about one specific topic.	
	ASSESSMENT	ASSESSMENT	ASSESSMENT	
	CC.1.2.1.J  Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	CC.1.3.1.J  Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	CC.1.4.1.C  Develop the topic with two or more facts.	

CC.1.4.1.D  Group information and provide some sense of closure.  ASSESSMENT  CC.1.4.1.F  Demonstrate a grade-appropriate command of the conventions of stundard English grammar, usage, capitalization, punctuation, and spelling, "Capitalize dates and names of people. "Use end punctuation; use commas in dates and work in series." Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.  ASSESSMENT  CC.1.4.1.O  Include thoughts and feelings to describe experiences and events  ASSESSMENT  CC.1.4.1.P  Recount two or more				
Group information and provide some sense of closure.  ASSESSMENT  CC.1.4.1.F  Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series.  Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.  ASSESSMENT  CC.1.4.1.O  Include thoughts and feelings to describe experiences and events  ASSESSMENT  CC.1.4.1.P				
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common spelling patterns, phonemic awareness and spelling conventions.  ASSESSMENT  CC.1.4.1.O  Include thoughts and feelings to describe experiences and events  ASSESSMENT  CC.1.4.1.P			Spell words drawing on	
Spelling conventions.  ASSESSMENT  CC.1.4.1.0  Include thoughts and feelings to describe experiences and events  ASSESSMENT  CC.1.4.1.P			common spelling patterns,	
ASSESSMENT  CC.1.4.1.0  Include thoughts and feelings to describe experiences and events  ASSESSMENT  CC.1.4.1.P			=	
CC.1.4.1.0  Include thoughts and feelings to describe experiences and events  ASSESSMENT  CC.1.4.1.P			spelling conventions.	
CC.1.4.1.0  Include thoughts and feelings to describe experiences and events  ASSESSMENT  CC.1.4.1.P			ACCECCATENIE	
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ASSESSMENT  CC.1.4.1.P				
ASSESSMENT  CC.1.4.1.P			_	
CC.1.4.1.P			events	
CC.1.4.1.P			ASSESSMENT	
Recount two or more			CC.1.4.1.P	
Recount two or more			Decount trees are seen	
appropriately sequences				
events using temporal words to signal event order and				
provide some sense of closure.				
provide some sense of closure.			provide some sense of closure.	

				ASSESSMENT	
				CC.1.4.1.Q  Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	
				ASSESSMENT	
				CC.1.4.1.R  Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	
				ASSESSMENT	
GRADE 1 ELA	Foundational Skills*  Teachers will need to identify and create an instructional progression of the subskills contained within these Foundational standards	Reading Informational Text	Reading Literature	Writing	Speaking and Listening
		CC.1.2.1.B	CC.1.3.1.A	CC.1.4.1.I	CC.1.5.1.C

Quarter 3	Ask and answer questions about key details in a text.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Support the opinion with reasons related to the opinion.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SAS MODULE 4	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
(Suggested Timeline: 6				
weeks)		CC.1.3.1.B	CC.1.4.1.J	CC.1.5.1.E
		Ask and answer questions about key details in a text.	Create an organizational structure that includes reasons and provides some sense of closure.	Produce complete sentences when appropriate to task and situation.
			ASSESSMENT	
			CC.1.4.1.K  Use a variety of words and	
			phrases.	
			ASSESSMENT	
			CC.1.4.1.L  Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage,	
			capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on	

			common spelling patterns, phonemic awareness and spelling conventions.	
			ASSESSMENT	
SAS MODULE 5	CC.1.2.1.E	CC.1.3.1.E	CC.1.4.1.B	CC.1.5.1.D
Suggested Timeframe: 6 weeks	Use various text features and search tools to locate key facts or information in a text.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	Identify and write about one specific topic.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
		CC.1.3.1.F	CC.1.4.1.C	
		Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Develop the topic with two or more facts.	
		ASSESSMENT		
		CC.1.3.1.J  Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal	CC.1.4.1.D  Group information and provide some sense of closure.	

	connections and relationships between the words and phrases.		
		ASSESSMENT	
	CC.1.3.1.K	CC.1.4.1.F	
	Read and comprehend literature on grade-level, reading independently and proficiently.	Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	
		ASSESSMENT	
		CC.1.4.1.T	
		With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
		ASSESSMENT	

GRADE 1 ELA	Foundational Skills*  Teachers will need to identify and create an instructional progression of the subskills contained within these Foundational standards	Reading Informational Text	Reading Literature	Writing	Speaking and Listening
Quarter 4 SAS MODULE 6		CC.1.2.1.E  Use various text features and search tools to locate key facts or information in a text.	CC.1.3.1.E  Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of	CC.1.4.1.B  Identify and write about one specific topic.	CC.1.5.1.B  Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not
(Suggested Timeline: 6 weeks)		ASSESSMENT	text types.  ASSESSMENT	ASSESSMENT	understood.  ASSESSMENT
		CC.1.2.1.J  Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	CC.1.3.1.F  Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CC.1.4.1.C  Develop the topic with two or more facts.	CC.1.5.1.E  Produce complete sentences when appropriate to task and situation.
				ASSESSMENT	
			CC.1.3.1.J  Use words and phrases acquired through	CC.1.4.1.D  Group information and provide some sense of closure.	

	conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.		
		ASSESSMENT	
		CC.1.4.1.F  Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	
		ASSESSMENT	
		gg4 i i i	
		CC.1.4.1.I  Support the opinion with reasons related to the opinion.	
		ASSESSMENT	

		CC.1.4.1.J  Create an organizational structure that includes reasons and provides some sense of closure.  ASSESSMENT  CC.1.4.1.K  Use a variety of words and phrases.	
		ASSESSMENT	
		Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	
		ASSESSMENT	
		CC.1.4.1.T  With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions	

		from peers, and add details to strengthen writing as needed.	
		ASSESSMENT	