

First Grade Pacing Guide

ELA Expeditions

| Module 1: Tools and Work | | | | | | | | |
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| Standards: | | Science | Literature | Information | Writing | Speaking & Listening | Language | Social Studies |
| | | | RL.1.1 RL.1.3 RL.1.4 RL.1.7 | RI.1.1 RI.1.7 | W.1.2 W.1.3 | SL.1.1 | L.1.2.A-E L.1.5 A-D | 1.SS.1.1.1 1.SS.2.2.1 1.SS.2.2.2 1.SS.3.1.1 1.SS.3.1.2 1.SS.3.1.3 1.SS.4.1.2 1.SS.4.3.1 1.SS.4.3.2 |
| Unit 1 | Learning to Ask and Answer Questions: Getting to Know the Tools Around Us | In this module, students build their literacy and citizenship skills as they engage in a study of tools and work. Students first learn about how tools help to do a job. They then extend their understanding of what it takes to do a job when they learn how the "habits of character" of initiative, collaboration, perseverance, and responsibility help them do work. In Unit 1, students are introduced to hand tools through a series of "tool challenges." In each challenge, students are presented with a dilemma and the question, "Which tool is best for the job?" Students discuss by asking and responding to questions, and ultimately experiencing tools for themselves as they engage in each tool challenge. Following these experiences, students engage in a series of focused read-alouds, featuring people from around the world who use specific tools for certain tasks. Students reflect on their own experiences with tools from earlier in the unit, as well as those they have read about, to construct a definition of tools. | | | | | | |
| Unit 2 | Reading Closely: Learning about Habits of Character | In Unit 2, students engage in close read-alouds, which focus on the study of characters in new literary texts. Through these texts, students will consider the habits of character that help them make work easier and solve dilemmas. To support their understanding of these habits of character, students experience a new set of challenges. | | | | | | |

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| Unit 3 | Writing to Show Understanding: Creating a Magnificent Thing | In Unit 3, students use their classroom tools and habits of character to collaboratively create a "magnificent thing" for their classroom. At the end of the module, students take all they have learned about tools and work to create a "magnificent thing" that fulfills an authentic classroom need (e.g., pencil holder for classroom use). Students share, discuss, and reflect on their creation. |
| Guiding Questions & Big Ideas | <ul style="list-style-type: none"> ● Why do we need tools? <ul style="list-style-type: none"> ○ Tools make our lives easier by helping us do work. ○ Tools help us create things. ● How do habits of character help us do work? <ul style="list-style-type: none"> ○ Habits of character are behaviors that help us learn and do our work. ● How do we create a magnificent thing? <ul style="list-style-type: none"> ○ People use tools and habits of character to create magnificent things. | |
| Performance Task | In this two-part performance task, students create a magnificent thing (a product that fulfills a need or solves a problem within their classroom) in a small group and then independently write a description of what their group has created, why they created it, and how they used tools to create it. Students create their magnificent things over several lessons by applying what they have learned about tools and habits of character (i.e., initiative, responsibility, perseverance, collaboration), using <i>The Most Magnificent Thing</i> by Ashley Spires as a mentor text, and debriefing at the close of each lesson to consider how to build, finish, and revise something that serves a need in their classroom. After creating their magnificent things, students complete a scaffolded writing task during which they learn about the steps of the writing process and produce an informative piece of writing. Students' creations and written work are presented orally to classroom visitors at the end of the module. | |

| Module 2: What's Up in the Sky: A Study of the Sun, Moon, and Stars | | | | | | | |
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| Standards: | Science | Literature | Information | Writing | Speaking & Listening | Language | Social Studies |
| | PS1-1-3 PS1-1-2 PS-1-1-4 | RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.6 RL.1.7 | RI.1.1 RI.1.4 RI.1.7 RI.1.6 RI.1.2 | W.1.8 W.1.5 | SL.1.4 SL.1.2 SL.1.1 | L1.1A-J L.1.2 | |

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| Unit 1 | Reading Literature and Retelling: Exploring the Sun, Moon and Stars Through Story | <p>In this module, students build their literacy and science skills as they engage in a study of the sun, moon, and stars. The module begins with a story about a young boy named Elvin who is curious about the sun, moon, and stars. Elvin wants to learn more about the sun, moon, and stars and shares his wonderings and artifacts he receives along his journey with the first-grade students. In Unit 1, students study the sun, moon, and stars through various narrative texts and begin to understand how and why the sun, moon, and stars inspire authors. Students respond to texts through role-play and written response.</p> |
| Unit 2 | Reading to Learn and Writing to Understand: A Study of the Patterns of the Sun, Moon, and Stars | <p>In Unit 2, students focus their study on the science concepts of observable patterns in the sky as they relate to the sun, moon, and stars. Students engage in a close read-aloud of <i>What Makes Day and Night</i> by Franklyn Branley and a focused read-aloud of <i>Does the Sun Sleep? Noticing Sun, Moon, and Star Patterns</i> by Martha E.H. Rustand. Students track their observations of the sun, moon, and stars in pictures and videos in a Sky notebook.</p> |
| Unit 3 | Writing Narratives: Using Observations of the Sun to Write Narrative Poems | <p>In Unit 3, students engage in a focused read-aloud of <i>What the Sun Sees, What the Moon Sees</i> by Nancy Tafuri, first to understand the content of the position of the sun and moon at different times of day and descriptions of the sun and moon. They then use the text again as a mentor text to study the author's craft of writing a narrative poem. Students use their growing understanding of descriptive language, author's craft, and patterns of the sun and moon to compose a narrative poem titled "What the Sun Sees." After completing a first draft of this poem for the Unit 3 Assessment, students give feedback to one another and revise and edit their poems as part of the performance task.</p> |
| Guiding Questions & Big Ideas | | <ul style="list-style-type: none"> ● Why do authors write about the sun, moon, and stars? <ul style="list-style-type: none"> ○ Authors write books to describe, imagine, and explain the objects we see in the sky. ● What patterns can we observe in the sky? <ul style="list-style-type: none"> ○ The sun and moon appear in different places in the sky during different times of day and of the year. ○ Stars are visible during the night, but not during the day. ○ Patterns of motion of objects in the sky can be described and predicted. ○ Scientists use a process of inquiry in order to understand patterns and make predictions and comparisons. ● How do authors use their knowledge and observations to write a story? <ul style="list-style-type: none"> ○ Authors select a topic and observe and study it. ○ Authors plan out what they want to write by talking about it and trying it out. ○ Authors use beautiful language to show, not tell, about the topic of their choice. ○ Authors write a narrative with a beginning, middle, and end. |
| Performance Task | | <p>In this performance task, students use feedback from peers and from the teacher to revise and edit their "What the Sun Sees" poems, written for the Unit 3 Assessment. Students then use the</p> |

High-Quality Work anchor chart and the High-Quality Narrative Poem Checklist to revise their poems into a high-quality final product.

Module 3: Growing as Researchers: Bird's Amazing Bodies

| Standards: | | Science | Literature | Information | Writing | Speaking & Listening | Language | Social Studies |
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| | | LS2-1-1 LS1-1-2 LS1-1-3 LS1-1-1 | RL.1.5 RL.1.1 RL.1.2 | RI.1.5 RI.1.3 RI.1.8 RI.1.9 RI.1.1 RI.1.2 RI.1.4 RI.1.6 RI.1.7 | W.1.7 W1.6 W1.2 W.1.1 W.1.5 | SL.1.3 SL.1.5 SL1.6 SL.1.1 SL.1.2 | L.1.1 L.1.2 | |
| Unit 1 | Learning to Read Informational Texts: Building Background Knowledge about Birds | In Unit 1, students listen to the texts <i>Just Ducks</i> by Nicola Davies and <i>Birds (Scholastic Discover More)</i> by Penelope Arlon and Tory Gordon-Harris as they answer the unit guiding question, "What makes a bird a bird?" As students build background knowledge about birds through the texts, they participate in a cycle of reading, talking, and representing (through scientific drawing, writing, role-play, music, and movement). | | | | | | |
| Unit 2 | Building Research Skills: Birds' Bodies | During Unit 2, students participate in both whole group and small group research to learn more about the form and function of key bird parts: beaks and feathers. Students research using two key anchor texts: <i>Feathers, Not Just for Flying</i> by Melissa Stewart and <i>Beaks!</i> by Sneed B. Collard III. This cycle of research is anchored by the unit guiding question, "How do birds use their body parts to survive?" Students also continue to refine the scientific drawing skills established in Unit 1. For the Unit 2 Assessment, students show their learning by writing an informational paragraph that describes how beaks or feathers help birds survive | | | | | | |
| Unit 3 | Writing to Show Our Research: Building Expertise about Birds' Bodies | In Unit 3, students participate in another research cycle to learn about how a specific bird's key parts help them to survive in their habitat. Students' class and small group research is anchored by the National Geographic Kids text <i>Little Kids First Big Book of Birds</i> by Catherine D. Hughes. For the Unit 3 Assessment, students participate in a Science Talk focused on the question: "How do specific birds use their body parts to survive?" For the performance task, students create Expert Bird Riddle cards and Expert Bird Scientific Drawing cards for a riddle matching game using facts from their research | | | | | | |
| Guiding Questions & Big Ideas | | <ul style="list-style-type: none"> ● What makes a bird a bird? <ul style="list-style-type: none"> ○ Birds are animals with beaks, feathers, wings, and feet. | | | | | | |

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| | <ul style="list-style-type: none">○ There are many different types of birds, and they use their body parts to help them survive.○ Despite their differences, there are key features that all birds have in common.● How do birds use their body parts to survive?<ul style="list-style-type: none">○ Birds have specially designed body parts that help them survive.● How do specific birds use their body parts to survive?<ul style="list-style-type: none">○ Some birds have unique and specially designed body parts that help them survive.● How do we build our research skills and share our learning?<ul style="list-style-type: none">○ To write informative texts, writers must read, collect evidence, and discuss their knowledge. |
| Performance Task | <p>In this performance task, students create two cards to demonstrate their expertise about how a bird uses specific body parts to survive. The Expert Bird Riddle card contains an informational riddle that teaches the reader about a specific bird's key body parts and how those parts aid in survival. The Expert Bird Scientific Drawing card contains a black-and-white scientific drawing of the expert bird that accurately depicts the bird's external anatomy. Students read their Expert Bird Riddle cards during the Celebration of Learning and use their Expert Bird Scientific Drawing cards to play a matching game in small groups.</p> |

MATH

1st Grade Math Pacing Guide

| | Standard | Learning Targets (I can...) |
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| Unit 1: Getting to know my Mathematicians (2 week) | | <ul style="list-style-type: none">• Demonstrate a growth mindset• Work in groups• Build math norms.• Understand the mathematical practices.• Demonstrate understanding of center routines. |
| Unit 2: Building with and talking about shapes (2 weeks) | 1.G.1 defining attributes of shapes | <ul style="list-style-type: none">• COMING SOON! |
| | 1.G.2 Reason with shapes and their attributes | <ul style="list-style-type: none">• |
| Unit 3: Tens and ones are useful ways to organize (4 weeks) | 1.NBT.1 Count to 120, represent numerals | <ul style="list-style-type: none">• |
| | 1.NBT.2 Understand place value- 1's and 10's, teens, count by 10's | |
| | 1.NBT.3 Compare 2 digit numbers using symbols (<, =, >) | |
| | 1.OA.5 Relate Counting to Addition and Subtraction | |
| Unit 4: Represent and model joining and separating | 1.OA.1 Addition and subtraction within 20 | <ul style="list-style-type: none">• |

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| situations (4 weeks) | 1.OA.2 Addition with 3 addends within 20 | • |
| | 1.OA.4 Understand subtraction as unknown addend problems | |
| | 1.OA.5 Relate Counting to Addition and Subtraction | |
| | 1.OA.6 Fluently Add and subtract within 20 | |
| Unit 5: Using data to describe and wonder about the world (2 weeks) | 1.NBT.1 Count to 120, represent numerals | |
| | 1.MD.4 Organize, Represent and interpret data up to 3 categories | |
| Unit 6: Equal means the same (5 weeks) | 1.OA.3 Understand and apply properties of operations | |
| | 1.OA.4 Understand subtraction as unknown addend problems | |
| | 1.OA.5 Relate Counting to Addition and Subtraction | |
| | 1.OA.6 Fluently Add and subtract within 20 | |
| | 1.OA.7 meaning of equals sign, determine if add/subtract equations T or F | |

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| | 1.OA.8 determine unknown whole number in addition and subtraction equations | |
| Unit 7: Building with numbers within 20 (2 weeks) | 1.OA.3 Understand and apply properties of operations | |
| | 1.OA.4 Understand subtraction as unknown addend problems | |
| | 1.OA.5 Relate Counting to Addition and Subtraction | |
| | 1.OA.6 Fluently Add and subtract within 20 | |
| | 1.NBT.2b teen numbers composed of a ten and ones | |
| Unit 8: Finding patterns in numbers (4 weeks) | 1.NBT.1 Count to 120, represent numerals | |
| | 1.NBT.2 Understand place value- 1's and 10's, teens, count by 10's | |
| | 1.NBT.5 Given an 2 digit number mentally add and subtract 10 | |
| | 1.OA.5 Relate Counting to Addition and Subtraction | |

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| Unit 9: Using place value to add and subtract (6 weeks) | 1.NBT.1 Count to 120, represent numerals | |
| | 1.NBT.2 Understand place value- 1's and 10's, teens, count by 10's | |
| | 1.NBT.4 Add within 100 (2 digit + 1 digit) (2 digit + multiple of 10) | |
| | 1.NBT.5 Given an 2 digit number mentally add and subtract 10 | |
| | 1.NBT.6 Subtract multiples of 10 within 100 and explain reasoning | |
| | 1.OA.1 Addition and subtraction within 20 | |
| Unit 10: Using units to measure world (2 weeks) | 1.MD.1 Order 3 objects by length, compare the length of 2 objects indirectly using a 3rd object | |
| | 1.MD.2 Express length of an object as whole number of equal sized length units | |
| | 1.MD.4 Organize, Represent and interpret data up to 3 categories | |

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| Unit 11: Partition shapes into equal parts (2 weeks) | 1.G.3 Partition Circles and rectangles into 2 and 4 equal parts, use words half, fourth, quarter | |
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K-2 Reading Foundational Skills Block

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About Skills Block

The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students are able to make as they learn to read and write. As such, the Skills Block is meant to ensure that, by the end of grade 2, students acquire the depth of skills they need in the Reading Foundations standards to navigate grade-level text independently. The lessons and assessments explicitly address the Reading Foundations standards, as well as some Language standards associated with spelling and letter formation.

Teachers group students based on microphase (as determined by Benchmark Assessments). Teachers will regroup students based on assessments throughout the year. The benchmark assessment will be given in the beginning, middle and end of the year. Generally students test lower in spelling compared to decoding. The teacher may determine a student's grouping based on the lower score so they can fill any holes.

Skills Block starts with a whole group lesson at grade level. Then students break into differentiated Skills Block Groups. During this time, the teacher works with two or three groups per day for 10–15 minutes each. When the teacher is not meeting with the group, students are working on differentiated independent practice activities based on the cycle placement. Independent activities may include: letter recognition, accountable independent reading, writing, fluency, and/or word work.

Below are examples of the whole group instruction. Students may receive differentiated instruction below or above grade/level depending on their cycle placement.

Module 1: (Cycles 1-4)

The K-2 Reading Foundations Skills curriculum is designed to continually build students' ability to map graphemes (letters) to phonemes (sounds). This skill includes both the ability to identify letter-sound correspondences and the ability to automatically identify the sound associated with letter combinations (examples: "ea" for e and /sh/ for the digraph "sh"). Grapheme/phoneme mapping is foundational to decoding (reading) and encoding (spelling) words automatically.

Grade 1, Module 1 focuses on decoding (reading) and encoding (spelling) one-syllable words with two or three phonemes (sounds). The words used in whole group lessons include only graphemes and phonemes introduced in the module.

Every module in the K-2 Reading Foundations Skills curriculum is broken into cycles. Each cycle includes a consistent sequence of instructional practices. The practices build on each other to teach specific graphophonemic knowledge and

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| | <p>skills, culminating in assessment and goal setting. In Grade 1, Module 1, Cycles 2-4 each focus on one short vowel ("a," "u," or "i") and several consonants (including consonant digraphs such as "th," "sh," and "ch"). Cycle 3 includes spiraling review of the graphemes and phonemes taught in Cycle 2; similarly, Cycle 4 spirals back to graphemes and phonemes taught in both Cycles 2 and 3.</p> <p>By the end of this module, students should be able to read and write these words with growing automaticity. They also should be able to read unchanging base words with suffixes (endings), including possessive ("-s"), plural nouns ("-s"), and action words ("-s"). Some students also may be able to decode and encode words with initial consonant clusters that include "s," "r," and "l" (example: "slip") and read plural nouns with "-es."</p> |
| <p>Module 2: (Cycles 5-11)</p> | <p>During the first few cycles of Module 2, students continue to focus on single-syllable words with two and three phonemes. By Cycle 9, students are introduced to new grapheme-phoneme connections with familiar sounds, represented by two letters instead of one (examples: /k/ as "-ck" and /f/ as "-ff"). Soon after, students are introduced to consonant clusters and begin to decode and encode these clusters at the beginning and ending of words.</p> <p>This module also begins a conversation about the relationship between syllables and vowels by naming the words in the cycles as one-syllable, closed-syllable words, laying the groundwork for decoding and encoding two-syllable words by the end of the first grade. Students receive more direct instruction on the relationship between syllables and vowels in Modules 3 and 4.</p> <p>By the end of Module 2, students should be able to decode and encode one-syllable, short vowel words with initial and ending clusters (examples: "fast," "flap," "grub," "hunt," "pond," "spot," "trip," "fist," "fret," "bend"). Words such as "blend" and "grasp" (containing initial and final blends) can be decoded as well. Students may also be able to read one-syllable, short vowel words with the "-ed" suffix. The goal by the end of Module 2 is to have all students working within the Full Alphabetic phase (relative to short vowels), ready to move into syllabication, and decoding and encoding words with long vowel patterns in Module 3.</p> |
| <p>Module 3: (Cycles 12-18)</p> | <p>In this module, students shift to decoding two-syllable words. Students are introduced to new syllable types--first, closed syllable (VCCV), then open-syllable beginning with CV, and finally CVCe words with a long vowel sound in the middle and a silent "e" at the end. Students are slowly introduced to two-syllable words of a specific syllable type and, finally, pairing taught-syllable types in two-syllable words.</p> <p>By the end of the module, students should be able to decode and encode one-syllable words with the CVCe syllable type. Students will learn how to identify vowels and vowel sounds in words and use that knowledge to divide words into two syllables. Although students are not expected to master the identification of syllable types, they will develop a comfort with dividing words and begin to identify the types of syllables based on this skill. In addition, the act of dividing multisyllabic words will lead students to begin to decode and encode two-syllable words with a combination of CV, CVC, and CVCe syllable types.</p> |
| <p>Module 4: (Cycles 19-25)</p> | <p>In this module, students continue to focus on vowel spelling patterns. Students first work with r-controlled vowels, followed by vowel teams and patterns in which the first vowel says its name, such as "ai" and "ea." They then continue to use vowels to identify syllables and decode known syllable types within two-syllable words. The bank of available</p> |

two-syllable decodable words expands significantly with the addition of each new vowel team. As the module continues, students gain knowledge of alternative spelling patterns for long vowel sounds (such as "igh" for long "i"). Students can then work with adding suffixes to changing base words. Finally, students work with vowel diphthongs (gliding vowels; refers to two adjacent vowel sounds occurring within the same syllable).

In preparation for Grade 2 work, new instructional practice is introduced in this module: Fluency. Students will learn how to monitor their oral reading, paying attention to reading smoothly, with expression, with meaning, and not too fast or too slow.

By the end of the modules, students should be able to decode one- and two-syllable words. Words include closed and open syllables, r-controlled vowels, CVCe vowel patterns, and vowel teams. Students should be able to identify vowels in words and use that knowledge to divide words into two syllables. Lastly, students begin to use decoding skills as well as knowledge of vowels and syllables to encode (spell) two-syllable words.

Notice that the lesson guidance becomes more simplified for familiar instructional practices in this module. Refer to past lessons if a reminder of the procedure is needed.