

DCS First Grade English Language Arts Pacing Guide

2020-2021

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Dates	August 2 – October 10	October 11 - December 20	January 7- March 12	March 16 – May 22
Instructional Days	46 Days	45 Days	44 Days	45 Days
Common & Benchmark Assessments	ESGI, Schoology, & NWEA MAP	ESGI, Schoology, & NWEA MAP	ESGI, Schoology, & NWEA MAP	ESGI, Schoology, & NWEA MAP
Reading Literary & Informational	<p>Essential Skill #4 ELAGSE1RL1 Ask and answer questions about key details in a text. ELAGSE1RI1 Ask and answer questions about key details in a text. ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. ELAGSE1RI2 Identify the main topic and retell key details of a text. ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details. ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Essential Skill #4 ELAGSE1RL1 Ask and answer questions about key details in a text. ELAGSE1RI1 Ask and answer questions about key details in a text. ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. ELAGSE1RI2 Identify the main topic and retell key details of a text. ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details. ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Essential Skill #4 ELAGSE1RL1 Ask and answer questions about key details in a text. ELAGSE1RI1 Ask and answer questions about key details in a text. ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. ELAGSE1RI2 Identify the main topic and retell key details of a text. ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details. ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Other Standards Not Formally Tested but Taught ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Essential Skill #4 ELAGSE1RL1 Ask and answer questions about key details in a text. ELAGSE1RI1 Ask and answer questions about key details in a text. ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. ELAGSE1RI2 Identify the main topic and retell key details of a text. ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details. ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Other Standards Not Formally Tested but Taught ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.</p>

Reading Foundational	<p>Essential Skill #1 ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.</p>	<p>Essential Skill #1 ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.</p>	<p>Essential Skill #1 ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.</p>	<p>Essential Skill #1 ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.</p>
	<p>Essential Skill #2 ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Essential Skill #2 ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Essential Skill #2 ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Essential Skill #2 ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.</p>
	<p>Essential Skill #5 ELAGSE1RF2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>Essential Skill #5 ELAGSE1RF2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>Essential Skill #5 ELAGSE1RF2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>Essential Skill #5 ELAGSE1RF2a Distinguish long from short vowel sounds in spoken single-syllable words.</p>
	<p>Essential Skill # 6 ELAGSE1RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Essential Skill # 6 ELAGSE1RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Essential Skill # 6 ELAGSE1RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Essential Skill # 6 ELAGSE1RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
	<p>Other Standards Not Formally Tested but Taught</p> <p>ELAGSE1RF2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>Essential Skill #8 ELAGSE1RF2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Other Standards Not Formally Tested but Taught</p>	<p>Essential Skill #8 ELAGSE1RF2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Essential Skill # 9 ELAGSE1RF3a Know the spelling-sound correspondences</p>	<p>Essential Skill #8 ELAGSE1RF2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Essential Skill # 9 ELAGSE1RF3a Know the spelling-sound correspondences</p>

	<p>ELAGSE1RF3b Decode regularly spelled one-syllable words.</p> <p>ELAGSE1RF3f Read words with inflectional endings.</p>	<p>ELAGSE1RF2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>ELAGSE1RF3b Decode regularly spelled one-syllable words.</p> <p>ELAGSE1RF3f Read words with inflectional endings.</p>	<p>for common consonant digraphs.</p> <p>Essential Skill #11 ELAGSE1RF3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Essential Skill # 12 ELAGSE1RF3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Other Standards Not Formally Tested but Taught</p> <p>ELAGSE1RF2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>ELAGSE1RF3b Decode regularly spelled one-syllable words.</p> <p>ELAGSE1RF3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>ELAGSE1RF3f Read words with inflectional endings.</p>	<p>for common consonant digraphs.</p> <p>Essential Skill #11 ELAGSE1RF3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Essential Skill # 12 ELAGSE1RF3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>Other Standards Not Formally Tested but Taught</p> <p>ELAGSE1RF2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>ELAGSE1RF3b Decode regularly spelled one-syllable words.</p> <p>ELAGSE1RF3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>ELAGSE1RF3f Read words with inflectional endings.</p>
Writing		<p>Essential Skill #7 ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what</p>	<p>Essential Skill #7 ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what</p>	<p>Essential Skill #7 ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what</p>

		happened, use temporal words to signal event order, and provide some sense of closure.	happened, use temporal words to signal event order, and provide some sense of closure. Essential Skill #10 ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	happened, use temporal words to signal event order, and provide some sense of closure. Essential Skill #10 ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Essential Skill #13 ELAGSE1W1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Language including Convention & Mechanics that are taught throughout the year.	<p>ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory). k. Prints with appropriate spacing between words and sentences. <p>ELAGSE1L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 			

<p>Big Ideas</p>	<p>I can identify story elements.</p> <p>I can read, understand, and discuss grade level text at instructional Level I or higher.</p> <p>I can read 200+ Dolch Sight Words with fluency (3 seconds).</p> <p>I can distinguish long and short vowel sounds in spoken single-syllable words.</p> <p>I can segment spoken single-syllable words.</p> <p>I can isolate initial, medial vowel, and final sounds in single-syllable words.</p> <p>I can decode regularly spelled one-syllable words.</p> <p>I can read words with inflectional endings.</p> <p>I can write 5 sentences using proper conventions and mechanics. (Essential Skill #3)</p>	<p>I can identify story elements.</p> <p>I can read, understand, and discuss grade level text at instructional Level I or higher.</p> <p>I can read 200+ Dolch Sight Words with fluency (3 seconds).</p> <p>I can distinguish long and short vowel sounds in spoken single-syllable words.</p> <p>I can segment spoken single-syllable words.</p> <p>I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>I can isolate initial, medial vowel, and final sounds in single-syllable words.</p> <p>I can decode regularly spelled one-syllable words.</p> <p>I can read words with inflectional endings.</p> <p>I can write a complete narrative piece.</p> <p>I can write 5 sentences using proper conventions and mechanics. (Essential Skill #3)</p>	<p>I can identify story elements.</p> <p>I can read, understand, and discuss grade level text at instructional Level I or higher.</p> <p>I can read 200+ Dolch Sight Words with fluency (3 seconds).</p> <p>I can distinguish long and short vowel sounds in spoken single-syllable words.</p> <p>I can segment spoken single-syllable words.</p> <p>I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>I can know the common spelling-sound correspondences for common consonant digraphs (sh, ch, th, wh).</p> <p>I can decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>I can know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>I can isolate initial, medial vowel, and final sounds in single-syllable words.</p> <p>I can decode regularly spelled one-syllable words.</p>	<p>I can identify story elements.</p> <p>I can read, understand, and discuss grade level text at instructional Level I or higher.</p> <p>I can read 200+ Dolch Sight Words with fluency (3 seconds).</p> <p>I can distinguish long and short vowel sounds in spoken single-syllable words.</p> <p>I can segment spoken single-syllable words.</p> <p>I can orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>I can know the common spelling-sound correspondences for common consonant digraphs (sh, ch, th, wh).</p> <p>I can decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>I can know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>I can isolate initial, medial vowel, and final sounds in single-syllable words.</p> <p>I can decode regularly spelled one-syllable words.</p>
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Skill Assessments by Quarter	<p>Test: 1, 2, 3, 6</p>	<p>Test: 7, 8</p> <p>Retest: 1, 2, 3, 6</p>	<p>Test: 4, 5, 9, 10</p> <p>Retest: 1, 2, 3, 6, 7, 8</p>	<p>Test: 11, 12, 13</p> <p>Retest: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>