

Pacing Guide
Grade: 1st

Unit 1 - I am Your Friend

GLCEs

Students will ...

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

R.WS.01.03 understand the alphabetic principal, that sounds in words are expressed by the letters of the alphabet

R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year

R.NT.01.02 identify and describe the basic form of a variety of narrative genre including realistic fiction, fantasy, and folktales

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text

R.MT.01.03 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.

Theme Essential Question:

1. How can I be a good friend?

Week	Essential Questions	Scaffolding Questions Comprehension/Word Study/Vocabulary	Genre/Story/ Resources	Key Academic Vocabulary
#1 #2 #3 #4	<p>Monitor Comprehension (Book 1): How do I monitor my comprehension to keep track of my thinking?</p>	<p>Monitor Comprehension:</p> <ol style="list-style-type: none"> 1. How do I keep track of my thinking as I read, listen, and view? 2. How do I leave tracks of my thinking by drawing and writing? 3. When and where will I leave tracks of my thinking as I read, listen, and view? 4. How do I turn and talk to a partner about my thinking? How do I listen to my partner's thinking? 5. How do text features help me understand what I am reading? (Informational Text) 6. How do I use narrative elements to help me understand what I am reading? (Narrative Text) 	<p>Comprehension Strategy Tab: Monitor Comprehension</p> <p>Genre: Realistic Fiction, Fiction, Non-fiction</p> <p>Harcourt Stories: Wk#1: Daily 5 Expectations & Classroom Procedures</p> <p>Wk#2: The Hat (TE p. 10A - 27P; Book 1) DIBELS Testing (Think about the Text)</p>	<ul style="list-style-type: none"> • character • elements • features • fiction • informational • jot • narrative text features • plot • Post-its • problem • purpose • resolution • setting • solution • text • think sheet
	<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I hear and say short vowel sounds in words. Do I know the letters that make that sound? 2. How do I read and understand plurals (e.g., adding - s)? 3. How do I know and use contractions with 's'? 4. How do I recognize and use a large amount of phonograms? 	<p>Wk#3: Sam and the Bag (TE pgs. 28A - 47R; Book 1) DIBELS Testing (Think about the Text)</p> <p>Wk#4: Ants (TE p. 48A - 69P; Book 1) (Think about the Text)</p> <p>Harcourt Leveled Books</p> <p>Science Connection: weather watcher</p> <p>Social Studies Connection: Chapter 1 Chapter 2</p>	

Unit 2 - Just For Fun

GLCEs

Students will ...

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

R.WS.01.03 understand the alphabetic principal, that sounds in words are expressed by the letters of the alphabet

R.NT.01.02 identify and describe the basic form of a variety of narrative genre including realistic fiction, fantasy, and folktales

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)

R.IT.01.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text

R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

Theme Essential Question:

1. As we grow, how do we try and learn new things?

Week	Essential Questions	Scaffolding Questions Comprehension/Word Study/Vocabulary	Genre/Story/ Resources	Key Academic Vocabulary
#5 #6 #7	<p>Monitor Comprehension (Book 1): How do I monitor my comprehension to keep track of my thinking?</p>	<p>Monitor Comprehension:</p> <ol style="list-style-type: none"> 1. How do I keep track of my thinking as I read, listen, and view? 2. How do I leave tracks of my thinking by drawing and writing? 3. When and where will I leave tracks of my thinking as I read, listen, and view? 4. How do I turn and talk to a partner about my thinking? How do I listen to my partner's thinking? 5. How do text features help me understand what I am reading? (Informational Text) 6. How do I use narrative elements to help me understand what I am reading? (Narrative Text) 	<p>Comprehension Strategy Tab: Monitor Comprehension</p> <p>Genre: Fantasy, Non-fiction Realistic Fiction</p> <p>Harcourt Stories: Wk#5: Jack and Rick (TE p. 72A - 95P; Book 1) (Notice and Think About Nonfiction Features & Explore Nonfiction Features)</p> <p>Wk#6: Todd's Box (TE p. 96A - 117R; Book 1) (Notice and Think About Nonfiction Features & Explore Nonfiction Features)</p> <p>Wk#7: All That Corn (TE p. 118A - 141P; Book 1) (Notice and Think About Nonfiction Features & Explore Nonfiction Features)</p> <p>Harcourt Leveled Books</p> <p>Science Connection: weather watcher</p> <p>Social Studies Connection: Chapter 2 Chapter 3</p>	<ul style="list-style-type: none"> • caption • diagram • illustration • label • map title • photograph • purpose • reason • visual features
	<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I hear and say short vowel sounds in words? Do I know the letters that make that sound? 2. How do I read words ending in <i>-ing</i>? 3. How do I read a word ending in <i>-ed</i>? 4. How do I read words with consonant clusters? 5. How do I read and understand contractions (e.g., is and not, isn't, will and not, won't)? 6. How do I recognize and use other vowel sounds? 7. How do I recognize and use a large amount of phonograms? 		

Pacing Guide
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Unit 3 - It's My Turn Now

GLCEs

Students will ...

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

R.WS.01.03 understand the alphabetic principal, that sounds in words are expressed by the letters of the alphabet

R.NT.01.02 identify and describe the basic form of a variety of narrative genre including realistic fiction, fantasy, and folktales

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)

R.NT.01.04 identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.

R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.IT.01.03 explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

R.IT.01.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.

R.CM.01.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

Theme Essential Question:

1. As we grow, how do we try and learn new things?

Week	Essential Questions	Scaffolding Questions Comprehension/Word Study/Vocabulary	Genre/Story/ Resources	Key Academic Vocabulary
#8 #9 #10 #11 #12	Activate and Connect (Book 2): How do I use my background knowledge about a topic to deepen my understanding of what I read?	Activate and Connect 1. What is my purpose for reading? 2. How do I make connections to help my understanding of the text (text to text, text to self, text to world)? 3. How do I listen to the voice in my head when I am learning something new? 4. How do I connect my current thinking with new information? Why should I stop to think and react to new information? 5. How do I become an expert about a topic? 6. How do I show understanding of the term background knowledge (BK)?	Comprehension Strategy Tab: Activate and Connect Genre: Fantasy, Non-fiction Realistic Fiction Harcourt Stories: Wk#8: Dan's Pet (TE p. 8A - 31P; Book 2) (Discover Your Passion) Wk#9: Boots for Beth (TE p. 32A - 57R; Book 2) (Think about What You Know)	<ul style="list-style-type: none"> • accurate • anchor chart • connections • create • fact • inner voice • passion • Post-its • reflect • self/text • specialist • text • topic • wonder
	Word Study	Word Study 1. How do I hear and identify short vowel sounds in words and the letters that represent them? 2. How do I recognize that letter clusters (digraphs) represent consonant sounds? 3. How do I recognize and use a large amount of phonograms? 4. How do I recognize that letter clusters (blends) represent consonant sounds? 5. How do I recognize and understand contractions with is, will, and not? 6. How do I recognize and use simple compound words? 7. How do I recognize and use other vowel sounds?	Wk#10: Space Pup (TE p. 58A - 83R; Book 2) (Make Connections) Wk#11: Where Do Frogs Come From? (TE p. 84A - 107P; Book 2) (Merge Thinking with New Learning) Wk#12: Where Do Frogs Come From? (TE p. 84A - 107P; Book 2) (Merge Thinking with New Learning) Harcourt Leveled Books Science Connection: weather watcher Social Studies Connection: Chapter 3 Chapter 4	

Week	Essential Questions	Scaffolding Questions Comprehension/Word Study/Vocabulary	Genre/Story/ Resources	Key Academic Vocabulary
#13 #14	<p>Ask Questions (Book 3): How does asking questions before, during, and after reading enhance my comprehension?</p>	<p>Ask Questions</p> <ol style="list-style-type: none"> 1. Why is it important to wonder about new information? 2. Why do I write questions before, during, and after reading, listening, and viewing? 3. What can I do when I am curious about what I am learning? 4. What does it mean to read with a question in mind? 5. Why is it important to listen to my inner voice as I read? 6. How, when, and where do I explain how my thinking changes as I read? 7. How do text features such as table of contents, graphs, illustrations, etc., help answer some of my questions? How can text features help me think of new questions? 8. How does asking questions help me understand the characters, setting, problem/solutions, and events? 9. Why is it important to be a curious reader? 	<p>Comprehension Strategy Tab: Ask Questions</p> <p>Genre: Fantasy, Non-fiction Realistic Fiction</p> <p>Harcourt Stories: Wk#13: Try Your Best (TE p. 108A - 133P; Book 2) (View and Read to Learn and Wonder) Wk#14: Fun With Fish (TE p. 134A - 161P; Book 2) (Wonder about New Information)</p> <p>Harcourt Leveled Books</p> <p>Science Connection: weather watcher</p>	
	<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I hear and identify short vowel sounds in words and the letters that represent them? 2. How do I recognize that letter clusters (digraphs) represent consonant sounds? 3. How do I recognize and use a large amount of phonograms? 4. How do I recognize that letter clusters (blends) represent consonant sounds? 5. How do I recognize and understand contractions with is, will, and not? 6. How do I recognize and use simple compound words? 7. How do I recognize and use other vowel sounds? 	<p>Social Studies Connection: Chapter 5</p>	

Pacing Guide
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Unit 4 - I Think I Can

GLCEs

Students will ...

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

R.WS.01.03 understand the alphabetic principal, that sounds in words are expressed by the letters of the alphabet

R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.

R.NT.01.02 identify and describe the basic form of a variety of narrative genre including realistic fiction, fantasy, and folktales

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)

R.NT.01.04 identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.

R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.IT.01.03 explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

R.IT.01.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.

R.CM.01.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

R.CM.01.04 apply significant knowledge from grade-level science, social studies, and mathematics texts

R.MT.01.02 self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.

R.MT.01.03 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.

R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

Theme Essential Question:

1. How can I use creativity to think of new ways to solve problems, create something new, and dream my very own dreams?

Week	Essential Questions	Scaffolding Questions Comprehension/Word Study/Vocabulary	Genre/Story/ Resources	Key Academic Vocabulary
#15 #16 #17	Ask Questions (Book 3): How does asking questions before, during, and after reading enhance my comprehension?	Ask Questions 1. Why is it important to wonder about new information? 2. Why do I write questions before, during, and after reading, listening, and viewing? 3. What can I do when I am curious about what I am learning? 4. What does it mean to read with a question in mind? 5. Why is it important to listen to my inner voice as I read? 6. How, when, and where do I explain how my thinking changes as I read? 7. How do text features such as table of contents, graphs, illustrations, etc., help answer some of my questions? How can text features help me think of new questions? 8. How does asking questions help me understand the characters, setting, problem/solutions, and events? 9. Why is it important to be a curious reader?	Comprehension Strategy Tab: Ask Questions and Infer & Visualize Genre: Non-fiction, Plays, Biography, Fantasy, Fable Harcourt Stories: Wk#15: I Am a Butterfly; (TE p. 8A - 35R; Book 3) (Use Questions as Tools for Learning) Wk#16: Did You See Chip (TE p. 36A - 61P; Book 3) (Use Questions as Tools for Learning) Wk#17: Tomas Rivera (TE p. 62A - 87P; Book 3) (Read with a Question in Mind) DIBELS TESTING	<ul style="list-style-type: none"> • background knowledge • big ideas • clues • column • concepts • confer • context • experience • familiar unfamiliar • images • imagine • infer • inference • lingering questions • main ideas • mental images • mind pictures • phrases • prediction • sequence • sketch and review • visualizing
	Word Study	Word Study 1. How do I know that letter clusters represent consonant sounds? 2. How do I know that consonant clusters represent blended sounds? 3. How do I recognize and use vowel sounds? 4. How do I hear and identify long vowel sounds in words and the letters that make the sound? 5. How do I read words ending in <i>-ing</i> ? 6. How do I read words that end in <i>-ed</i> ? 7. How do I read and understand plurals (e.g., adding -s and -es)? 8. How do I read and understand contractions (e.g., have and not, haven't, are and not, aren't)? 9. How do I read words with syllables and show the syllables? (e.g., by clapping, etc.) 10. How do I recognize and use other vowel sounds?	Harcourt Leveled Books Science Connection: weather watchers (2); sorting things out (3) Social Studies Connection: Chapter 6 Chapter 7	

Week	Essential Questions	Scaffolding Questions Comprehension/Word Study/Vocabulary	Genre/Story/ Resources	Key Academic Vocabulary
#18 #19 #20	<p>Infer and Visualize (Book 4): How does making inferences and visualizing expand my thinking about the text? How does making inferences help figure out unfamiliar words?</p>	<p>Infer and Visualize</p> <ol style="list-style-type: none"> 1. How do I use my background knowledge and text clues to better understand what I read? 2. How do I visualize when I read? How do the pictures in my head help me understand what I am reading? 3. How do I use what I already know, combined with what the author told me, to make predictions and inferences? 4. How do I infer the meaning of unfamiliar words using the rest of the sentence or the paragraph? 5. How do I infer to more fully understand the ideas in the text? 	<p>Comprehension Strategy Tab: Ask Questions and Infer & Visualize</p> <p>Genre: Non-fiction, Plays, Biography, Fantasy, Fable</p> <p>Harcourt Stories: Wk#18: On the Way to the Pond (TE p. 88A - 111P; Book 3) (Infer Meaning) DIBELS TESTING Wk#19: Friends Forever (TE p. 112A - 148R; Book 3) (Learn to Visualize) Wk#20: The Fox and the Stork (TE p. 144A - 173P; Book 3) (Make Sense of New Information)</p>	<ul style="list-style-type: none"> • background knowledge • big ideas • clues • column • concepts • confer • context • experience • familiar unfamiliar • images • imagine • infer • inference • lingering questions • main ideas • mental images • mind pictures • phrases • prediction • sequence • sketch and review • visualizing
	<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I know that letter clusters represent consonant sounds? 2. How do I know that consonant clusters represent blended sounds? 3. How do I recognize and use vowel sounds? 4. How do I hear and identify long vowel sounds in words and the letters that make the sound? 5. How do I read words ending in <i>-ing</i>? 6. How do I read words that end in <i>-ed</i>? 7. How do I read and understand plurals (e.g., adding -s and -es)? 8. How do I read and understand contractions (e.g., have and not, haven't, are and not, aren't)? 9. How do I read words with syllables and show the syllables? (e.g., by clapping, etc.) 10. How do I recognize and use other vowel sounds? 	<p>Harcourt Leveled Books</p> <p>Science Connection: weather watchers (2); sorting things out (3)</p> <p>Social Studies Connection: Chapter 7 2nd quarter assessment Chapter 8</p>	

Pacing Guide
Grade: 1st

Unit 5 - Hello Neighbor

GLCEs

Students will ...

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

R.WS.01.03 understand the alphabetic principal, that sounds in words are expressed by the letters of the alphabet

R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.

R.NT.01.01 recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.

R.NT.01.02 identify and describe the basic form of a variety of narrative genre including realistic fiction, fantasy, and folktales

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)

R.NT.01.04 identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.

R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.IT.01.01 identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.

R.IT.01.03 explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.

R.CM.01.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

R.CM.01.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.01.02 self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.

R.MT.01.03 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.

R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

Theme Essential Question:

1. How can we show our friends and neighbors that we care?

Week	Essential Questions	Scaffolding Questions Comprehension/Word Study/Vocabulary	Genre/Story/ Resources	Key Academic Vocabulary
#21 #22 #23 #24 #25 #26 #27	Infer and Visualize (Book 4): How does making inferences and visualizing expand my thinking about the text? How does making inferences help figure out unfamiliar words?	Infer and Visualize 1. How do I use my background knowledge and text clues to better understand what I read? 2. How do I visualize when I read? How do the pictures in my head help me understand what I am reading? 3. How do I use what I already know, combined with what the author told me, to make predictions and inferences? 4. How do I infer the meaning of unfamiliar words using the rest of the sentence or the paragraph? 5. How do I infer to more fully understand the ideas in the text?	Comprehension Strategy Tab: Monitor Comprehension, Infer & Visualize Genre: Realistic Fiction, Narrative Nonfiction, Fiction, Science Fiction, Fantasy Harcourt Stories: Wk#21: A Bed Full of Cats(TE p. 8A-35P; SE p. 8-29) (Make Sense of New Information) Wk#22: Me on the Map (TE p. 36A - 65P; SE p. 36-57) (Infer and Visualize with Narrative Nonfiction) Wk#23: At Home Around the World (TE p. 66A-97P; SE p. 66-91) (Figure Out What's Important) Wk#24: Tell Me a Story (TE p. 98A-123P; SE p. 98-119) (Figure Out What's Important) Wk#25: My Robot (TE p. 124A - 153R; SE p. 124-145) (Paraphrase Information) Wk#26: On the Job with Dr. Martha Smith (TE p.154A-183P; SE p.154-179) (Organize Your Thinking as You Read) Harcourt Leveled Books Science Connection: sorting things out Social Studies Connection: Chapter 8 Chapter 9 Chapter 10	<ul style="list-style-type: none"> • biographies • code • contents • define • details • determine • expand • imitate • important • margin • merge • model • note-taking • organize • paraphrase • parroting • personal reaction • prior knowledge • process • react • refer • research • respond • review • section • separate • skimming • sorting • star or asterisk • strategy • synthesize
	Determine Importance (Book 5): How do I know what is important and what is an interesting detail?	Determine Importance 1. Why do I need to know how to code the text to remember what's important? 2. Why do I need to know the difference between facts, questions, and responses (answers) as I take notes? 3. How do I restate important information in my own words? 4. How can I take notes on the important information? 5. What is the difference between important information and interesting details? 6. How do I organize my thinking before I share it?		
	Word Study	Word Study 1. How do I hear and identify long vowel sounds in words? 2. How do I know and understand contractions (e.g., is and not, isn't, will and not, won't)? 3. How do I know and use endings that drop the 'e' and add -ing to a verb? 4. How do I know and read endings that add -ed to a verb to make it past tense? 5. How do I know and use endings that drop the 'y' and add -ing to a verb? 6. How do I know and use endings that add -ing to a verb? 7. How do I understand plurals by adding -s? 8. How do I read consonant clusters?		

Week	Essential Questions	Scaffolding Questions Comprehension/Word Study/Vocabulary	Genre/Story/ Resources	Key Academic Vocabulary
#27 #28 #29	<p>Summarize and Synthesize (Book 6): How do I put important information into my own words to show my understanding?</p> <p>How can I organize and combine my old thinking with what I learned in the text?</p>	<p>Summarize and Synthesize:</p> <ol style="list-style-type: none"> 1. How do I summarize the important information in my own words? 2. Why do I stop and think while I read to gather information? 3. How do I stop and think to sort information as I read? 4. What do I need to do if I want to learn more about a topic? How do I find the resources I will need? 5. How can I combine what I knew before with what I just learned? 6. How will I show my understanding of what I have learned to others? 7. How do I know what is important about what I read without telling too much? 8. How do I know what is the big (or most important) idea of a text? (Informational Text) 9. How do I use my comprehension strategies to help me know/understand/discover the big idea when I read? 10. How do I know the theme of the text I am reading? (Narrative Text) 11. Why do I share my thinking with others? 12. How do I share what I have learned with others? 	<p>Comprehension Strategy Tab: Monitor Comprehension, Infer & Visualize</p> <p>Genre: Realistic Fiction, Narrative Nonfiction, Fiction, Science Fiction, Fantasy</p> <p>Harcourt Stories: Wk#27: Little Bear's Friend (TE p. 184A-215P; SE p. 184-209) (Summarize Information) Wk#28: Busy Buzzy Bee (TE p. 216A-249R; SE p. 216-245) (Read to Get the Big Ideas) Wk#29: Iowa Test of Basic Skills</p> <p>Harcourt Leveled Books</p> <p>Science Connection: sorting things out</p> <p>Social Studies Connection: Chapter 10 Chapter 11</p>	
	<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I hear and identify long vowel sounds in words? 2. How do I know and understand contractions (e.g., is and not, isn't, will and not, won't)? 3. How do I know and use endings that drop the 'e' and add -ing to a verb? 4. How do I know and read endings that add -ed to a verb to make it past tense? 5. How do I know and use endings that drop the 'y' and add -ing to a verb? 6. How do I know and use endings that add -ing to a verb? 7. How do I understand plurals by adding -s? 8. How do I read consonant clusters? 		

Pacing Guide
Grade: 1st

Unit 6 - Going Places

GLCEs

Students will ...

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

R.WS.01.03 understand the alphabetic principal, that sounds in words are expressed by the letters of the alphabet

R.NT.01.01 recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.

R.NT.01.02 identify and describe the basic form of a variety of narrative genre including realistic fiction, fantasy, and folktales

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end)

R.IT.01.01 identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.

R.CM.01.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

R.CM.01.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.01.02 self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.

Theme Essential Question:

1. How can we explore and learn interesting things in the world around us?

Week	Essential Questions	Scaffolding Questions Comprehension/Word Study/Vocabulary	Genre/Story/ Resources	Key Academic Vocabulary	
#30 #31 #32	<p>Summarize and Synthesize (Book 6): How do I put important information into my own words to show my understanding?</p> <p>How can I organize and combine my old thinking with what I learned in the text?</p>	<p>Summarize and Synthesize:</p> <ol style="list-style-type: none"> 1. How do I summarize the important information in my own words? 2. Why do I stop and think while I read to gather information? 3. How do I stop and think to sort information as I read? 4. What do I need to do if I want to learn more about a topic? How do I find the resources I will need? 5. How can I combine what I knew before with what I just learned? 6. How will I show my understanding of what I have learned to others? 7. How do I know what is important about what I read without telling too much? 8. How do I know what is the big (or most important) idea of a text? (Informational Text) 9. How do I use my comprehension strategies to help me know/understand/discover the big idea when I read? 10. How do I know the theme of the text I am reading? (Narrative Text) 11. Why do I share my thinking with others? 12. How do I share what I have learned with others? 	<p>Comprehension Strategy Tab: Summarize and Synthesize</p> <p>Genre: Fiction, Nonfiction, Informational Fiction</p> <p>Harcourt Stories: Wk#30: The Story of a Blue Bird (TE p.8A - 37P; SE p. 8 - 33) (Explore and Investigate) Wk#31: Frog and Toad All Year (TE p. 38A - 67R ; SE p. 38 - 59)(Explore and Investigate) Wk#32: Fishing Bears (TE p. 68A - 97P; SE p. 68 - 93) (Share Your Learning)</p> <p>Harcourt Leveled Books</p> <p>Science Connection: an animal's life</p> <p>Social Studies Connection: Chapter 13 Chapter 14 Final Assessment</p>	<ul style="list-style-type: none"> • summarize • synthesize • recall • restate • investigate • research • interact • collaborate • TMI • too much information • subheadings • summary writing • authentic • topic • note-taking • anchor chart • merge • phrases • complete sentences • group summary • accurate • paraphrasing • incorporated • independently • connections • text features • visual features 	<ul style="list-style-type: none"> • big idea • combine • comments • curious • details • engaging • fiction • illustrate • inferring • interesting • opinions • organize • paragraph • specific • summary • visualizing
	<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I hear and identify long and short vowel sounds in words? 2. How do I know and understand contractions (e.g., is and not, isn't, will and not, won't)? 3. How do I know and understand contractions (e.g. have and not, haven't, would and not, wouldn't, are and not, aren't)? 4. How do I recognize and use endings that drop the 'e' and add -ing? 5. How do I recognize and use endings that add -ed to a verb? 6. How do I know and use endings that add -ing to a verb? 7. How do I recognize and use a large amount of phonograms? 8. How do I recognize and use other vowel sounds? 			

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#33 #34 #35 #36 #37	<p>Review All Strategies (All Books):</p> <p>Monitor Comprehension</p> <p>Activate and Connect</p> <p>Ask Questions</p> <p>Infer and Visualize</p> <p>Determine Importance</p> <p>Summarize and Synthesis</p>	<p>Review all Strategies:</p> <p>Monitor Comprehension:</p> <ol style="list-style-type: none"> 1. How do I keep track of my thinking as I read, listen, and view? 2. How do text features help me understand what I am reading? (Informational Text) 3. How do I use narrative elements to help me understand what I am reading? (Narrative Text) <p>Activate and Connect:</p> <ol style="list-style-type: none"> 1. What is my purpose for reading? 2. How do I make connections to help my understanding of the text (text to text, text to self, text to world)? <p>Ask Questions:</p> <ol style="list-style-type: none"> 1. How do text features such as table of contents, graphs, illustrations, etc., help answer some of my questions? How can text features help me think of new questions? 2. How does asking questions help me understand the characters, setting, problem/solutions, and events? 3. Why is it important to be a curious reader? <p>Infer and Visualize:</p> <ol style="list-style-type: none"> 1. How do I use my background knowledge and text clues to better understand what I read? 2. How do I visualize when I read? How do the pictures in my head help me understand what I am reading? <p>Determine Importance:</p> <ol style="list-style-type: none"> 1. Why do I need to know the difference between facts, questions, and responses (answers) as I take notes? 2. What is the difference between important information and interesting details? <p>Summarize and Synthesis:</p> <ol style="list-style-type: none"> 1. How do I summarize the important information in my own words? 2. What do I need to do if I want to learn more about a topic? How do I find the resources I will need? 3. How do I use my comprehension strategies to help me know/understand/discover the big idea when I read? 	<p>Comprehension Strategy Tab: Integrate all strategies</p> <p>Genre: Fiction, Nonfiction, Informational Fiction</p> <p>Harcourt Stories</p> <p>Wk#33: How to Be a Nature Detective (TE p.98A - 123P ; SE p. 98 - 119)</p> <p>Wk#34: The Puddle (TE p. 124A - 155P ; SE p. 124 - 149)</p> <p>Wk#35: Poppleton Everyday (TE p. 156A - 185R ; SE p. 156 - 181)</p> <p>Wk#36: Sleep is for Everyone (TE p. 186A - 217P ; SE p. 186 - 211)</p> <p>Wk#37: Baboon (TE p. 218A - 253P ; SE p. 218 - 247)</p> <p>Harcourt Leveled Books</p> <p>Science Connection: an animal's life</p> <p>Social Studies Connection:</p> <p>Chapter 13</p> <p>Chapter 14</p> <p>Final Assessment</p>	
	<p>Word Study</p>	<p>Word Study</p> <ol style="list-style-type: none"> 1. How do I hear and identify long and short vowel sounds in words? 2. How do I know and understand contractions (e.g., is and not, isn't, will and not, won't)? 3. How do I know and understand contractions (e.g. have and not, haven't, would and not, wouldn't, are and not, aren't)? 4. How do I recognize and use endings that drop the 'e' and add -ing? 5. How do I recognize and use endings that add -ed to a verb? 6. How do I know and use endings that add -ing to a verb? 7. How do I recognize and use a large amount of phonograms? 8. How do I recognize and use other vowel sounds? 		