

# First Grade Pacing Guide

## Quarter 1 Cedar Fork Elementary 2015-2016

Reading	Writing	Speaking and Listening	Language
<p><b>Reading Foundational</b></p> <p><b>Print Concepts</b>  <b>RF1.1a</b> Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  <b>RF.1.2d</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single syllable words into their complete sequence of individual sounds.  <b>RF.1.3a</b> Know and apply grade level phonics and word analysis skills in decoding words. Know the spelling sound correspondences for common consonant digraphs</p> <p><b>Phonological Awareness</b>  <b>RF1.2b</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally produce single syllable words by blending sounds (phonemes) including consonant blends.  <b>RF1.2c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.</p> <p><b>Phonics and Word Recognition</b>  <b>RF1.3b</b> Know and apply grade level phonics and word analysis skills in decoding words. Decode regularly spelled one syllable words.</p> <p><b>Reading Information Craft and Structure</b>  <b>RI.1.2</b> Identify the main topic and retell key details of a text.  <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  <b>Integration of Knowledge and Ideas</b>  <b>RI.1.7</b> Use illustrations and details in a text to describe the key ideas  <b>Key Ideas and Details</b>  <b>RI.1.1</b> Ask and answer questions about key details in a text.  <b>Integration of Knowledge and Ideas</b></p> <p><b>Reading Literature</b>  <b>Key Ideas and Details</b>  <b>RL.1.1</b> Ask and answer questions about key details in a text.  <b>Craft and Structure</b>  <b>RL.1.2</b> Retell stories, including key details, and demonstrates understanding of their central message or lesson.</p> <p><b>Integration of Knowledge and Ideas</b>  <b>RL1.7</b> Use illustrations and details in a story to describe its characters</p>	<p><b>Personal Narrative</b></p> <p><b>W1.3</b> Write Narratives in which students recount two or more appropriate sequenced events, including some details regarding what happened using temporal words to signal events, order, and provide some sense of closure.</p> <p><b>Writing Text Types and Purposes</b></p> <p><b>W1.3</b> 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.</p> <p><b>Production and Distribution of Writing</b></p> <p><b>W1.5</b> With guidance and support from adults, focus on one topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p><b>Comprehension and Collaboration</b></p> <p><b>SL1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.  <b>a. Follow agreed upon rules for discussions</b>  <b>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>  <b>c. Ask questions to clear up any confusion about the topics and texts under discussion.</b></p> <p><b>Presentation of Knowledge and Ideas</b>  <b>SL1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <b>SL1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  <b>SL1.6</b> Produce complete sentences when appropriate to task and situation.</p>	<p><b>Conventions of Standard English</b></p> <p><b>L1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.  <b>a.</b> Print all upper and lowercase letters.  <b>d.</b> Use personal possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).  <b>f.</b> Use frequently occurring adjectives</p> <p><b>L1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>b.</b> Use end punctuation for sentences.  <b>d.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  <b>e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><b>Vocabulary Acquisition and Use</b>  <b>L1.4a</b> 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. Use sentence level context as a clue to the meaning of a word or phrase.</p>

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Math	Science	Social Studies
<p><b>Number and Operations in Base Ten</b></p> <p><b>Place Value</b>  <b>1.NBT.2</b> Understand that the two digits of a two digit number represent amounts of tens and ones. Understand the following as special cases:                      a. 10 can be thought of as a bundle of ten ones called a "ten."                      b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.                      c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight,</p> <p><b>Read, Write, &amp; Count to 120</b>  <b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p><b>Operations and Algebraic Thinking</b></p> <p><b>Addition and Subtraction within 20</b>  <b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <b>1.OA.4</b> Understand subtraction as an unknown addend problem. <i>For example, subtract 10 8 by finding the number that makes 10 when added to 8</i>  <b>1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).  <b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).  <b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i></p>	<p><b>Balance and Motion</b></p> <p><b>1.P.1</b> Understand how forces (pushes and pulls) affect the motion of an object.  <b>K.P.1</b> Understand the position and motions of objects and organisms.</p>	<p><b>I Am a Citizen of Many Communities</b></p> <p><b>Civics and Government</b>  <b>1.C &amp; G.1</b> Understand the importance of rules.  <b>1.C &amp; G.1.1</b> Explain why rules are needed in the home, school and community.  <b>1.C &amp; G. 1.2</b> Classify the roles of authority figures in the home, school and community (teachers, principal, parents, mayor, park rangers, game wardens etc.).  <b>1.C &amp; G.1.3</b> Summarize various ways in which conflict could be resolved in homes, schools, classrooms, and communities.</p>