

Glendale Elementary School District

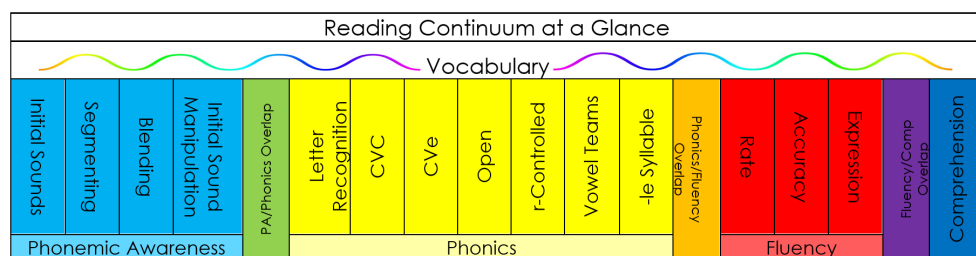
23-24 ELA PACING GUIDE

1st Grade



		C & I Page	ADE ELA website
ReadyGEN supports	QFA Blueprints	Learning Cycle PDF	
6-Minute Solutions Supports	Galileo Supports	1st Grade Deconstruction	Sight Words/ Irregular Words List
Handwriting Resources	i-Ready Supports	ELA Standards Progression	

Introduced Essential Standard ~ Spiraled Essential Standard ~ Introduced Embedded Standard ~ Spiraled Embedded Standard



Reading Block Layout (160 Minutes)

	Reading Foundational Skills (Reading/Writing) (30 Minutes)	Whole Group Instruction/Launch Lesson (20 Minutes)	Guided Reading (60-80 Minutes)	Writing (30 Minutes)
Teacher Actions	<ul style="list-style-type: none"> Explicit phonemic awareness instruction (Heggerty) Explicit phonics instruction including phonemes, decoding, blending, word building, controlled text, repeated reading, & irregular word instruction Systematic and immediate feedback Spiral review of previous skills Handwriting Instruction Dictation/Encoding (guided spelling practice) 	<ul style="list-style-type: none"> Expose students to text above grade-level Model close reading and comprehension strategies, including rereading the text for multiple purposes Demonstrate proficient and fluent reading Model fix-up reading strategies Expose students to a variety of genres Model the use of context clues to determine the meaning of unknown words 	<ul style="list-style-type: none"> Identify student instructional reading level Plan explicit lessons for grouped students with phonics skills needed Prompt and reinforce growing reading skills Expose students to a variety of texts Model, Guide, and Reinforce good reading behaviors 	<ul style="list-style-type: none"> Model the writing process through process and purpose Facilitate shared and guided reading practice Conference with students to provide feedback on their writing Extend literary analysis to writing
Student Actions	<ul style="list-style-type: none"> Manipulate sounds in spoken word Read phonograms Build words based on phonogram knowledge Apply phonogram sounds in order to decode and read words, phrases, sentences, and passages fluently Identify, sort, divide, and read one-syllable and multisyllabic words Read sight words fluently Write letters correctly Write phonograms Write words using knowledge of phonograms and spelling patterns Guided spelling activities to transfer new reading skills to writing 	<ul style="list-style-type: none"> Utilize comprehension strategies while reading Ask and answer questions while reading and explain strategies used to understand a text Read (or listen to) a wide variety of text types Utilize a variety of strategies (context clues, picture clues) to determine meaning of words 	<ul style="list-style-type: none"> Read increasingly Challenging text with fluency, accuracy, and understanding Utilize comprehension skills Build reading stamina Extend application through independent practice 	<ul style="list-style-type: none"> Connect reading text analysis by responding in writing Write increasingly complex connected sentences using a variety of structures Utilize the writing process to publish final works Participate in writing conferences and set goals to monitor learning
Resources	<ul style="list-style-type: none"> GESD Phonics Continuum (UFLI, ReadyGEN, 95%, Blevins) PAF Handwriting 	<ul style="list-style-type: none"> SAVVAS ReadyGEN Paired Passages 	<ul style="list-style-type: none"> SAVVAS ReadyGEN Guided Reading Bookroom Jan Richardson Lesson Plans 	<ul style="list-style-type: none"> PAF Writing Instruction Thinking Maps/Write from the Beginning SAVVAS ReadyGEN

Equivalency Chart

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Lexile	0	25	100	125	225	325	350	450	525	550	625	675	700	750	800	800	850	900	925-1070			925-1120			1010-1185		
Scholastic		B	D	D	F	I	I	K	M	M	O	P	P	R	S	S	U	V	V	W	X	X	Y	Z	Z	Z	Z
Jan Plan Template	Pre-A	Emergent		Early (D-I)				Transitional Template (J-P)																			
										Fluent Template (N+)																	
i-Ready Fluency					29+	60+	50+	84+	100+																		
Fountas & Pinnell	A	B	C	D	G	J	J	K-L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z
Learning A-Z	A	B	C	D	G	J	K	M	P	Q	R-S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z	Z	Z	Z	
DRA	A-6			A-16			8-30			16-40			20-50			40-60			50-70								

Foundational Calendar Year Overview

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Phonemic Awareness (PA) <ul style="list-style-type: none"> Heggerty Lessons 1-8 Phonics (P) <ul style="list-style-type: none"> Consonants and Short Vowels Blending with all consonants and short vowels FLSZ Spelling Rule Glued Sounds <ul style="list-style-type: none"> all, oll, ull Digraphs ck, sh, th, ch High Frequency Words <ul style="list-style-type: none"> 25 words Writing/Encode <ul style="list-style-type: none"> Lowercase letter & Uppercase letter Phonemes and those used to represent consonants CVC Words Initial and final consonant blends 	Phonemic Awareness (PA) <ul style="list-style-type: none"> Heggerty Lessons 9-17 Phonics (P) <ul style="list-style-type: none"> Glued Sounds <ul style="list-style-type: none"> ing, ink Digraphs wh, ph Long a /ā/ in CVCe words (a_e) Long i /ī/ in CVCe words (i_e) Long o /ō/ in CVCe words (o_e) Long u /ū/ in CVCe words (u_e) Long e /ē/ in CVCe words (e_e) Blending with CVC, VCe Long e /ē/ in Open syllables and Vowel Team ee Two syllable words VC/CV High Frequency Words <ul style="list-style-type: none"> 25 additional words Fluency <ul style="list-style-type: none"> Read 29 or more words per minute on a grade-level passage Writing/Encode <ul style="list-style-type: none"> Phonemes and those used to represent consonants Common Compound words Words with two closed syllables VCe words 	Phonemic Awareness (PA) <ul style="list-style-type: none"> Heggerty Lessons 18-26 Phonics (P) <ul style="list-style-type: none"> Inflectional Endings <ul style="list-style-type: none"> -es, -ed, -ing Open Syllables Blending of two syllable CVC/CVC, CVC/CV -tch ending -dge ending Glued sounds <ul style="list-style-type: none"> ild, old, ind, olt, ost Vowel Sounds of y as /ē/ and /ī/ r-Controlled /ar/ r-Controlled /or/ High Frequency Words <ul style="list-style-type: none"> 25 additional words Fluency <ul style="list-style-type: none"> Read 45 or more words per minute on a grade-level passage Writing/Encode <ul style="list-style-type: none"> Open Syllable Words With prompting and support, ing, ed, s, es, er, est, y, ly words 	Phonemic Awareness (PA) <ul style="list-style-type: none"> Heggerty Lessons 27-35 Phonics (P) <ul style="list-style-type: none"> r-Controlled /er/ r-Controlled /ir/ /ur/ Blending with r-Controlled Long Vowel Teams <ul style="list-style-type: none"> ai, ay ee, ea, ey ow, ow, oe ie, igh Blending Long Vowel Teams Other Vowel Teams <ul style="list-style-type: none"> /oo/ oo, u /ū/ oo, ew, ui, ue /aw/ au, aw, augh /ē/ ea /ō/ a Diphthongs <ul style="list-style-type: none"> /oi/ oi, oy /ow/ ou, ow Silent Letters <ul style="list-style-type: none"> kn, wr, mb High Frequency Words <ul style="list-style-type: none"> 25 additional words Fluency <ul style="list-style-type: none"> Read 60 or more words per minute on a grade-level passage Writing/Encode <ul style="list-style-type: none"> r-Controlled Syllable Words Long Vowel Team words Other Vowel Team words Diphthong words
Rolling Assessments			
Phonics <ul style="list-style-type: none"> Ready to a NSGR Running Record level E Distinguish short vowels in spoken single-syllable words Read regularly spelled CVCs, some -ck endings High Frequency Words <ul style="list-style-type: none"> Master 25 words 	Phonics <ul style="list-style-type: none"> Ready to a NSGR Running Record level F Read one-syllable words with CVCe pattern, beginning digraphs, consonant blends High Frequency Words <ul style="list-style-type: none"> Master 25 more words Fluency <ul style="list-style-type: none"> Read 29 or more words per minute on a grade-level passage 	Phonics <ul style="list-style-type: none"> Ready to a NSGR Running Record level H Blending of CVC/CV words Mixed Reading of Closed, VCe, Open Syllable Words High Frequency Words <ul style="list-style-type: none"> Master 25 more words Fluency <ul style="list-style-type: none"> Read 45 or more words per minute on a grade-level passage 	Phonics <ul style="list-style-type: none"> Ready to a NSGR Running Record level I Read words with long vowel sounds ai, ay, ea, ow Read words r-Controlled words Read words with long u vowel sound ue, ew, iu High Frequency Words <ul style="list-style-type: none"> Master 25 more words Fluency <ul style="list-style-type: none"> Read 60 or more words per minute on a grade-level passage
Phonics Supports			
From Phonics to Reading <ul style="list-style-type: none"> Lessons 1-10 UFLI	From Phonics to Reading <ul style="list-style-type: none"> Lessons 10-13 UFLI	From Phonics to Reading <ul style="list-style-type: none"> Lessons 14,18,20,22,28,30 UFLI	From Phonics to Reading <ul style="list-style-type: none"> 15-19,21,23-27,29-30 UFLI

Year Long Standards:

1.RL.10 With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.

1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1 including functional text, history/social studies, science, and technical text.

Standard	Quarter 1 Unit 1 A/B & Unit 2 A	Quarter 2 Unit 2 B & Unit 3 A/B	Quarter 3 Unit 4 A/B & Unit 5 A	Quarter 4 Unit 5 B & Unit 6 A/B
Reading Standards: Foundational Skills				
1.RF.1 Demonstrate understanding of the organization and basic features of print. EL.1-2.RF.2a demonstrate understanding of the organization and basic features of print. EL.1-2.RF.2b track text left to right and top to bottom with return sweep. EL.1-2.RF.2c track written words with one to one correlation.	o Recognize features of a sentence (e.g., first word, capitalization, ending punctuation).	o Recognize features of a sentence (e.g., first word, capitalization, ending punctuation).		
1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). EL.1-2.RF.1a Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences.	o Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u).	o Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u).	o Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u).	o Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u).
1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. EL.1-2.RF.1g Identify and generate a series of single-syllable rhyming words with a variety of phonograms.	o Orally blend sounds (phonemes) in single-syllable words, including consonant blends.	o Orally blend sounds (phonemes) in single-syllable words, including consonant blends.	o Orally blend sounds (phonemes) in single-syllable words, including consonant blends.	
1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. EL.1-2.RF.1d Distinguish between initial, medial, and final spoken sounds to produce words.	o Identify the number of syllables. o Decode and read words with syllables: • V/CV, VC/C	o Identify the number of syllables. o Decode and read words with syllables: • V/CV, VC/C	o Identify the number of syllables. o Decode and read words with syllables: • V/CV, VC/C	o Identify the number of syllables. o Decode and read words with syllables: • V/CV, VC/C o Decode and read final syllable -le.
1.RF.2d Segment spoken one-syllable words of three to five	o Segment and read one-syllable words of three to five	o Segment and read one-syllable words of three to five		

phonemes into individual phonemes (/s/p/l/a/t). EL.1-2.RF.1a Distinguish between phonemes in the initial, medial, and final positions of words, phrases, and sentences.	phonemes into individual phonemes.	phonemes into individual phonemes.		
1.RF.2e Orally generate a series of rhyming words using a variety of phonograms (-ed, -ake, -ant, -ain) and consonant blends (/bl/, /st/,/tr/). EL.1-2.RF.1c Independently recite familiar rhymes, songs, chants and text with accurate pronunciation. EL.1-2.RF.1g Identify and generate a series of single-syllable rhyming words with a variety of phonograms.	o Orally generate a series of rhyming words using a variety of phonograms.	o Orally generate a series of rhyming words using a variety of phonograms.		
1.RF.2f Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words. EL.1-2.RF.1k Recognize and produce a new word when a phoneme is changed, added, or removed.	o Decode and read new words.	o Decode and read new words.	o Decode and read new words.	o Decode and read new words.
1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words. 1.RF.3a Know the spelling-sound correspondences for common consonant digraphs. EL.1-2.RF.3b Read letter sounds represented by the single-letter consonants and vowel graphemes, and common consonant digraphs	See foundational calendar			
1.RF.3b Decode regularly spelled one-syllable words. EL.1-2.RF.3a Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words.	See foundational calendar			
1.RF.3c Use knowledge that every syllable must have a vowel sound	See foundational calendar			

to determine the number of syllables in a printed word. EL.1-2.RF.3c Decode and blend regularly spelled one-syllable words with common letter-sound correspondence, including • single letters • consonant blends • consonant/vowel digraphs (th, sh, ck) • diphthongs (ea, ie, ee) • r-controlled vowels				
1.RF.3d Recognize and apply all six syllable types when decoding grade level texts. EL.1-2.RF.3f Decode and blend regularly spelled syllables with short and long vowel patterns (CVC, CVCE, CCVC).	See foundational calendar			
1.RF.3e Read words with inflectional endings (e.g., -ed, s, ing). EL.1-2.RF.3g Decode and blend common inflectional endings in words (-s, -ed, -ing).	See foundational calendar			
1.RF.3f Recognize and read grade-appropriate irregularly spelled words. EL.1-2.RF.4c Read grade-appropriate high frequency words and irregular sight words fluently.	o Recognize and read high-frequency words	o Recognize and read high-frequency words	o Recognize and read high-frequency words	o Recognize and read high-frequency words
1.RF.4 Read with sufficient accuracy and fluency to support comprehension. 1.RF.4a Read on-level text with purpose and understanding. EL.1-2.RF.4a Read with sufficient accuracy and fluency to support comprehension	o Read grade level text with purpose and understanding.	o Read grade level text with purpose and understanding.	o Read grade level text with purpose and understanding.	o Read grade level text with purpose and understanding.
1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. EL.1-2.RF.4a Read with sufficient accuracy and fluency to support comprehension	o Orally read grade-level text accurately, with appropriate rate, and with expression.	o Orally read grade-level text accurately, with appropriate rate, and with expression.	o Orally read grade-level text accurately, with appropriate rate, and with expression.	o Orally read grade-level text accurately, with appropriate rate, and with expression.

EL.1-2.RF.4b Use punctuation to guide reading fluency, including the use of: • periods • question marks • exclamation points • commas • apostrophes • quotation marks				
1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	o Read grade level text using context to confirm or self-correct word recognition and understanding.	o Read grade level text using context to confirm or self-correct word recognition and understanding.	o Read grade level text using context to confirm or self-correct word recognition and understanding.	o Read grade level text using context to confirm or self-correct word recognition and understanding.
Writing Standards: Foundational Skills				
1.WF.1 Demonstrate and apply handwriting skills. 1.WF.1a Write upper and lower case manuscript alphabet from memory using correct letter formation.	o Identify and print uppercase letters. o Identify and print lowercase letters.			
1.WF.1b Write the common grapheme (letter or letter group) for each phoneme.		o Write consonant digraphs. o Write consonant blends.		
1.WF.1c Write with appropriate spacing between letters and words.	o Write with appropriate spacing between letters and words.			
1.WF.2 Demonstrate and apply sound-letter concepts. 1.WF.2a. Segment all the phonemes in two- and three-phoneme syllables and represent those phonemes with letters.	o Segment words and represent those phonemes with letters. o Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u).	o Segment words and represent those phonemes with letters. o Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u).	o Segment words and represent those phonemes with letters. o Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u).	o Segment words and represent those phonemes with letters. o Distinguish between short and long vowel sounds in single-syllable spoken words (a, e, i, o, u).
1.WF.2b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	o Segment words and represent those phonemes with letters. o Represent show vowels in written form: • a, i, o, e, u	o Segment words and represent those phonemes with letters. o Represent show long vowels in written form: • CVCe, CV	o Segment words and represent those phonemes with letters. o Represent long vowels in written form: • r-controlled, vowel teams	o Segment words and represent those phonemes with letters. o Represent long vowels in written form: • vowel teams
1.WF.3 Know and apply phonics and word analysis skills when encoding words.	o Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	o Use correct spelling when writing. o Use to, too, and two. o Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	o Spell words with common spelling patterns. o Spell frequently occurring irregular words. o Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	o Use conventional spelling for words with common spelling patterns. o Use conventional spelling for irregular words. o Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1.WF.3a Spell common, regular, single-syllable words using: 1.WF.3a1. Short vowels and single consonants.	o Spell common, regular, single-syllable words using short vowels and single consonants (m, s, t, c, p, n, f, b, g, d, l, h, r, w, j, k, v, y, z, a, e, i, o, u)			
1.WF.3a2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).	o Spell common, regular, single-syllable words using consonant graphemes (qu, x, -ck).	o Spell common, regular, single-syllable words using consonant digraphs (th, sh, wh, ch, ph, tch, double consonants).		
1.WF.3a3. Initial and final consonant blends (e.g., must, slab, plump).	o Spell common, regular, single-syllable words using initial and final consonant blends.	o Spell common, regular, single-syllable words using initial and final consonant blends.		
1.WF.3a4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).		o Spell common, regular, single-syllable words using long vowel patterns spelled correctly, including CVCe (Vowel-Consonant-silent e) (e.g., came, like) and CV (open syllable).	o Spell common, regular, single-syllable words using long vowel patterns spelled correctly, including common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).	o Spell common, regular, single-syllable words using long vowel patterns spelled correctly, including common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).
1.WF.3a5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).			o Spell common, regular, single-syllable words using vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).	
1.WF.3b With prompting and support, spell on-level words with inflectional endings: 1.WF.3b1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).		o With prompting and support, spell on-level verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).		
1.WF.3b2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).		o With prompting and support, spell on-level nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).	o With prompting and support, spell on-level nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).	
1.WF.3b3. Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).			o With prompting and support, spell on-level adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).	

1.WF.3c With prompting and support, spell on-level two-syllable words, including: 1.WF.3c1. Words that end in -y or -ly (e.g., smelly, gladly).				o With prompting and support, spell on-level two-syllable words, including words that end in -y or -ly (e.g., smelly, gladly).
1.WF.3c2. Common compound words (e.g., hotdog, mailbox).				o With prompting and support, spell on-level two-syllable words, including common compound words (e.g., hotdog, mailbox).
1.WF.3c3. Words with two closed syllables (e.g., rabbit, wagon)		o With prompting and support, spell on-level two-syllable words, including words with two closed syllables (e.g., rabbit, wagon).		
1.WF.3d Spell grade-level appropriate words in English as found in a research-based list including: 1.WF.3d1. Irregular words (e.g., said, what, are, they, was). 1.WF.3d2. Pattern-based words (e.g., he, him, for, in, by, like).	o Spell grade level appropriate sight words	o Spell grade level appropriate sight words	o Spell grade level appropriate sight words	o Spell grade level appropriate sight words
1.WF.3e Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.	o Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.	o Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.	o Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.	o Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.
Reading Standards for Literature				
1.RL.1 Ask and answer questions such as who, what, where, why, when, how about key details in a text. <i>Connects to 1.SL.2</i> EL.1-2.S1.I-1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea.	o Use text evidence to answer questions during a close reading. o Use text evidence to answer questions about key details in the story. o Read closely, citing text based evidence in discussions.	o Ask and answer questions about key details in a story. o Use text evidence to answer questions during a close reading.	o Ask and answer questions about key details in a story. o Use text evidence to answer questions during a close reading.	o Ask and answer questions about key details in a story. o Use text evidence to answer questions during a close reading.
1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson. EL.1-2.S1.I-2 retell stories including key details in a variety of literary texts and presentations.	o Retell a story using story elements. o Understand that authors use details to tell the central message of a story. o Demonstrate understanding of central message or lesson of a story.	o Retell a story using key details. o Demonstrate understanding of central message or lesson of a story.	o Retell a story, including key details. o Retell a story using time words and phrases. o Demonstrate understanding of central message or lesson of a story.	o Identify a main topic and retell key details of two texts. o Retell stories including key details. o Retell stories including key details and demonstrate an understanding of the central message or lesson.

<p>EL.1-2.S1.I-3 sequence a series of events using transitions.</p> <p>EL.1-2.S1.I-4 identify the central idea of literary texts and presentations.</p>	<ul style="list-style-type: none"> o Identify and use key details to demonstrate understanding of story's central message or lesson. 		<ul style="list-style-type: none"> o Compare and contrast the central messages or lessons of stories. o Demonstrate understanding of the lesson of a story. 	
<p>1.RL.3 Describe characters, settings, and major events in a story, using key details.</p> <p>EL.1-2.S1.I-3 sequence a series of events using transitions.</p> <p>EL.1-2.S1.I-5 identify and describe similarities and differences within a text.</p>	<ul style="list-style-type: none"> o Identify and understand story elements (characters, setting, major events) of a text. o Identify, understand, describe, and use key details in a story to describe its characters, settings, and events. o Identify events and the order in which they happen. o Use details in the words and illustrations to tell about characters and events in stories. o Understand how word choices enable an author to explain the events in a story. o Understand how authors use sensory details to create a story's setting. o Use details to describe the setting of a story. o Understand that illustrations can provide details to describe a story's characters, setting, and events. o Identify and understand the important details in a story's ending. o Describe how authors end stories. o Use key details to understand characters' opinions and setting in a story. o Analyze characters. o Identify key events and details that reveal character development. 	<ul style="list-style-type: none"> o Describe major events in a story using key details. o Identify the main topic or central message and key details of a text. o Identify, understand, describe, and use key details in a story to describe its characters, settings, and events. 	<ul style="list-style-type: none"> o Identify, understand, describe, and use key details in a story to describe its characters, settings, and events. o Connect facts about the natural world in an informational text to events in a story. 	<ul style="list-style-type: none"> o Describe and use key details to describe characters, settings, events, and major events in the stories.
<p>1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<ul style="list-style-type: none"> o Determine the meaning of and use academic and 	<ul style="list-style-type: none"> o Determine the meaning of and use academic and 	<ul style="list-style-type: none"> o Determine the meaning of and use academic and 	<ul style="list-style-type: none"> o Determine the meaning of and use academic and

EL.1-2.S2.I-1 determine the meaning of less- frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.	<p>domain-specific words in a text.</p> <ul style="list-style-type: none"> o Identify and use words and phrases in stories. o Identify and understand how word choices enable an author to explain the events in a story. o Identify words and phrases in a story that appeal to the senses. o Identify words in poems /stories that suggest feelings or appeal to the senses. o Discuss stories by identifying and describing word choice. o Understand rhyme and rhythm in text. 	<p>domain-specific words in a text.</p> <ul style="list-style-type: none"> o Identify words and phrases in a story that describe characters and their feelings. o Understand how authors use words and phrases to appeal to the senses and explain events. 	<p>domain-specific words in a text.</p> <ul style="list-style-type: none"> o Understand how authors use words and phrases in stories that suggest feelings or appeal to the senses. o Identify feeling and sensory words and phrases that describe characters. 	<p>domain-specific words in a text.</p> <ul style="list-style-type: none"> o Identify words and phrases that describe the setting and characters in a narrative text. o Identify words and phrases in stories and poems that appeal to the senses.
1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> o Compare literary and informational texts. o Understand that authors can use facts to create characters and settings in literary text. 	<ul style="list-style-type: none"> o Explain major differences between books that tell stories and books that give information. 	<ul style="list-style-type: none"> o Explain major differences between books that tell stories and books that give information. 	<ul style="list-style-type: none"> o Explain major differences between books that tell stories and books that give information.
1.RL.6 Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> o Identify who is telling the story. o Use details from the story to determine who is telling the story. 	<ul style="list-style-type: none"> o Use details from the story to determine who is telling the story. 	
1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> o Use illustrations and details in a story to describe its characters, setting, and events. o Use key details from the text to understand characters. o Use illustrations and details to describe characters and their relationships. o Use illustrations and details to describe characters and events. o Describe the major events in a story using details in the illustrations. 	<ul style="list-style-type: none"> o Use illustrations and details in a story to describe its characters, setting, and events. 	<ul style="list-style-type: none"> o Use illustrations and details in a story to describe its characters, setting, and events. 	<ul style="list-style-type: none"> o Use illustrations and details in a story to describe its characters, setting, and events.
1.RL.9 Compare and contrast the adventures and experiences of characters in stories. EL.1-2.S1.I-5 identify and describe similarities and differences within a text.	<ul style="list-style-type: none"> o Compare characters using details from the stories. o Compare/contrast the adventures and experiences of characters in stories using details. 	<ul style="list-style-type: none"> o Compare and contrast two texts on a similar topic. o Compare and contrast the experiences of characters in stories. 	<ul style="list-style-type: none"> o Compare and contrast the experiences of characters in stories. 	<ul style="list-style-type: none"> o Compare and contrast the characters or people in text.

	o Use details in the words and illustrations to tell about characters and events in stories.			
Reading Standards for Informational Text				
1.RI.1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text. <i>Connects to 1.SL.2</i> EL.1-2.S1.I-1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea.	o Use text evidence to answer questions about a text and during a close reading. o Ask and answer questions about key details in a text to understand informational text.	o Ask and answer questions about key details in a text. o Read closely citing text-based evidence in discussions.	o Ask and answer questions about key details in a text. o Answer questions about a text, using text-based evidence, during a close reading. o Use text evidence to answer questions about a text.	o Ask questions and read to find answers. o Ask and answer questions to understand/clarify text. o Answer questions with text-based evidence during a close read. o Answer questions about key details in an informational text. o Use text evidence to answer questions about a text.
1.RI.2 Identify the main topic and retell key details of a text. EL.1-2.S1.I-2 retell stories including key details about in a variety of literary texts and presentations. EL.1-2.S1.I-4 identify the central idea of literary texts and presentations.	o Identify the main topic of a text. o Identify the main topic of and retell key details of a text. o Understand that informational text has a main topic and key details.	o Identify the main topic and key details of a text. o Retell key details of a text.	o Identify the main topic and key details of a text. o Identify the main topic and retell key details of a text. o Use supporting details and photographs to describe key ideas.	o Identify key ideas and details. o Identify the main topic and key details. o Answer question with text-based evidence during a close reading. o Identify a main topic and retell key details of two texts.
1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. EL.1-2.S1.I-5 identify and describe similarities and differences within a text.	o Describe the connection between two pieces of information in a text.	o Describe the connection between people in a text. o Describe connections between pieces of information in a text. o Make connections between two or more ideas in a text.	o Describe the connection between two ideas in a text. o Describe the connection between ideas and information in a text. o Describe the connection between two ideas or pieces of information in a text. o Describe the connection between two events in a text using time-order phrases. o Connect facts about the natural world in an informational text to events in a story.	o Describe the connection between two individuals in a text. o Describe the connection between two ideas in a text.
1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	o Ask and answer questions about words in a text.	o Identify and use words in a text. o Clarify meanings of words and phrases in a text.	o Use details in the text and pictures to understand a new word.	o Clarify the meaning of words in a text. o Ask and answer questions to help determine or clarify the

<p><i>Connects to 1.SL.3</i></p> <p>EL.1-2.S2.I-1 determine the meaning of less- frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.</p>	<ul style="list-style-type: none"> o Determine or clarify the meaning of words and phrases in a text. o Ask and answer questions to help determine or clarify the meanings of words and phrases in a text. o Identify and use words in a text. o Determine the meaning of and use academic and domain-specific words in a text. 	<ul style="list-style-type: none"> o Ask and answer questions to help determine or clarify the meanings of words and phrases in a text. o Determine the meaning of and use academic and domain-specific words in a text. 	<ul style="list-style-type: none"> o Use context and pictures to understand new words. o Identify science words in informational text. o Ask and answer questions to help clarify the meaning of the words. o Determine the meaning of and use academic and domain-specific words in a text. 	<p>meaning of words and phrases in a text.</p> <ul style="list-style-type: none"> o Clarify and use words from a text. o Determine the meaning of and use academic and domain-specific words in a text.
<p>1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<ul style="list-style-type: none"> o Use various text features to locate key facts or information in a text. o Know and use various text features. o Understand how the structure and organization of informational text helps readers understand the topic. 	<ul style="list-style-type: none"> o Use text features to locate key information in a text. o Know and use various text features to locate information in a text. 	<ul style="list-style-type: none"> o Use text features and special vocabulary to understand informational texts. o Know and use text features to locate key information. o Use diagrams to locate key information in a text. 	<ul style="list-style-type: none"> o Know and use text features to locate key fact for information in a text.
<p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> o Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<ul style="list-style-type: none"> o Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<ul style="list-style-type: none"> o Distinguish between information provided by illustrations and information provided by words. o Distinguish between information provided by pictures and words. 	<ul style="list-style-type: none"> o Distinguish between information provided by pictures or illustrations and information by words in an informational text.
<p>1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p>	<ul style="list-style-type: none"> o Use illustrations and details in a text to describe its key ideas. 	<ul style="list-style-type: none"> o Use illustrations and details in a text to describe its key ideas. 	<ul style="list-style-type: none"> o Use supporting details and photographs to describe key ideas. o Use the illustrations and details in a text to describe its key ideas. 	<ul style="list-style-type: none"> o Use supporting details and illustration to describe key ideas in an informational text. o Use illustrations to find answers to questions about a text. o Use illustrations and details in a text to describe its key ideas.
<p>1.RI.8 Identify the reasons an author gives to support points in a text.</p>		<ul style="list-style-type: none"> o Identify the ways the author supports ideas/points of the text. 	<ul style="list-style-type: none"> o Identify the ways the author supports ideas/points of the text. 	<ul style="list-style-type: none"> o Identify reasons an author gives to support points in a text.
<p>1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> o Compare and contrast two texts on similar topics. 	<ul style="list-style-type: none"> o Compare and contrast ideas and procedures between two texts on the same topic. 	<ul style="list-style-type: none"> o Compare two informational texts on similar topics. o Identify and compare the text structure and format of informational texts. 	<ul style="list-style-type: none"> o Identify similarities and differences between two texts on a similar topic.

			o Compare the text structure and illustrations of informational texts.	
Writing Standards				
<p>1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (WFTB Expository Manual Pgs. 45-67)</p> <p>EL.1-2.S4.I-1 express an opinion about a given topic or story and use justification.</p> <p>EL.1-2.S4.I-2 provide a sense of closure to an opinion.</p> <p>EL.1-2.S8.I-1 orally and/or in writing identify relevant reasons an author or speaker gives to support the points.</p> <p>EL.1-2.S9.I-1 apply understanding of how text types are organized in complex texts (e.g., how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons).</p>	<ul style="list-style-type: none"> o Plan an opinion writing piece. o Write an opinion piece and support it with reasons. o Write an opinion that names a topic and uses reasons to support it. o State and support an opinion. o State an opinion about characters in a story. o Identify and use words that indicate an opinion. o Understand word choice when writing an opinion. o Use describing words when writing an opinion. o Revise, edit, and publish an opinion piece. 	<ul style="list-style-type: none"> o Plan an opinion piece. o State and support an opinion with reasons. o Write an opinion piece using opinion words. o Use facts and details to support opinions. o Write an opinion paragraph. o Write a concluding statement for an opinion piece. o Revise an opinion piece. o Edit and publish an opinion piece. 		<ul style="list-style-type: none"> o Plan an opinion piece. o Name a topic and state an opinion. o Write supporting reasons for an opinion. o Provide a sense of closure to an opinion piece. o Revise opinion writing to make it stronger. o Plan a book review. o Name the book the book review is about. o Write a book review. o Edit a book review. o Publish a book review.
<p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (WFTB Expository Manual Pgs. 349-366)</p> <p>EL.1-2.S3.I-3 compose written narratives and informational texts using appropriate conventions.</p> <p>EL.1-2.S3.I-4 produce writing with appropriate organization about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> o Write an informative/explanatory text that names a topic. o Understand that writers use facts in informative writing. o Supply facts about a topic in informative/explanatory writing. o Identify and understand text structure in informative writing. o Understand that writers focus on a main topic in their informative writing. o Write a question and answer that tells information. 	<ul style="list-style-type: none"> o Plan an informative/explanatory writing piece. o Name a topic of an informative text. o Write facts about a topic. o Write facts about an illustration. o Provide key details about a topic. o Write a caption. o Compare facts to explain a topic. o Contrast facts to explain a topic. 	<ul style="list-style-type: none"> o Participate in and complete an informative writing task. o Understand the elements of informative writing. o Take notes from an informational source to use as research for an informative/explanatory writing task. o Name the topic of a piece of informative writing. o Write facts about a topic. o Write the topic and supporting details of an informative text. 	<ul style="list-style-type: none"> o Connect facts in text to life experiences. o Write to connect a fact to a personal experience. o Recognize how writers research and write facts. o Analyze text features to determine how writers use them in informative text. o Recognize that writers use text features to explain facts. o Recognize how writers use illustrations and text to clarify ideas. o Plan an informative writing piece.

<p>EL.1-2.S9.I-1 Apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts.</p> <p>EL.1-2.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>	<ul style="list-style-type: none"> o Plan an informative piece of writing. o Write an informative piece of writing. o Revise, edit, and publish an informative piece of writing. 	<ul style="list-style-type: none"> o Edit and publish an informative/explanatory piece of writing. 	<ul style="list-style-type: none"> o Understand that adding details strengthens informative writing. o Use text features in informative writing. o Draw pictures to create a diagram for an informative piece of writing. o Add text features such as illustration and heading to clarify writing. o Provide a sense of closure. o Write explanatory text about a sequence with multiple steps. o Understand steps in a process. o Use notes to write about steps in a process. o Add sequence words to informative writing. 	<ul style="list-style-type: none"> o Introduce a topic. o Research and write a fact about a topic. o Recognize that writers answer questions about a topic. o Add details to informative/explanatory writing. o Create a diagram and write labels for it. o Understand conclusions in informative/explanatory writing. o Write a conclusion for an informative text. o Make edits and revisions to informative/explanatory writing. o Publish an informative piece of writing. o Write an informative question-and-answer book about a topic.
<p>1.W.3 Write personal/ imaginative 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>(Observational/Comment Levels 1-5 WFTB Narrative Manual Pg. 37-63, WFTB Narrative Manual Pgs. 65-71Recount/Sequential Structure)</p> <p>EL.1-2.S3.I-3 compose written narratives and informational texts using appropriate conventions.</p> <p>EL.1-2.S3.I-4 produce writing with appropriate organization about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> o Recount the beginning, middle, and end of a narrative. o Retell an event in a narrative, using character details. o Write notes about the order of events in a story. o Draw a story event and then write a sentence about it. o Plan a narrative piece of writing. o Write a narrative that recounts details about characters. o Write a narrative that recounts details about events. o Write a narrative that recounts details about a setting. o Write a narrative that recounts two events with details. o Revise and edit a narrative with two events. o Publish a narrative that recounts two events. 	<ul style="list-style-type: none"> o Recount the beginning, middle, and end of a narrative. o Plan a narrative. o Draw illustrations to recount the beginning, middle, and end of a narrative. o Use details to write about story events. o Write to recount a sequence of events. o Write a narrative using temporal words to signal event order. o Provide a sense of closure to a narrative. o Recount two or more appropriately sequenced events. 	<ul style="list-style-type: none"> o Draw and write to give details about a character. o Draw and write to give details about a setting. o Plan a narrative. o Write narratives in which the author include some details. o Use temporal words to signal event order and strengthen writing in a narrative. o Edit and publish a narrative. o Write a narrative with two or more sequenced events, using temporal words to signal event order. o Provide a sense of closure to a narrative. o Include descriptive details. o Draw and write to give details about a character. o Draw and write to recount story events. 	

<p>EL.1-2.S9.I-1 Apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts.</p> <p>EL.1-2.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>			<ul style="list-style-type: none"> o Write to recount sequence events, using temporal words to signal event order. o Plan a fairytale. o Include sensory details in a narrative. o Plan and write the beginning of a story that includes scientific facts. o Publish a story. o Write a story with three sequenced events. 	
<p>1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<ul style="list-style-type: none"> o With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> o With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> o With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> o With guidance and support from adults produce writing in which the development and organization are appropriate to task and purpose.
<p>1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>EL.1-2.S9.I-2 respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> o Add details to strengthen writing. 	<ul style="list-style-type: none"> o Add details to strengthen writing. o Respond to questions and suggestions from peers and add details to strengthen writing. 	<ul style="list-style-type: none"> o Focus on a topic when writing a story. o Add details to strengthen writing. o Add temporal words to signal event order and strengthen writing. o Revise a narrative to focus on a topic. o Respond to questions and suggestions from peers to improve writing. 	<ul style="list-style-type: none"> o Make edits and revisions to informative/explanatory writing. o Revise opinion writing to make it stronger. o Respond to questions and suggestions from peers and add details to strengthen writing.
<p>1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>EL.1-2.S6.I-1 participate in discussions and/or written exchanges about a variety of topics.</p> <p>EL.1-2.S6.I-2 ask and answer questions about a variety of grade-appropriate topics.</p>	<ul style="list-style-type: none"> o With guidance, use technology to produce and publish writing and to collaborate with others. 	<ul style="list-style-type: none"> o With guidance, use technology to produce and publish writing and to collaborate with others. 	<ul style="list-style-type: none"> o With guidance, use technology to produce and publish writing and to collaborate with others. 	<ul style="list-style-type: none"> o With guidance, use technology to produce and publish writing and to collaborate with others.

EL.1-2.S6.I-3 follow the rules for discussion.				
1.W.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions). EL.1-2.S7.I-1 record information and observations in organized notes. EL.1-2.S7.I-2 respond to a question or problem based on relevant personal experience or gathered information.			o Participate in a shared research and writing project.	o Recognize the steps in the research process. o Conduct research to find answers to questions. o Participate in a shared informative writing task.
1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. EL.1-2.S7.I-1 record information and observations in organized notes. EL.1-2.S7.I-2 respond to a question or problem based on relevant personal experience or gathered information.		o Gather information from provided sources. o Recall information from experiences to plan a narrative.	o Gather information for experiences or sources to answer a question.	o Recall and describe observations. o Conduct research to find answers to questions. o Gather information from sources to answer questions. o Recall information from experiences.
Language Standards				
1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	o Determine correct usage of grammar when writing or speaking.	o Determine correct usage of grammar when writing or speaking.	o Determine correct usage of grammar when writing or speaking.	o Determine correct usage of grammar when writing or speaking.
1.L.1.a Use common, proper, and possessive nouns. EL.1-2.S10.I-2 using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). EL.1-2.S10.I-3 using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack).	o Identify and use common and proper nouns.	o Use possessive nouns. o Use common and proper nouns.	o Use singular possessive nouns. o Use plural possessive nouns.	o Form and use possessive nouns.

<p>1.L.1.b Use singular and plural nouns with matching verbs in basic sentences (He hops. We hop.).</p> <p>EL.1-2.S10.I-1 using grade-appropriate singular and plural nouns.</p>	<ul style="list-style-type: none"> o Use singular and plural nouns that match the verb. o Match singular nouns and verbs by adding –s and –es to the verbs. o Decode and read plural nouns that end with s read /s/, /z/. 	<ul style="list-style-type: none"> o Match nouns with verbs. o Use subject-verb agreements. 	<ul style="list-style-type: none"> o Use nouns with matching verbs. o Form plural nouns with –s. o Form plural nouns with –es. o Use singular and plural nouns. o Use singular and plural nouns with matching verbs. o Use the verbs is and are correctly. o Use verbs correctly with singular and plural nouns. 	<ul style="list-style-type: none"> o Produce complete sentences with subject/verb agreement and correct verb tense.
<p>1.L.1.c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>EL.1-2.S10.I-4 using personal (subject and object), possessive, and indefinite pronouns.</p>	<ul style="list-style-type: none"> o Use indefinite pronouns. o Use possessive pronouns. o Use personal pronouns. 	<ul style="list-style-type: none"> o Use personal pronouns. o Use singular and plural pronouns. o Use possessive pronouns. o Form and use indefinite pronouns. 	<ul style="list-style-type: none"> o Use personal pronouns. 	<ul style="list-style-type: none"> o Use personal pronouns.
<p>1.L.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>EL.1-2.S10.I-5 using verbs in the past progressive.</p> <p>EL.1-2.S10.I-6 using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).</p> <p>EL.1-2.S10.I-7 using grade-appropriate verbs in the future with “going to” and “will”.</p> <p>EL.1-2.S10.I-8 applying subject-verb agreement using grade-appropriate nouns and verbs.</p>	<ul style="list-style-type: none"> o Use verbs. o Use the verbs is and are in complete sentences. o Understand and use past, present, and future tense verbs. 	<ul style="list-style-type: none"> o Use present tense verbs. o Use verbs to convey a sense of past, present, and future. 	<ul style="list-style-type: none"> o Use the verbs is and was to tell about the present and past. o Use irregular past tense verbs. o Use verbs to convey a sense of past, present, and future. o Use past-tense verbs. o Use verbs for past, present, and future. o Use present-tense verbs. o Use verb to convey a sense of the future. 	<ul style="list-style-type: none"> o Produce complete sentences with subject/verb agreement and correct verb tense.
<p>1.L.1.e Use frequently occurring adjectives.</p> <p>EL.1-2.S10.I-9 using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</p>	<ul style="list-style-type: none"> o Use frequently occurring adjectives. 	<ul style="list-style-type: none"> o Use frequently occurring adjectives. o Use adjectives that compare. 	<ul style="list-style-type: none"> o Use adjectives. 	

1.L.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). <i>EL.1-2.S10.I-11 using frequently occurring conjunctions (e.g., and, but, or, so, because).</i>	o Use conjunctions.	o Use frequently occurring conjunctions.		o Use conjunctions in compound sentences.
1.L.1.g Use determiners (e.g., articles, demonstratives). <i>EL.1-2.S10.I-2 using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).</i>	o Use determiners.	o Use determiners.	o Use determiners.	o Use determiners.
1.L.1.h Use frequently occurring prepositions (e.g., during, and, toward). <i>EL.1-2.S10.I-10 using a variety of prepositional phrases (e.g. toward the playground) to provide detail (e.g., time, manner, place, cause).</i>		o Form and use prepositions.	o Use prepositions in phrases.	o Use prepositions and prepositional phrases.
1.L.1.i Produce and expand complete simple and compound sentences.	o Produce and expand complete simple and compound sentences.	o Produce and expand complete simple and compound sentences.	o Produce and expand complete simple and compound sentences.	o Produce and expand complete simple and compound sentences.
1.L.1.j In response to prompts distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences. <i>EL.1-2.S10.I-12 using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.</i>	o Produce simple sentences.	o Produce and expand compound sentences.	o Expand simple and compound sentences. o Produce and expand simple and compound imperative sentences, using correct end punctuation. o Produce and expand simple and compound declarative and interrogative sentences, using correct end punctuation. o Produce and expand simple and compound imperative and exclamatory sentences, using correct end punctuation.	o Produce and expand complete simple and compound sentences.
1.L.1.k Write multiple sentences in an order that supports a main idea or story. <i>EL.1-2.S3.I-4 produce writing with appropriate organization about a variety of topics, experiences, or events.</i>	o Write multiple sentences in an order that supports a main idea or story.	o Write multiple sentences in an order that supports a main idea or story.	o Write multiple sentences in an order that supports a main idea or story.	o Write multiple sentences in an order that supports a main idea or story.

<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>1.L.2.a Capitalize dates and names of people.</p> <p>EL.1-2.S3.I-3 compose written narratives and informational texts using appropriate conventions.</p>	<ul style="list-style-type: none"> o Capitalize sentences and names of people. o Use correct capitalization rules. 	<ul style="list-style-type: none"> o Capitalize proper nouns. o Use correct capitalization. 	<ul style="list-style-type: none"> o Capitalize names of people. o Capitalize dates and use commas with dates. 	<ul style="list-style-type: none"> o Demonstrate command of capitalized, punctuation, and spelling when writing. o Capitalize dates in sentences. o Capitalize proper nouns.
<p>1.L.2.b Use end punctuation for sentences.</p> <p>EL.1-2.S3.I-3 compose written narratives and informational texts using appropriate conventions.</p>	<ul style="list-style-type: none"> o Use punctuation. o Use end punctuation for sentences. 	<ul style="list-style-type: none"> o Use correct end punctuation. o Use end punctuation for exclamatory sentences. 	<ul style="list-style-type: none"> o Use periods to end sentences. o Use question marks correctly to end questions. o Produce and expand simple and compound imperative sentences, using correct end punctuation. o Produce and expand simple and compound declarative and interrogative sentences, using correct end punctuation. o Produce and expand simple and compound imperative and exclamatory sentences, using correct end punctuation. 	<ul style="list-style-type: none"> o Use end punctuation in questions. o Use correct end punctuation in sentences.
<p>1.L.2.c Use commas in dates and to separate single words in a series.</p> <p>EL.1-2.S3.I-3 compose written narratives and informational texts using appropriate conventions.</p>	<ul style="list-style-type: none"> o Use commas in series. 	<ul style="list-style-type: none"> o Use commas to separate single words in a series. 	<ul style="list-style-type: none"> o Capitalize dates and use commas with dates. 	<ul style="list-style-type: none"> o Use commas on dates. o Use commas in a series.
<p>1.L.4 With guidance and support from adults, 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.</p> <p>EL.1-2.S2.I-1 determine the meaning of less- frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.</p>	<ul style="list-style-type: none"> o Determine meaning of unknown words and multiple meaning words and phrases. 	<ul style="list-style-type: none"> o Determine meaning of unknown words and multiple meaning words and phrases. 	<ul style="list-style-type: none"> o Determine meaning of unknown words and multiple meaning words and phrases. 	<ul style="list-style-type: none"> o Determine meaning of unknown words and multiple meaning words and phrases.

<p>1.L.4a Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>EL.1-2.S2.I-1 determine the meaning of less- frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.</p>	<ul style="list-style-type: none"> o Determine the meanings of unknown words. 	<ul style="list-style-type: none"> o Determine the meanings of unknown words. 	<ul style="list-style-type: none"> o Determine the meanings of unknown words. o Use affixes as a clue to the meaning of a word. 	<ul style="list-style-type: none"> o Identify the meanings of words with suffixes -ly,-ful. o Identify the meanings of words with prefixes un-, re- o Identify the meanings of words with suffixes -er, -or. o Use affixes as a clue to the meaning of a word.
<p>1.L.4b Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>EL.1-2.S2.I-1 determine the meaning of less- frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.</p>		<ul style="list-style-type: none"> o Identify frequently occurring root words and their inflectional forms. 	<ul style="list-style-type: none"> o Identify frequently occurring root words and their inflectional forms. 	<ul style="list-style-type: none"> o Identify frequently occurring root words and their inflectional forms.
<p>1.L.4c Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>EL.1-2.S2.I-1 determine the meaning of less- frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.</p>	<ul style="list-style-type: none"> o Use context clues to clarify word meaning at the sentence level. 	<ul style="list-style-type: none"> o Use context clues to clarify word meaning at the sentence level. 	<ul style="list-style-type: none"> o Use context clues to clarify word meaning at the sentence level. 	<ul style="list-style-type: none"> o Use context clues to clarify word meaning at the sentence level.
<p>1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning.</p> <p>EL.1-2.S2.I-1 determine the meaning of less- frequently occurring words and phrases and general academic and content-specific vocabulary, and some common idiomatic expressions.</p>	<ul style="list-style-type: none"> o Categorize words from a text to better understand their meanings. 	<ul style="list-style-type: none"> o Sort words into categories to better understand the meaning of the words. 		
<p>1.L.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>		<ul style="list-style-type: none"> o Define words by their category, using key attributes. 		

1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).		o Identify real-life connections between words and their use.	o Identify real-life connections between words and their use.	o Identify real-life connections between words and their use. o Make connections between words in a text and their use in real life.
1.L.5.d With prompting and support identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	o Identify and understand the word choices authors make in stories. o Distinguish shades of meaning among words.	o Distinguish shades of meaning among words.		
1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). <i>EL.1-2.S5.I-1 respond to questions and suggestions from peers and add details to strengthen writing as needed.</i>	o Identify and use words and phrases in stories. o Use words acquired from texts (trembling, embarrassing, clumsy). o Determine the meaning of and use academic and domain-specific words in a text. o Ask and answer questions to help determine or clarify the meanings of words and phrases in a text.	o Determine the meaning of and use academic and domain-specific words in a text. o Identify and use words in text.	o Determine the meaning of and use academic and domain-specific words in a text.	o Determine the meaning of and use academic and domain-specific words in a text. o Clarify the meaning of words in a text. o Use words and phrases acquired through reading and being read to.

Speaking and Listening Standards

1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>EL.1-2.S5.I-2 shift appropriately between informal “playground speech” and language appropriate to the classroom.</i> <i>EL.1-2.S6.I-1 participate in discussions and/or written exchanges about a variety of topics.</i> <i>EL.1-2.S6.I-2 ask and answer questions about a variety of grade-appropriate topics.</i>	o Read closely, citing text-based evidence in discussions. o Follow agreed-upon rules for discussion, including listening to each other and speaking one-at-a-time.	o Read closely, citing text-based evidence in discussions. o Follow agreed-upon rules for discussion, including speaking one-at-a-time and listening to others with care. o Participate in collaborative conversations with peers in larger groups. o Participate in collaborative conversations with peers in small groups.	o Read closely, citing text-based evidence in discussions. o Build on what others say by responding to comments in order to continue a discussion. o Follow agreed-upon rules for discussion, listening to others with care.	o Read closely, citing text-based evidence in discussions. o Build on what others say by responding to comments in order to continue a discussion. o Follow agreed-upon rules for discussion, listening to others with care.
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1.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one-at-a-time about the topics and texts under discussion). EL.1-2.S6.I-3 follow the rules for discussion.				
1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. EL.1-2.S6.I-1 participate in discussions and/or written exchanges about a variety of topics.	<ul style="list-style-type: none"> o Build the conversation by responding to comments of others through multiple exchanges. o Continue the discussion through multiple exchanges by responding to others' comments. 	<ul style="list-style-type: none"> o Build on others' talk in conversations by responding to the comments of others. 	<ul style="list-style-type: none"> o Build on others' talk in conversations by responding to the comments of others. 	<ul style="list-style-type: none"> o Build on others' talk in conversations by responding to the comments of others.
1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion. EL.1-2.S6.I-2 ask and answer questions about a variety of grade-appropriate topics.	<ul style="list-style-type: none"> o Ask questions to clear up confusion about the text being discussed. 	<ul style="list-style-type: none"> o Ask questions to clear up confusion about the topic or text being discussed. 	<ul style="list-style-type: none"> o Ask questions to clear up confusion about the topic or text being discussed. o Ask and answer questions to clear up confusion about a text under discussion. 	<ul style="list-style-type: none"> o Ask and answer questions to understand/clarify text. o Ask and answer questions about what a speaker says to get more information or clear up confusion. o Ask and answer questions about key details in a text in order to clear up any confusion. o Ask questions to clear up any confusion about the text under discussion or to clarify something a speaker says.
1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. EL.1-2.S1.I-1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text that support the main idea.	<ul style="list-style-type: none"> o Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> o Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> o Ask and answer questions about key details in a text. 	<ul style="list-style-type: none"> o Ask and answer questions about key details in a text.
1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. EL.1-2.S8.I-2 ask and answer yes-no, either-or, and wh-		<ul style="list-style-type: none"> o Ask and answer questions about what a speaker says in order to gather information or clarify information. 	<ul style="list-style-type: none"> o Ask and answer questions about what a speaker says in order to clarify something that is not understood. 	<ul style="list-style-type: none"> o Ask questions to clear up any confusion about the text under discussion or to clarify something a speaker says.

questions in order to clarify what an author or speaker says.				
<p>1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>EL.1-2.S3.I-1 communicate oral presentations about a variety of topics, experiences, or events.</p> <p>EL.1-2.S4.I-1 express an opinion about a given topic or story and use justification.</p> <p>EL.1-2.S7.I-2 respond to a question or problem based on relevant personal experience or gathered information.</p> <p>EL.1-2.S9.I-1 Apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts.</p> <p>EL.1-2.S9.I-2 Apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>	<ul style="list-style-type: none"> o Describe characters with relevant details, expressing ideas clearly. o Describe people and events with relevant text details to express ideas clearly. 		<ul style="list-style-type: none"> o Describe events with relevant details, expressing ideas clearly. 	
<p>1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>EL.1-2.S3.I-2 add appropriate drawings or other visual displays to clarify thoughts, feelings, and ideas about a variety of topics, experiences, or events.</p> <p>EL.1-2.S7.I-1 record information and observations in organized notes.</p>	<ul style="list-style-type: none"> o Add drawings to descriptions to clarify ideas, thoughts, and feelings. 	<ul style="list-style-type: none"> o Add drawings to descriptions to clarify ideas, thoughts, and feelings. 	<ul style="list-style-type: none"> o Add drawings to descriptions to clarify ideas, thoughts, and feelings. 	
1.SL.6 Produce complete sentences when appropriate to	<ul style="list-style-type: none"> o Use complete sentences during a discussion. 	<ul style="list-style-type: none"> o Produce complete sentences. 	<ul style="list-style-type: none"> o Produce complete sentences. 	<ul style="list-style-type: none"> o Produce complete sentences.

task and situation. (See grade 1 Language standard 1 for specific expectations.) EL.1-2.S5.I-2 shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time.			o Use words and phrases from a story.	
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Quarter Taught				Essential Standards
1	2	3	4	Reading Literature:
X	X	X	X	1.RL.1 Ask and answer questions such as who, what, where, why, when, how about key details in a text.
X	X	X	X	1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.
X	X	X	X	1.RL.3 Describe characters, settings, and major events in a story, using key details.
X	X	X	X	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
				Reading Informational Text:
X	X	X	X	1.RI.2 Identify the main topic and retell key details of a text.
X	X	X	X	1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
				Reading Foundations:
X	X	X	X	1.RF.2c Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single syllable words.
	X			1.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or two syllable words. 1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.
X	X	X	X	1.RF.3b Decode regularly spelled one-syllable words.
X	X	X	X	1.RF.3c Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
X	X	X	X	1.RF.3d Recognize and apply all six syllable types when decoding grade level texts.
X	X	X	X	1.RF.3e Read words with inflectional endings.
X	X	X	X	1.RF.3f Recognize and read grade-appropriate irregularly spelled words.
X	X	X	X	1.RF.4 Read with sufficient accuracy and fluency to support comprehension. 1.RF.4a Read on-level text with purpose and understanding.
X	X	X	X	1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
X	X	X	X	1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
				Writing Foundations:
X				1.WF.1 Demonstrate and apply handwriting skills. 1.WF.1a Write upper and lower case manuscript alphabet from memory using correct letter formation.
	X			1.WF.1b Write the common grapheme (letter or letter group) for each phoneme.
X				1.WF.1c Write with appropriate spacing between letters and words.
X	X	X	X	1.WF.2 Demonstrate and apply sounds-letter concepts. 1.WF.2a Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.
X	X	X	X	1.WF.2b Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
X	X	X	X	1.WF.3 Know and apply phonics and word analysis skills when encoding words.
X				1.WF.3a Spell common, regular, single-syllable words using: 1.WF.3a1. Short vowels and single consonants.
X	X			1.WF.3a2. Consonant graphemes including qu,x, and-ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).
X	X			1.WF.3a3. Initial and final consonant blends (e.g., must, slab, plump).
	X	X	X	1.WF.3a4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).
		X		1.WF.3a5. Vowel-r combinations, including er, ar, or(e.g., car, her, stir, for, burn).
	X			1.WF.3b. With prompting and support, spell on-level words with inflectional endings: 1.WF.3b1. Verbs with -ing,-ed,-s, and no change in the base word (e.g., snowed, playing, jumps).
	X	X		1.WF.3b2. Nouns with -s,-es, and no change to the base word (e.g., rugs, kisses).

		X		1.WF.3b3. Adjectives with -er,-est, and no change to the base word (e.g. slower, slowest).
			X	1.WF.3c With prompting and support, spell on-level two-syllable words, including:
			X	1.WF.3c1. Words that end in -y or -ly (e.g., smelly, gladly).
			X	1.WF.3c2. Common compound words (e.g., hotdog, mailbox).
	X			1.WF.3c3. Words with two closed syllables (e.g., rabbit, wagon).
1	2	3	4	Writing:
X	X	X	X	1.W.2 Write Informative/ Explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
X	X	X	X	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
X	X	X	X	1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	X	X		1.RL.6 Identify who is telling the story at various points in a text.
X	X	X	X	1.RL.9 Compare and contrast the adventures and experiences of characters in stories.
X	X	X	X	1.RL.10 With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.
				Reading Informational Text:
X	X	X	X	1.RI.1 Ask and answer questions such as who, what, where, why, when, and how about key details in a text.
X	X	X	X	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
X	X	X	X	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
X	X	X	X	1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
X	X	X	X	1.RI.7 Use the illustrations and details in a text to describe its key ideas.
	X	X	X	1.RI.8 Identify the reasons an author gives to support points in a text.
X	X	X	X	1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
X	X	X	X	1.RI.10 With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, of appropriate complexity for grade 1.
				Reading Foundations:
X	X			1.RF.1 Demonstrate understanding of the organization and basic features of print. 1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
X	X	X	X	1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.
X	X	X		1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
X	X			1.RF.2d Segment spoken one syllable words of three to five phonemes into individual phonemes (/s/p/l/a/t) .
X	X			1.RF.2e Orally generate a series of rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain) and consonant blends (e.g., /bl/, /st/, /tr/).
X	X	X	X	1.RF.2f Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.
				Writing Foundations:
X	X	X	X	1.WF.3d Spell grade-level appropriate words in English as found in a research-based list. 1.WF.3d1. Irregular words (e.g., said, what, are they, was). 1.WF.3d2. Pattern based words (e.g., he, him, for, in, by, like).
X	X	X	X	1.WF.3e Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.
				Writing:

X	X		X	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
X	X	X		1.W.3 Write personal/imaginative 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.
X	X	X	X	1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
X	X	X	X	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
X	X	X	X	1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
		X	X	1.W.7 With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic and use them to write a sequence of instructions).
	X	X	X	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Language:				
X	X	X	X	1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1.L.1a Use common proper and possessive nouns.
X	X	X	X	1.L.1b Use singular and plural nouns with matching verbs in basic sentences (He hops. We hop.)
X	X	X	X	1.L.1c Use personal possessive and indefinite pronouns (e.g., I, me, they, them, their; anyone, everything).
X	X	X	X	1.L.1d 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).
X	X	X		1.L.1e Use frequently occurring adjectives.
X	X		X	1.L.1f Use frequently occurring conjunctions (e.g. and, but, or, so, because).
X	X	X	X	1.L.1g Use determiners (e.g., articles, demonstratives).
	X	X	X	1.L.1h Use frequently occurring prepositions (e.g., during, beyond, toward).
X	X	X	X	1.L.1i Produce and expand complete simple and compound sentences.
X	X	X	X	1.L.1j In response to prompts, distinguish between and identify declarative, interrogative, imperative, and exclamatory sentences.
X	X	X	X	1.L.1k Write multiple sentences in an order that supports a main idea or story.
X	X	X	X	1.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 1.L.2a Capitalize dates and names of people.
X	X	X	X	1.L.2b Use end punctuation for sentences.
X	X	X	X	1.L.2c Use commas in dates and to separate single words in a series.
X	X	X	X	1.L.4 With guidance and support from adults, 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.
X	X	X	X	1.L.4a Use frequently occurring affixes as a clue to the meaning of a word.
	X	X	X	1.L.4b Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
X	X	X	X	1.L.4c Use sentence level context as a clue to the meaning of a word or phrase.
X	X			1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 1.L.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	X			1.L.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
	X	X	X	1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
X	X			1.L.5d With prompting and support, identify synonyms and antonyms and distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
X	X	X	X	1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Speaking and Listening:				
X	X	X	X	1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

				1.SL.1a Follow agreed-upon rules for discussions (e.g., listen to others, speaking one at a time about the topics and texts under discussion).
X	X	X	X	1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
X	X	X	X	1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.
X	X	X	X	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	X	X	X	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
X		X		1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
X	X	X		1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
X	X	X	X	1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

Glendale Elementary School District

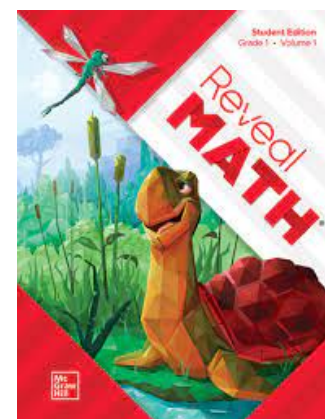
23-24 MATH PACING GUIDE

1st Grade



By the end of first grade, students will be able to...

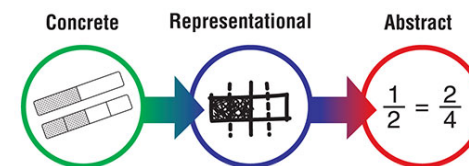
- **Develop understanding of addition, subtraction, and strategies for addition and subtraction within 20.**
 - Students develop strategies for adding and subtracting whole numbers. They use a variety of models to represent add-to, take-from, put together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction. Students understand connections between counting and addition and subtraction. They use properties of addition with whole numbers to solve addition and subtraction problems through 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.
- **Develop competency of whole number relationships and place value, including grouping in tens and ones through 100.**
 - Students work with whole numbers between 10 and 100 in terms of tens and ones. Through activities that build number sense and place value, they understand the order of the counting sequence, compare whole numbers through 100, and model addition and subtraction situations. Students develop, discuss, and use efficient, accurate, and flexible strategies to add within 100 and subtract multiples of 10.
- **Develop understanding of linear measurement.**
 - Students develop an understanding of the meaning and processes of measurement, including iteration (finding the length of an object with repeated equal-sized units) and for indirect measurement (comparing the length of two objects using a third object).
- **Fluently add and subtract within 10.**



The GESD Pacing Guides were created by a panel of Teachers and Achievement Advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Scope and Sequence Quick Links

- [Table 1: Common Addition and Subtraction Problem Types/Situations.1](#)
- [Comprehensive Mathematics Block \(90 minutes\)](#)



Collaborative Team Planning Support Links

Curriculum/Standard Resources	Assessment Resources	Teacher Knowledge	Additional Supports:
Reveal Math Online (Login on HelloID SS Page)	ESGI Rolling Assessment Blueprint	Pocket PD: By GESD for GESD	Virtual Manipulatives
Math Flip Book	ESGI Tutorials & Supports	Learning Cycle PDF	Virtual/Technology Tools
Van De Walle Supports	QFA Blueprint	Number Talks	Curriculum and Instruction Support Website
Arizona Department of Education Math Website	Galileo Supports Log into Galileo and click on GESD Support Materials	Mathematical Practices: Explained by Grade Level	

Arizona Mathematics Standards (adopted December 2016)**What the Arizona Mathematics Standards Are**

The Arizona Mathematics Standards define the knowledge, understanding, and skills that need to be taught and learned so all students are ready to succeed in credit-bearing, college-entry courses and/or in the workplace. The Arizona Mathematics Standards are the foundation to guide the construction and evaluation of mathematics programs in Arizona K-12 schools and the broader Arizona community.

- Focused in coherent progressions across grades K-12
- Aligned with college and workforce expectations
- Inclusive of rigorous content and applications of knowledge through higher-order thinking
- Research- and evidence-based

Understanding in Mathematics

When a student understands a mathematical concept, they move fluidly between the concrete and abstract. There is evidence they are able to make sense of and justify mathematical connections. Evidence of understanding includes connections among:

- Verbal or written reasoning
- Pictorial representations
- Real-world application
- Procedures/Computation

Critical Areas

In first grade, instructional time should focus on three critical areas:

1. Develop understanding of addition, subtraction, and strategies for addition and subtraction within 20.
2. Develop competency of whole number relationships and place value, including grouping in tens and ones.
3. Develop understanding of linear measurement.

More learning time in 1st Grade should be devoted to working with whole numbers than to other topics.

- (1) Students develop strategies for adding and subtracting whole numbers. They use a variety of models to represent add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction ([Table 1](#)). Students understand connections between counting and addition and subtraction. They use properties of addition to add whole numbers to solve addition and subtraction problems through 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.
- (2) Students work with whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense and place value, they understand the order of the counting sequence, compare whole numbers through 100, and model addition and subtraction situations. Students develop, discuss, and use efficient, accurate, and flexible strategies to add within 100 and subtract multiples of 10.
- (3) Students develop an understanding of the meaning and processes of measurement, including iteration (finding the length of an object with repeated equal-sized units) and for indirect measurement (comparing the length of two objects using a third object).

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years.

Comprehensive Mathematics Block (90 minutes)

Students are developing fluency in representation, connections, reasoning & proof, problem solving, and communication of mathematics.

Math Attitude is developed and reinforced in every lesson, ensuring that students make sense of mathematics and persevere.

FLUENCY (15 minutes)		Teacher Actions	Student Actions	Resources Utilized
<i>Purpose: Students increase flexibility, efficiency, and accuracy in computation and procedures. Conceptual understanding and strategies are the foundations on which fluency is built.</i>		<ul style="list-style-type: none"> Model mental math strategies Think aloud math strategies Question using a variety of DOK levels Explicitly teach appropriate mathematical strategies and formulas Provide feedback on progress 	<ul style="list-style-type: none"> Utilize mental math strategies Write out strategies to show procedural knowledge Answer a variety of DOK 1-4 questions Share mathematical strategies and thinking Use feedback to set goals for improvement 	<ul style="list-style-type: none"> Number Talks Reveal Math Socratic Seminar Turnaround Problem (answer given, students come up with question)
WHOLE GROUP INSTRUCTION (25 minutes)	Conceptual Understanding <i>Purpose: Students develop mathematical understanding (Instructional Continuum).</i>	<ul style="list-style-type: none"> Explicitly teach academic vocabulary Explicitly model the thinking and strategy used Guide students through practicing the use of the strategy and offer specific feedback Guide students through independent practice with appropriate tools Ask a variety of DOK 1-4 questions throughout instruction Intentional spiral review implementing previous skills learned 	<ul style="list-style-type: none"> Use strategies to learn the academic vocabulary and use it in discussions Utilize the appropriate strategy to solve the problem Use feedback to redirect actions as needed Practice the strategies and skills using the appropriate tools Answer a variety of DOK 1-4 questions Utilize strategies to check for reasonableness of solution (i.e. UPS-Check) 	<ul style="list-style-type: none"> Reveal Math Mathematical Practice standards (as appropriate for lesson)
	Problem Solving <i>Purpose: Students utilize mathematical knowledge to solve real-life problems and investigate mathematics.</i>	<ul style="list-style-type: none"> Pose problem/situation Scaffold independent practice with think-alouds Label strategies used Intentional spiral review implementing previous skills learned 	<ul style="list-style-type: none"> Read and understand the problem/situation Utilize knowledge of appropriate strategies and skills to determine next steps Label strategies used Utilize strategies to check for reasonableness of solution (i.e. UPS-Check) 	<ul style="list-style-type: none"> Reveal Math Van de Walle
SMALL GROUP INSTRUCTION (40 minutes) <i>Purpose: Students practice mathematical skills, concepts and/or strategies with strategic support or with enrichment.</i>		<ul style="list-style-type: none"> Identify skill gaps of students using ongoing assessments Prompt and reinforce mathematical behaviors Model math strategies and the flexibility to choose between strategies Create groups by Skill, Concept, or Strategy 	<ul style="list-style-type: none"> Practice foundational math skills Monitor comprehension and select strategies to increase understanding Extend grade level understanding and link to upcoming standards 	<ul style="list-style-type: none"> Reveal Math supplements Kathy Richardson Van de Walle Do the Math Do the Math Now
COGNITIVE CLOSURE (10 minutes) <i>Purpose: Students cognitively process learning in order to focus on what was learned, whether it made sense, and if it had meaning.</i>		<ul style="list-style-type: none"> Summarize and synthesize the learning process and skills obtained Connect the concepts, skills, or strategies to a real world application Connect the concepts, skills, or strategies to other learning through transfer Give an End-of-Lesson Assessment (i.e. Exit Ticket, Journal-Writing, etc.) 	<ul style="list-style-type: none"> Summarize and synthesize the learning process and skills obtained Reflect on the learning process and connect the learning to a real world application Complete an End-of-Lesson Assessment 	<ul style="list-style-type: none"> Exit tickets Math Journals Common Formative Assessments

Year-Long Standards Overview

Mathematical Practices – To be embedded into every lesson			
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.			Key: ➡ Grade-Level Guaranteed Standards Essential Standards Supporting Standards
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<u>Unit 1: Math is...</u> <u>Unit 2: Number Patterns</u> 1.NBT.A.1 <u>Unit 3: Place Value</u> 1.NBT.B.2 1.NBT.B.3 <u>Unit 4: Addition within 20: Facts & Strategies</u> 1.OA.C.5 ➡ 1.OA.C.6	<u>Unit 4: Addition within 20: Facts & Strategies (continued)</u> 1.OA.A.2 ➡ 1.OA.B.3 1.OA.D.7 1.OA.D.8 <u>Unit 5: Subtraction within 20: Facts & Strategies</u> 1.OA.B.4 1.OA.C.5 ➡ 1.OA.C.6 1.OA.D.7 1.OA.D.8 <u>Unit 6: Shapes and Solids</u> 1.G.A.1 1.G.A.2	<u>Unit 7: Meanings of Addition</u> 1.OA.A.1 1.OA.A.2 <u>Unit 8: Meanings of Subtraction</u> 1.OA.A.1 <u>Unit 9: Addition within 100</u> ➡ 1.NBT.C.4 1.NBT.C.5	<u>Unit 10: Compare Using Addition & Subtraction</u> 1.OA.A.1 <u>Unit 11: Subtraction within 100</u> 1.NBT.C.5 ➡ 1.NBT.C.6 <u>Unit 12: Measurement & Data</u> 1.MD.A.1 ➡ 1.MD.A.2 1.MD.B.3a 1.MD.B.3b 1.MD.C.4 <u>Unit 13: Equal Shares</u> 1.G.A.3
<u>Spiral Review:</u> K.OA.A.2 ➡ K.CC.C.6	<u>Spiral Review:</u> ➡ 1.OA.C.6 1.NBT.A.1 1.NBT.B.2	<u>Spiral Review:</u> ➡ 1.OA.C.6 ➡ 1.OA.B.3	<u>Spiral Review:</u> ➡ 1.NBT.C.4 1.OA.A.1

Quarter 1 Unit1: Math is...

What does it mean to do math?

Choose activities to support your mathematicians to create goals and a growth mindset for the school year.

Quarter 1 Unit 2: Number Patterns

How can I use patterns to count, read, and write numbers?

Arizona Standards and Suggested Learning Targets**1.NBT.A.1**

Count to 120 by 1's, 2's, and 10's starting at any number less than 100. In this set, read and write numerals and represent a number of objects with a written numeral.

- ★ Recall and represent numbers and numerals up to 120
- ★ Count to 50 starting at any number less than 120
- ★ Read and write numerals up to 120

Q1 Spiral Review: **K.OA.A.2** Solve addition and subtraction word problems and add and subtract within 10. See [Table 1](#). ★ ➡ **K.CC.C.6**
 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (include groups with up to 10 objects).

GESD PROVIDED RESOURCES: Reveal Math 2-1 2-2 2-3 2-4 2-5 ★ Flipbook: Pg. 18**MANIPULATIVES:** Number cards 1-120 (Teaching Resource) , string or yarn, tape or clips, number cubes with sides labeled 1-1-2-3-4-4, blank number lines 2 (Teaching Resource), counters, pennies, connecting cubes or other small counting resource

Notes/Reflection:

Quarter 1 Unit 3: Place Value

How can I use place value to represent and compare numbers?

Arizona Standards and Suggested Learning Targets**1.NBT.B.2**

Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases:

- 10 can be thought of as a group of ten ones — called a “ten.”
- The numbers from 11 to 19 are composed of ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

★ Define a bundle of 10 ones as a “ten”

1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

- ★ Identify the value of each digit represented in a 2-digit number
- ★ Show that each symbol represents $>$, $<$, and $=$
- ★ Compare two two-digit numbers based on meanings of the ten and ones digits
- ★ Use $>$, $=$, and $<$ symbols to record the results of comparisons

Q1 Spiral Review: K.OA.A.2 Solve addition and subtraction word problems and add and subtract within 10. See [Table 1](#). ★ \rightarrow K.CC.C.6
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (include groups with up to 10 objects).

GESD PROVIDED RESOURCES: Reveal Math 3-1 3-2 3-3 3-4 3-5 3-6 3-7 3-8 ★ Flipbook: Pg. 20, 22 ★ *Teaching Student-Centered Mathematics* Van De Walle Pg. 214 11.1, 11.2

MANIPULATIVES: connecting cubes, counters, double ten-frames (Teaching Resource), building blocks, place value chart (Teaching Resource), number cards 0-120 (Teaching Resource), base ten blocks, blank number lines 2 (Teaching Resource), index cards

Notes/Reflection:

Quarter 1 Unit 4: Addition within 20: Facts & Strategies

What strategies can I use to add?

Arizona Standards and Suggested Learning Targets

1.OA.C.5

Relate counting to addition and subtraction (e.g., by using counting on 2 to add 2).

★ Count on and how to count back

➡ 1.OA.C.6

Fluently add and subtract within 20.

★ Apply strategies to add and subtract within 20

★ Add fluently within 20

Q1 Spiral Review: K.OA.A.2 Solve addition and subtraction word problems and add and subtract within 10. See [Table 1](#). ★ ➡ K.CC.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (include groups with up to 10 objects).

GESD PROVIDED RESOURCES: Reveal Math 4-1 4-2 4-3 4-4 4-5 4-6 ★ Flipbook: Pg. 12, 14 ★ Supplement with: *Developing Number Concepts*, Kathy Richardson Activities to 10 3-1 to 3-27 Pg. 112-150**MANIPULATIVES:** Counters, number cubes, paper bags, blank number cubes, number cards 0-10 (Teaching Resource), number line 0-20 (Teaching Resource), connecting cubes, index cards, ten frames (Teaching Resource), number bond 1 (Teaching Resource), number cards 11-19 (Teaching Resource), balance scales

Notes/Reflection:

Quarter 2 Unit 4: Addition within 20 Facts & Strategies (cont.)

What strategies can I use to add?

Arizona Standards and Learning Targets

<p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem). See Table 1.</p>	<p>➡1.OA.B.3 Apply properties of operations (Commutative and Associative Properties of Addition) as strategies to add and subtract within 20 (students need not use formal terms for these properties on their own, but should be familiar with them when teachers refer to them).</p>	<p>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 + 1 = 6 - 1$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$).</p>	<p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$).</p>
<p>★ Add three whole numbers whose sum is less than or equal to 20 ★ Solve word problems that call for addition of three whole numbers whose sum is equal or less than 20</p>	<p>★ Define and apply the Commutative Property to solve addition and subtraction problems (When adding two or more whole numbers order does not matter e.g. $4 + 5 = 5 + 4$) ★ Define and apply the Associative Property to solve addition and subtraction problems (When adding a string of numbers you can add any two numbers first. e.g. $3 + 9 + 1 = 3 + 10 = 13$)</p>	<p>★ Explain the meaning of an equal sign (the quantity on each side of the equality symbol is the same) ★ Compare the values on each side of an equal sign and determine if an equation is true or false</p>	<p>★ Use part-part-whole relationships of addition equations</p>

Q2 Spiral Review: ➡1.OA.C.6 Fluently add and subtract within 10. ★ 1.NBT.A.1 Count to 120 by 1's, 2's, and 10's, starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral. ★ 1.NBT.B.2 Understand that the two digits of a two digit number represent groups of tens and ones.

GESD PROVIDED RESOURCES: Reveal Math 4-7 4-8 4-9 4-10 4-11 ★ Flipbook: Pg. 6, 8, 15, 17 ★ Teaching Student-Centered Mathematics Van De Walle Pgs. 272, 278, 282; 13.3, 13.4, 13.5, 13.8, 13.9

MANIPULATIVES: Counters, number cubes, paper bags, blank number cubes, number cards 0-10 (Teaching Resource), number line 0-20 (Teaching Resource), connecting cubes, index cards, ten frames (Teaching Resource), number bond 1 (Teaching Resource), number cards 11-19 (Teaching Resource), balance scales

Notes/Reflection:

Quarter 2 Unit 5: Subtraction within 20: Facts & Strategies

What strategies can I use to subtract?

Arizona Standards and Suggested Learning Targets

1.OA.B.4 Understand subtraction as an unknown-addend problem within 20 (e.g., subtract $10 - 8$ by finding the number that makes 10 when added to 8).	1.OA.C.5 Relate counting to addition and subtraction (e.g., by using counting on 2 to add 2).	➡1.OA.C.6 Fluently add and subtract within 20.	1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 + 1 = 6 - 1$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$).	1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$).
★ Identify the unknown in a subtraction problem ★ Solve subtraction problems to find the missing addend ★ Explain the relationship between addition and subtraction	★ Count on and how to count back	★ Apply strategies to add and subtract within 20 ★ Add and subtract fluently within 20	★ Compare the values on each side of an equal sign and determine if an equation is true or false	★ Use part-part-whole relationships of subtraction equations

Q2 Spiral Review: ➡1.OA.C.6 Fluently add-and subtract within 10. ★ 1.NBT.A.1 Count to 120 by 1's, 2's, and 10's, starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral. ★ 1.NBT.B.2 Understand that the two digits of a two digit number represent groups of tens and ones.

GESD PROVIDED RESOURCES: Reveal Math 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9 ★ Flip Book: Pg. 10, 12, 14 ★ *Developing Number Concepts Book 2 Kathy Richardson, Activity 1-11, Pgs. 31-33 Activities 2-5, 2-6 Pgs. 61-62 Activity 3-8 Pg. 127 Number Combinations to 20 3-28 to 3-37, Pgs. 151-172, Teaching Student-Centered Mathematics Van De Walle, Pg. 158 9.3*

MANIPULATIVES: counters, number cubes, number line 0-20 (Teaching Resource), ten frames (Teaching Resource), number cards 0-120 (Teaching Resource), balance scale, connecting cubes

Notes/Reflection:

Quarter 2 Unit 6: Shapes and Solids

What are shapes and solids?

Arizona Standards and Suggested Learning Targets

1.G.A.1 – Distinguish between defining attributes (triangles are closed and 3-sided) versus non-defining attributes (color, orientation, overall size) for two-dimensional shapes; build and draw shapes that possess defining attributes.

- ★ Identify defining and non-defining attributes of shapes
- ★ Compare and contrast defining and non-defining attributes of shapes
- ★ Draw and build shapes to show defining attributes

1.G.A.2 – Compose two-dimensional shapes or three-dimensional shapes to create a composite shape.

- ★ Decompose shapes to create composite shapes
- ★ Describe properties of original, decomposed and composite shapes
- ★ Determine how the original and created composite shapes are alike and different
- ★ Create composite shapes
- ★ Compose new shapes from a composite shape

Q2 Spiral Review: ➡ 1.OA.C.6 Fluently add and subtract within 10. ★ 1.NBT.A.1 Count to 120 by 1's, 2's, and 10's, starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral. ★ 1.NBT.B.2 Understand that the two digits of a two digit number represent groups of tens and ones.

GESD PROVIDED RESOURCES: Reveal Math 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, ★ Flipbook: Pgs. 36 & 39

MANIPULATIVES: 4 straws of the same length and 2 straws of the same length but longer than the other two straws, pattern blocks, attribute blocks, pattern blocks 3 (Teaching Resource), poster board, tangrams, geometric solids (cones, cubes cylinders, rectangular prisms, and spheres), real-life solids

Quarter 3 Unit 7: Meanings of Addition

How can I solve addition problems?

Arizona Standards and Suggested Learning Targets**1.OA.A.1**

Use addition ~~and subtraction~~ within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

See [Table 1](#).

1.OA.A.2

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

See [Table 1](#).

- ★ Determine appropriate representations for solving word problems involving different situations using addition and subtraction within 10
- ★ Use a symbol for an unknown number in an addition/subtraction problem within 20
- ★ Interpret and solve situations to solve word problems in change and addend unknown. (See Table 2 in the Grade 1 Flipbook for further clarification)

- ★ Add three whole numbers whose sum is less than or equal to 20
- ★ Solve word problems that call for addition of three whole numbers whose sum is equal or less than 20

Q3 Spiral Review: ➡ 1.OA.C.6 Fluently add and subtract within 10. ★ ➡ 1.OA.B.3 Apply properties of operations (Commutative and Associative Properties of Addition) as strategies to add and subtract within 20

GESD PROVIDED RESOURCES: Reveal Math 7-1 7-2 7-3 7-4 7-5 7-6 ★ Flip Book: Pg. 4, 6

MANIPULATIVES: connecting cubes, counters, *Double Ten-Frames*, *Number Cards 0-10*, *Number Cards 11-19*, *Number Line 0-20*, *Number Bond 1*, *Part-Part-Whole Mat (Teaching Resources)*, paper clips (or another set of small objects), number cubes

Notes/Reflection:

Quarter 3 Unit 8: Meanings of Subtraction

How can I solve subtraction problems?

Arizona Standards and Suggested Learning Targets**1.OA.A.1**

Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem). See [Table 1](#).

- ★ Use a symbol for an unknown number in an subtraction problem within 20 (extend to within 50 as students are ready)
- ★ Interpret and solve situations to solve word problems in change and addend unknown. (See Table 2 in the Grade 1 FlipBook for further clarification)
- ★ Determine appropriate representations for solving word problems involving different situations using addition and subtraction within 20

Q3 Spiral Review: ➡ 1.OA.C.6 Fluently add and subtract within 10. ★ ➡ 1.OA.B.3 Apply properties of operations (Commutative and Associative Properties of Addition) as strategies to add and subtract within 20

GESD PROVIDED RESOURCES: Reveal Math 8-1 8-2 8-3 8-4 8-5 8-6 8-7 ★ Flip Book: Pg. 4

MANIPULATIVES: connecting cubes, counters, *Number Cards 0-10*, *Number Cards 11-19*, *Number Line 0-20*, *Double Ten-Frames*, *Number Bond 1*, *Part-Part-Whole Mat (Teaching Resources)*

Notes/Reflection:

Quarter 3 Unit 9: Addition within 100

How do I use strategies to add 2-digit numbers?

Arizona Standards and Suggested Learning Targets

<p>➡ 1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. See Table 1.</p>	<p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.</p>
<ul style="list-style-type: none"> ★ Identify the value of each digit of a number within 100 ★ Decompose any number within 100 into tens and ones ★ Choose an appropriate strategy for solving an addition problem within 100 ★ Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used 	<ul style="list-style-type: none"> ★ Identify the value of each digit in a number within 100 ★ Apply knowledge of place value to add 10 or subtract 10 to/from a given two-digit number
<p>Q3 Spiral Review: ➡ 1.OA.C.6 Fluently add and subtract within 10. ★ ➡ 1.OA.B.3 Apply properties of operations (Commutative and Associative Properties of Addition) as strategies to add and subtract within 20</p>	
<p>GESD PROVIDED RESOURCES: Reveal Math 9-1 9-2 9-3 9-4 9-5 9-6 9-7 9-8 ★ Flip Book: Pg. 23, 26 ★ <i>Developing Number Concepts Book 2</i> Kathy Richardson <i>Addition and Subtraction of 2-digit Numbers Pgs. 109-131</i></p>	
<p>MANIPULATIVES: base-ten blocks, number cubes, counters, <i>Number Cards 0-10, Blank Open Number Lines (Teaching Resources)</i></p>	

Notes/Reflection:

Quarter 4 Unit 10: Compare Using Addition & Subtraction

How can I compare using addition and subtraction?

Arizona Standards and Suggested Learning Targets**1.OA.A.1**

Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem). *See Table 1.* *Start to push students' thinking with numbers to 100 (in order to align with NBT standards).

- ★ Use a symbol for an unknown number in an addition/subtraction problem within 20 (extend to within 100 as students are ready)
- ★ Interpret and solve situations to solve word problems in comparison: difference unknown, bigger unknown and smaller unknown and start unknown. (See Table 2 in the Grade 1 Flipbook for further clarification)
- ★ Determine appropriate representations for solving word problems involving different situations using addition and subtraction within 20 (extend to within 100 as students are ready)

Q4 Spiral Review: ➡ 1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. ★ 1.OA.A.1 Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

GESD PROVIDED RESOURCES: Reveal Math 10-1, 10-2, 10-3, 10-4 ★ Flip Book: Pg. 4

MANIPULATIVES: connecting cubes, counters, *Double Ten-Frames*, *Number Line 0-20 (Teaching Resources)*

Notes/Reflection:

Quarter 4 Unit 11: Subtraction within 100

What strategies help me subtract 2-digit numbers?

Arizona Standards and Suggested Learning Targets**1.NBT.C.5**

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.

➡1.NBT.C.6

Subtract multiples of 10 in numbers between 10 and 90 (positive or zero differences), using objects or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

- ★ Identify the value of each digit in a number within 100
- ★ Explain how to mentally find 10 more or 10 less than a given two-digit number
- ★ Apply knowledge of place value to mentally add 10 or subtract 10 to/from a given two-digit number

- ★ Identify the value of each digit of a number within 100
- ★ Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90 (positive or zero difference)
- ★ Choose appropriate strategy (concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) for solving subtraction problems with multiples of 10
- ★ Relate the chosen strategy to a written method (equation) and explain the reasoning being used

Q4 Spiral Review: ➡1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. ★ 1.OA.A.1 Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

GESD PROVIDED RESOURCES: Reveal Math 11-1, 11-2, 11-3, 11-4, 11-5 ★ Flip Book: Pg. 26 ★ *Teaching Student-Centered Mathematics* Van de Walle Pgs. 139, 227 8.32, 11.13

MANIPULATIVES: counters, base-ten blocks, *Tens Cards*, *Blank Open Number Lines*, *Number Bond 1*, *Number Cards 0-120*, *Number Chart 1-100*, (*Teaching Resources*)

Notes/Reflection:

Quarter 4 Unit 12: Measurement & Data

How can I use tools to measure and interpret data?

Arizona Standards and Suggested Learning Targets

1.MD.A.1 Order three objects by length. Compare the lengths of two objects indirectly by using a third object.	➡1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps (limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps).	1.MD.B.3a Tell and write time in hours and half-hours using analog and digital clocks.	1.MD.B.3b Identify coins by name and value (pennies, nickels, dimes, and quarters).	1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
<ul style="list-style-type: none"> ★ Identify the measurement known as length of an object ★ Directly compare the length of three objects ★ Order three objects by length ★ Compare the lengths of two objects indirectly by using a third object (e.g. if the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C) 	<ul style="list-style-type: none"> ★ Use the same size non-standard object as repeating units ★ Measure length using various units ★ Compare a smaller unit of measurement to a larger object ★ Determine the length of a measured object to be the number of smaller iterated or repeated objects that equal its length ★ Compose the measurement of an object using non-standard unit (e.g. paper clips, Unifix cubes, etc.) by laying the units of measurement end to end with no gaps or overlaps 	<ul style="list-style-type: none"> ★ Explain that analog and digital clocks are objects that measure time ★ Identify the hour hand and minute hand and distinguish between the two ★ Determine where the minute hand must be when the time is to the hour (o'clock) and half hour (30) ★ Tell and write the time to the hour and half hour correctly using analog and digital clock 	<ul style="list-style-type: none"> ★ Identify pennies, nickels, dimes, and quarters ★ Identify the value of pennies, nickels, dimes, and quarters 	<ul style="list-style-type: none"> ★ Use different methods to organize and represent data ★ Organize and represent data with up to 3 categories ★ Interpret data representation by asking and answering questions about the data

Q4 Spiral Review: ➡1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. ★ 1.OA.A.1 Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

GESD PROVIDED RESOURCES: Reveal Math 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10 ★ Flip Book 28, 30, 31, 33 ★ *Teaching Student-Centered Mathematics* Van de Walle Pgs. 349-350 15.15, 15.16; Pg. 351-354 15.17-15.20

MANIPULATIVES: assorted objects, connecting cubes, counters, paper clips, school supplies, large paper clips, brad clips, cardstock paper (2 colors), various classroom objects, brown paper bags, paper plates, student clocks, unit cubes, *Clocks*, *Number Cards 0-10*, *Number Cards 11-19*, *Tally Chart 2*, (*Teaching Resources*)

Notes/Reflection:

Quarter 4 Unit 13: Equal Shares

What are equal shares?

Arizona Standards and Suggested Learning Targets**1.G.A.3**

Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters. Describe the whole as “two of” or “four of” the shares. Understand that decomposing into more equal shares creates smaller shares.

- ★ Partition circles and squares into two and four equal shares
- ★ Identify when shares are equal
- ★ Describe equal shares using vocabulary: halves, fourths and quarters, half of, fourth of, and quarter of
- ★ Describe the whole as two of two or four of four equal shares
- ★ Analyze that dividing a circle or rectangle into equal pieces creates smaller shares

Q4 Spiral Review: ➡ 1.NBT.C.4 Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. ★ 1.OA.A.1 Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).

GESD PROVIDED RESOURCES: Reveal Math 13-1, 13-2, 13-3, 13-4, 13-5 ★ Flipbook 40

MANIPULATIVES: *Pattern Blocks 3 (Teaching Resource)*

Notes/Reflection:

Table 1: Common Addition and Subtraction Problem Types/Situations.¹

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown ²
Put Together / Take Apart³	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?, ? + 3 = 5$

¹Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).²These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean *makes* or *results* in but always does mean *is the same quantity as*.³Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

Quarter Taught					Essential Standards (➡ Grade Level Guaranteed Standards)
1	2	3	4		Operations and Algebraic Thinking (OA):
		X	X		1.OA.A.1 – Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).
	X	X			➡ 1.OA.B.3 – Apply properties of operations (Commutative and Associative Properties of Addition) as strategies to add and subtract within 20. (Students need not use formal terms for these properties.)
X	X	X			➡ 1.OA.C.6 – Fluently add and subtract within 10.
	X				1.OA.D.8 – Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$).
					Number and Operations in Base Ten (NBT):
X	X				1.NBT.A.1 – Count to 120 by 1's, 2's, and 10's starting at any number less than 100. In this set, read and write numerals and represent a number of objects with a written numeral.
X	X				1.NBT.B.2 – Understand that the two digits of a two-digit number represent groups of tens and ones. Understand the following as special cases: a. 10 can be thought of as a group 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, or nine tens (and 0 ones).
X					1.NBT.B.3 – Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
		X	X		➡ 1.NBT.C.4 – Demonstrate understanding of addition within 100, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.
		X	X		1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.
			X		➡ 1.NBT.C.6 – Subtract multiples of 10 in numbers between 10 and 90 (positive or zero differences), using objects or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.
					Geometry (G):
			X		1.G.A.3 – Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters. Describe the whole as “two of” or “four of” the shares. Understand that decomposing into more equal shares creates smaller shares.

Glendale Elementary School District

23-24

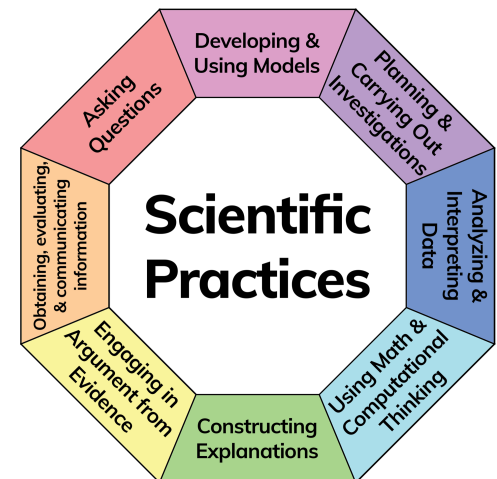
1st Grade

SCIENCE PACING GUIDE



Focus on Cause and Effect; Stability and Change (cycles)

By the end of first grade, students make observations to understand the connections between earth materials and the ability for Earth to sustain a variety of organisms. Students learn how objects can impact other objects from a distance or by contact with each other, how organisms interact with earth materials for survival, and how life systems have cycles. Student investigations focus on collecting and making sense of observational data and simple measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, use evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in first grade focus on helping students understand phenomena through cause and effect and stability and change.



Year-at-a-Glance

McGraw Hill correlates the instructional units to the NGSS standards. The 1st Grade grade Arizona Standards are covered through the NGSS standards within the Kinder-2nd grade band. **A crosswalk that articulates when each state standard is covered is linked [here](#).**

When implemented with fidelity, Kinder-2nd grade students will have received the needed curriculum.

The pacing for science content is recommended to be taught within a 4-5 week block and then alternated with Social Studies to ensure that both are taught each quarter. The FlexTrack B pacing (found in each lesson's *Lesson at a Glance*) is recommended to support meeting this timeline.

Key: T - Teacher Edition

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<u>All About Plants</u> Plant Structures and Functions 1.P3U1.3 1.P4U2.4 1.L1U1.6 1.L2U2.7 1.L2U1.8 Plant Parents and Their Offspring 1.P3U1.3 1.P4U2.4 1.L1U1.6 1.L2U2.7 1.L2U1.8	<u>Animals and How they Communicate</u> Animals Parents and Their Offspring K.L1U1.7 1.P2U1.2 1.E1U1.5 1.L2U2.7 1.L2U1.8 1.L3U1.9 1.L4U1.10 1.L4U3.11 Communication K.L1U1.7 1.P2U1.2 1.E1U1.5 1.L2U2.7 1.L2U1.8 1.L3U1.9 1.L4U1.10 1.L4U3.11	<u>Light and Shadows</u> See Objects 1.P2U1.1 1.P3U1.3	<u>Sky Patterns</u> Observe the Sky K.E2U1.5 2.E2U1.8

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Quarter 1: All About Plants

Length of Study: 4 weeks

1.P3U1.3	Plan and carry out investigations which demonstrate how equal forces can balance objects and how unequal forces can push, pull, or twist objects, making them change their speed, direction, or shape.
1.P4U2.4	Design and evaluate ways to increase or reduce heat from friction between two objects.
1.L1U1.6	Observe, describe, and predict life cycles of animals and plants.
1.L2U2.7	Develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials.
1.L2U1.8	Construct an explanation describing how organisms obtain resources from the environment including materials that are used again by other organisms.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP: Analyzing and Interpreting Data; Constructing Explanations and Designing Solutions ★ DCI: Optimizing the Design Solutions; Structure and Function; Information Processing; Inheritance of Traits; Variation of Traits ★ CCC: Patterns; Structure and Function
Unit 1: All About Plants Big Idea: What are the functions of common plant structures? Big Idea: How do plants grow and survive?	GESD Resources:
	Module 1: Plant Structures and Functions Module Opener - Discover the Phenomenon (T3), STEM Connection (T4), Lesson 1 - Plant Parts (T7), Lesson 2 - Functions of Plant Parts (T25), STEM Module Project - Build a Solar-Powered Light Stand (T43), Module Wrap Up - Rediscover the Phenomenon (T45) Materials Inventory
	GESD Resources
	Module 2: Plant Parents and Their Offspring Module Opener - Discover the Phenomenon (T47), STEM Connection (T48), Lesson 1 - Plants and Their Parents (T51), Lesson 2 - Plant Survival (T69), STEM Module Project - Design a Seed That Travels (T87), Module Wrap Up - Rediscover the Phenomenon (T89) Materials Inventory

Quarter 2: Animals and How They Communicate

Length of Study: 4 weeks

K.L1U1.7	Observe, ask questions, and explain how specialized structures found on a variety of plants and animals (including humans) help them sense and respond to their environment.
1.P2U1.2	Use models to provide evidence that vibrating matter creates sound and sound can make matter vibrate.
1.E1U1.5	Obtain, evaluate, and communicate information about the properties of Earth materials and investigate how humans use natural resources in everyday life.
1.L2U2.7	Develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials.
1.L2U1.8	Construct an explanation describing how organisms obtain resources from the environment including materials that are used again by other organisms.
1.L3U1.9	Obtain, evaluate, and communicate information to support an evidence-based explanation that plants and animals produce offspring of the same kind, but offspring are generally not identical to each other or their parents.
1.L4U1.10	Develop a model to describe how animals and plants are classified into groups and subgroups according to their similarities.
1.L4U3.11	Ask questions and explain how factors can cause species to go extinct.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP: Asking Questions and Defining Problems; Constructing Explanations (for science) and Designing Solutions (for engineering); Obtaining, Evaluating, and Communicating Information ★ DCI: Defining and Delimiting Engineering Problems; Structure and Function; Growth and Development of Organisms; Information Processing; Information Processing; Inheritance of Traits; Variation of Traits ★ CCC: Patterns; Structure and Function; Cause and Effect
Unit 2: Animals and How They Communicate Big Idea: How do animal body parts help them survive? Big Idea: How does sound help animals communicate?	GESD Resources:
	Module 1: Animal Parents and Their offspring Module Opener - Discover the Phenomenon (T3), STEM Connection(T4), Lesson 1 - Animal Structures (T7), Lesson 2 - Functions of Animals Structures (T21), Lesson 3 - Animals and Their Parents (T35), Lesson 4 - Animal Behaviors (T51) - STEM Module Project - Design Protective Gear for a Sport (T69) - Module Wrap Up - Rediscover the Phenomenon (T71) Materials Inventory
	GESD Resources:
	Module 2: Communication Module Opener - Discover the Phenomenon (T73), STEM Connection (T74), Lesson 1 - Animal Communication (T77), Lesson 2 - Sound (T93), STEM Module Project - Design an Animal Sound Instrument (T113), Module Wrap Up - Rediscover the Phenomenon (T115) Materials Inventory

Quarter 3: Light and Shadows

Length of Study: 4 weeks

1.P2U1.1	Plan and carry out investigations demonstrating the effect of placing objects made with different materials in the path of a beam of light and predict how objects with similar properties will affect the beam of light.
1.P3U1.3	Plan and carry out investigations which demonstrate how equal forces can balance objects and how unequal forces can push, pull, or twist objects, making them change their speed, direction, or shape.
Three-Dimensional Learning:	<p>The following SEPs, DCIs, and CCCs build to the Module Performance Expectations</p> <ul style="list-style-type: none"> ★ SEP: Constructing Explanations and Designing Solutions; Planning and Carrying Out Investigations; Analyzing and Interpreting Data ★ DCI: Electromagnetic Radiation; Information Technologies and Instrumentation; Optimizing and Design Solution ★ CCC: Cause and Effect
<p>Unit 3: Light and Shadows</p> <p>Big Idea: What happens when light hits an object?</p>	GESD Resources:
	<p>Module: See Objects</p> <p>Module Opener - Discover the Phenomenon (T3), STEM Connection(T4), Lesson 1 - Light (T7), Lesson 2 - Light and Materials (T21), Lesson 3 - Light Uses (T37), STEM Module Project - Design a Light Message (T57), Module Wrap Up - Rediscover the Phenomenon (T59)</p> <p>Materials Inventory</p>

Quarter 4: Sky Patterns Length of Study: 4 weeks		
K.E2U1.5	Observe and ask questions about patterns of the motion of the sun, moon, and stars in the sky.	
2.E2U1.8	Observe and explain the Sun's position at different times during a twenty-four-hour period and changes in the apparent shape of the Moon from one night to another.	
Three-Dimensional Learning:	The following SEPs, DCIs, and CCCs build to the Module Performance Expectations ★ SEP: Analyzing and Interpreting Data; Planning and Carrying Out Investigations ★ DCI: The Universe and its Stars; Earth and the Solar System ★ CCC: Patterns	
Unit 4: Sky Patterns Big Idea: What pattern can we observe in the sky?		GESD Resources:
		Module: Observe the Sky Module Opener - Discover the Phenomenon (T3), Lesson 1 - Objects in the Sky (T7), Lesson 2 - Day and Night Patterns (T25), Lesson 3 - Patterns During the Year (T39), STEM Module Project - Seasonal Patterns (T55), Module Wrap Up - Rediscover the Phenomenon (T59) Materials Inventory

Core Ideas for Knowing Science:*Physical Science*

- P1: All matter in the Universe is made of very small particles.
- P2: Objects can affect other objects at a distance.
- P3: Changing the movement of an object requires a net force to be acting on it.
- P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

Earth and Space Science

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
- E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

Life Science

- L1: Organisms are organized on a cellular basis and have a finite life span.
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution

Core Ideas for using Science:

- U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.
- U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
- U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

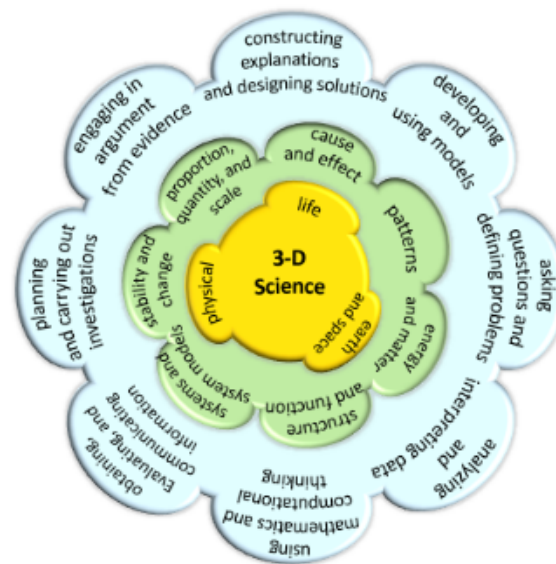
Science and Engineering Practices:

- [ask questions and define problems](#)
- [develop and use models](#)
- [plan and carry out investigations](#)
- [analyze and interpret data](#)
- [use mathematics and computational thinking](#)
- [construct explanations and design solutions](#)
- [engage in argument for evidence](#)
- [obtain, evaluate, and communicate information](#)

Crosscutting Concepts:

- [Patterns](#)
- [Cause and Effect](#)
- [Scale, Proportion, and Quantity](#)
- [Systems and System Models](#)
- [Energy and Matter](#)
- [Structure and Function](#)
- [Stability and Change](#)

Bold concepts are a focus for this grade level. Go to <http://bit.ly/CrossCutk8> for detailed information about crosscutting concepts.



Disciplinary Literacy in Science

Disciplinary literacy in science focuses on how reading, writing, speaking, and listening are used to develop sense-making in science. It emphasizes content knowledge, experiences and skills, and the ability to acquire new knowledge that experts within science disciplines use to apply and generate new knowledge.

Standard	ELA	Rationale
These ELA standards help students gather and combine more than 1 source of information (evidence from text) that can be used to support their reasoning as they develop basic understanding of science phenomena. Being able to read and interpret scientific and technical text is a fundamental practice of science and engineering.	RI.1 RI.2 RI.3	Key Ideas and Details standards can be applied to help students: <ul style="list-style-type: none"> • Use text to find answers to relevant science questions or problems. • Follow a written lab protocol or sequence of steps. • Connect formation from text to background knowledge. • Determine which information is important to answering scientific questions. • Pay attention to details in text and when reading/collecting data from scientific instruments. • Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea. • Interpret and evaluate data, evidence, and scientific reasoning. • Provide an accurate and objective summary or conclusion.
These ELA standards help students use scientific language during investigations, observations of science phenomena, reading texts, and classroom discussions. Scientific and technical text often contains a variety of text structures, visual representations, and vocabulary that has a very specific meaning. Reading text structures that embed bullets, data, images, captions, and non-linguistic representations is a fundamental practice of science and engineering.	RI.4 RI.5 RI.6	Craft and Structure standards can be applied to help students: <ul style="list-style-type: none"> • Use strategies (context clues, restatement, examples) to determine the meaning of words and phrases in the text. • Use context to determine meanings of words and compare how vocabulary may be used differently in a science context compared to non-science contexts. • Identify different structures within a text (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. • Identify information in pictures, diagrams and other visual representations; explain why the author used them instead of paragraph text. • Identify when an author is making a scientific claim, and the evidence and reasoning used to support their claim. • Use the information in text to answer questions, and support reasoning and conclusions.
These ELA standards help students integrate scientific knowledge and ideas when obtaining, evaluating, and communicating information. Students integrate information to evaluate the validity and reliability of ideas, methods, claims, and designs. They use this knowledge to generate their own questions about scientific phenomena or to identify solutions to design problems.	RI.7 RI.8 RI.9	Integration of Knowledge and Ideas standards can be applied to help students: <ul style="list-style-type: none"> • Use information from multiple sources, including lab investigations, to answer a scientific question. • Use multiple sources or formats of information related to the same science concept and explain whether these representations provide similar levels of detail. • Locate the claim, evidence, and reasoning in scientific explanations and arguments. • Identify explanations and arguments that are supported by evidence and determine why some evidence is relevant to a scientific question and some is not. • Distinguish between explanations that account for all gathered evidence and those that do not. • Explain how specific images (e.g., a diagram showing how a machine works or a labeled drawing of animal parts) contribute to and clarify a text.
This ELA standard requires that students engage with different lengths, structures, types, and complexities of science text, appropriate for their grade level. Reading science texts requires a set of discipline-specific skills and strategies. Science texts use scientific vocabulary and present information in multiple formats.	RI.10	Implementation strategies for this standard are embedded in the previous reading examples. Students in science classrooms often read at different levels of proficiency, and even the same student may read at different levels based on text structures or format. Teachers should understand the complexity of the text provided to students and implement appropriate strategies to support student conceptual understanding of science phenomena.
These ELA standards help students write in formats that are typically found in science contexts or may be specific for their content area. Typically, only formal science writing is written in passive/third person voice. In science, focus is shifted from stating personal opinions to using evidence to support an explanation or scientific argument. Students use	W.1 W.2 W.3	Text Types and Purposes standards can be applied to help students: <ul style="list-style-type: none"> • Record thoughts, ideas, sketches, or collected data in science notebooks to be used as evidence or to support reasoning. • Identify arguments that are supported by evidence and determine why some evidence is relevant to a scientific question and some is not. • Distinguish between explanations that account for all gathered evidence and those that do not. • Construct an explanation with evidence to support a claim and distinguish between opinions and evidence in one's own explanations. • Write formal or informal texts. The product may include notebook entries, observations, functional text, or visual displays of data.

evidence and reasoning to defend scientific claims and explanations, or methods for collecting data and evidence. It is critical that students know how to incorporate appropriate visual representations to support the scientific explanations and arguments they write.		<ul style="list-style-type: none"> • Produce science writing in a voice appropriate for the type of writing and the audience. • Write step-by-step procedures for experiments that are detailed enough that others would be able to repeat the procedure and achieve the same results. • Communicate information, solutions, or design ideas with others using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, or design ideas
These ELA standards help students develop scientific writing appropriate for task, purpose and audience.	W.4 W.5 W.6	Production and Distribution of Writing standards can be applied to help students: <ul style="list-style-type: none"> • Develop and strengthen writing; focus on purpose and audience. • Incorporate peer or adult feedback of drafts into writing; the writing process and review of drafts can be used for any writing assignments within the science classroom. • Use technology (keyboarding skills) to interact and collaborate with others as a way of sharing ideas. • Integrate drawings or other visual representations of information to support text.
These ELA standards help students synthesize multiple texts, observations, or experiments to answer questions, gather information, reason about the evidence, and communicate findings or conclusions. Final communication products typically follow a formal writing style (documenting or publishing procedures, investigation designs, explanations of models, and research) and are written in academic or passive/third person voice.	W.7 W.8	Research to Build and Present Knowledge standards can be applied to help students: <ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g., read books on a single topic to produce a report; record science observations). • Use and combine information from multiple sources to construct claims, evidence, and explanations. • Gather relevant information from a variety of credible print and digital sources to answer a question. • Recall information from experiences or gather information from provided sources to answer a question. • Use evidence from informational texts (e.g., encyclopedias, credible websites, experts, news articles, textbooks, trade books) to support claims, analyses, reflections, and/or research.
These ELA standards help students engage in scientific conversations to gather and evaluate information. Engaging in scientific discourse communities to collaborate and build comprehension is a fundamental practice of science and engineering.	SL.1 SL.2 SL.3	Comprehension and Collaboration standards can be applied to help students: <ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, small groups, teacher-led, digitally) to express their own ideas clearly and build on others' ideas. • Listen actively to others' explanations or arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points. • Distinguish between opinions and evidence in the speaker's explanations or arguments. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a science topic or issue.
These ELA standards help students engage in scientific conversations to informally share ideas and develop understanding of scientific phenomena and provide a formal way to present information appropriate to the audience and task. Engaging in scientific discourse communities to communicate understanding and findings is a fundamental practice of science and engineering.	SL.4 SL.5 SL.6	Presentation of Knowledge and Ideas standards can be applied to help students: <ul style="list-style-type: none"> • Discuss science questions, information, results, and supporting evidence with a partner or small group; speak clearly and in a sequence so listeners can follow the line of thinking and reasoning. • Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence and listen actively to others' comments that indicate agreement or disagreement based on evidence. • Engage in formal presentations to small or large groups of students to share findings and supporting evidence. Presentation should be clear, concise, and logically organized; content and presentation style should be appropriate to purpose, audience, and task. • Communicate scientific information orally, using various forms of print or digital media, pictures, and charts.

Glendale Elementary School District

23-24

1st Grade

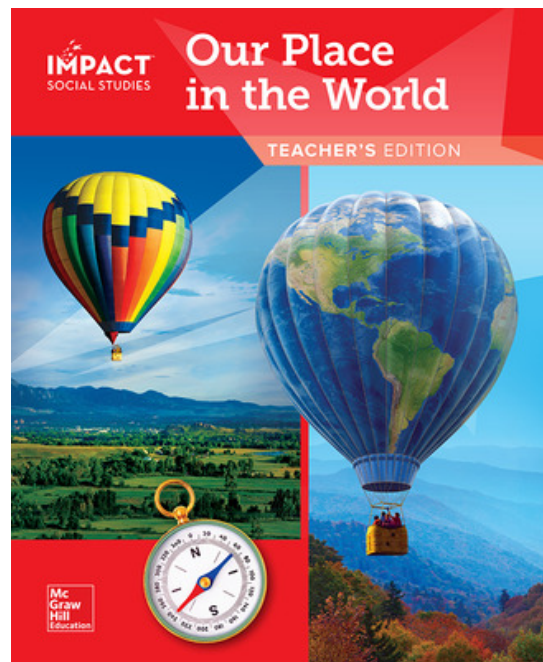


HISTORY & SOCIAL STUDIES PACING GUIDE

First Grade - Communities: Living and Working Together

Through the study of civics, geography, economics, and history, students will understand how a community functions and how each member contributes to the community for the common good. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Community resources, environment, change over time, and cause/effect are examined.

- Understanding perspectives of others
- School and community functions of government
- Earning, spending, and saving money
- Using geographic models
- Effects of human movement
- Cooperation and compromise
- American symbols and traditions



Year-at-a-Glance

The pacing for history and social sciences content is recommended to be taught within a 4-5 week block and then alternated with Science to ensure that both are taught each quarter.

Lessons noted in the pacing guide align to the Arizona History and Social Science Standards. The remaining lessons in the chapters are optional.

Quarter 1	Quarter 2		Quarter 3	Quarter 4	
Being a Good Citizen	Our Community	Celebrating America	Past & Present	People and Money	Exploring Arizona
1.SP1.2	1.SP1.3	1.SP1.2	1.SP1.1	1.SP1.3	1.C3.2
1.SP3.2	1.SP2.1	1.SP1.3	1.SP1.2	1.SP3.1	1.E1.2
1.SP3.3	1.SP3.2	1.SP3.1	1.SP2.1	1.SP3.2	1.E2.2
1.SP3.4	1.SP3.3	1.SP3.2	1.SP3.1	1.SP3.5	1.G1.1
1.SP3.5	1.SP3.5	1.SP3.3	1.SP3.2	1.C1.1	1.G1.2
1.C1.1	1.C1.1	1.SP3.5	1.SP3.5	1.C1.2	1.G2.1
1.C1.2	1.C1.2	1.C1.1	1.C1.1	1.C1.3	1.H1.1
1.C1.3	1.C1.3	1.C1.2	1.C1.2	1.E1.1	1.H4.1
1.C3.1	1.C3.1	1.C1.3	1.C1.3	1.E1.2	
1.C3.2	1.G1.1	1.C3.2	1.C3.1	1.E2.1	
1.C3.3	1.G2.1	1.C3.3	1.G2.1	1.E2.2	
1.E1.1	1.G3.1	1.G1.1	1.G3.1	1.E3.1	
1.H1.1	1.H4.2	1.G2.1	1.G3.2	1.E3.2	
1.H2.2		1.H1.1	1.H1.1	1.E3.3	
1.H4.1		1.H2.2	1.H4.1	1.G1.1	
1.H4.2		1.H4.1	1.H4.2	1.G2.1	
		1.H4.2		1.G3.1	
9/11 Observance Day				1.H1.1	
ADE Resources				1.H4.2	
9/11 Museum Resources					
Civics Celebration Week (9/17-9/25)					
ADE Resources					

Quarter 1	
GESD Resource: Impact Social Studies Being a Good Citizen Essential Question: What Are the Rights and Responsibilities of a Citizen? Length of Study: 4 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Impact Explore Magazine - Additional Reading to Support the Essential Question: (T15) Take Action!, Getting Along with Others, Story Time: What's Your Vote?, Rules and Laws, Song time: Laws and Rules Keep Us Safe, A Day in the Life of a Park Ranger	
Engage	Inquiry Project (T6, T8, T88) Being A Good Citizen (Online AZ supplement)
Investigate	Activate Knowledge (T10) People You Should Know (T13)
Lesson 1	How do Rules and Laws Help Us? (T16)
Lesson 2	How Can We Get Along With Each other? (T30)
Lesson 3	How Should Citizens Treat Each Other? (T46) Helping in the Community (Online AZ supplement) Investigate: Voting fo the Field Trip (Online AZ supplement)
Lesson 4	Why Do We Vote? (T60) Investigate: Lesson Video (Online AZ supplement)
Lesson 5	How Have Rights and Responsibilities Changed Over Time? (T74)
Take Action	Connections in Action (T90)

Quarter 2			
GESD Resource: Impact Social Studies Our Community Essential Question: How can we describe where we live? Length of Study: 2 weeks		Impact Social Studies Celebrating America Essential Question: How do we celebrate our Country? Length of Study: 2 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional	Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Impact Explore Magazine - Additional Reading to Support the Essential Question (T106) A Very Corny Story, Take Action!, Explore Kansas!, City Life, Country Life, A Very Corny Story		Impact Explore Magazine - Additional Reading to Support the Essential Question (T200) Take Action!, The Bill of Rights, Monumental Monuments, Poetry Corner: Our American Holidays, Volunteers for Liberty, Freedom's Bell, The Bill of Rights	
Engage	Inquiry Project (T98) Our Community (Online AZ supplement)	Engage	Inquiry Project (T192)
Investigate	Activate Knowledge (T102) People You Should Know (T105)	Investigate	Activate Knowledge (T196) People You Should Know (T199)
Lesson 1	What Does a Map Help Us Do? (T108)	Lesson 1	Why Do Americans Celebrate Independence Day? (T202)
Lesson 2	What Can We Learn From Different Kinds of Maps? (T122)	Lesson 2	How Does the Constitution Help Our Country? (T216)
Lesson 3	How Do We Use Maps and Globes? (T136)	Lesson 3	What Do Our National and State Symbols Mean? (T230) Meet the Statue of Liberty (IO)
Lesson 4	Where Is Our Community in the World? (T150)	Lesson 4	What Do Monuments Help Us Remember? (T246)
Lesson 5	How Do Location and Weather Affect Us?(T166)	Lesson 5	How Do We Celebrate Important People and Events? (T262)
Take Action	Connections in Action (T184)	Take Action	Connections in Action (T278)

Quarter 3	
<p align="center">GESD Resource: Impact Social Studies</p> <p align="center">Past and Present</p> <p align="center">Essential Question: How does the past shape our lives?</p> <p align="center">Length of Study: 4 weeks</p>	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
<p>Impact Explore Magazine - Additional Reading to Support the Essential Question (T292)</p> <p>Native American Stories, Alma Flor Ada: A Family of Storytellers, Take Action!. The Splendid USA, Native American Stories, The Subway</p>	
Engage	Inquiry Project (T284)
Investigate	Activate Knowledge (T288) People You Should Know (T291)
Lesson 1	How Can We Discover History? (T294)
Lesson 2	How Has Daily Life Changed? (T308)
Lesson 3	How Have Many Cultures Shaped Our Country? (T324)
Lesson 4	What Are Customs? (T340) Investigate: Investigating American Food (IO) Investigate: Holidays Around the World (IO)
Lesson 5	How Do Traditions Bring Us Together? (T354)
Take Action	Connections in Action (T370)

Quarter 4			
GESD Resource: Impact Social Studies People and Money Essential Question: Why do people work? Length of Study: 2 weeks		GESD Resource: Impact Social Studies Online: Exploring Arizona Essential Question: What Makes Arizona a Special Part of the World? Length of Study: 2 weeks	
Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional	Lesson Parts	Content that Matches AZ Standards Remaining lessons and activities are optional
Impact Explore Magazine - Additional Reading to Support the Essential Question (T386) Take Action!, Goods and Services, Poetry Corner: People at Work, Then and Now: A Doctor's Work, Making Good Choices, Slice of America		Engage	People you Should Know
Engage	Inquiry Project (T378) People and Money (T379)	Investigate	Where We Live in Arizona Arizonans and Money Government in Arizona Changing Arizona
Investigate	Activate Knowledge (T382) People You Should Know (T385)	Report	Report your Findings Take Action
Lesson 1	What Are Goods and Services? (T388) Lesson Video: Kids at Farm Camp (IO)		
Lesson 2	How and Why Do People Trade? (T404)		
Lesson 3	What Kinds of Jobs Do People Do? (T418) Investigate: Jobs People Do (IO)		
Lesson 4	How Has Work Changed? (T434)		
Lesson 5	How Are Wants and Needs Different? (T448) Investigate: Lesson Video (IO)		
Take Action	Connections in Action (T464)		

Standards overview for each chapter.	Q1	Q2		Q3	Q4	
	Chap 1	Chap 2	Chap 3	Chap 4	Chap 5	Arizona
DISCIPLINARY SKILLS AND PROCESSES						
Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.						
1.SP1.1 Place important life events in chronological order on a timeline.				★		
1.SP1.2 Understand how events of the past affect students' lives and communities	★		★	★		
1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.		★	★		★	
Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.						
1.SP2.1 Compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and nonfiction.		★		★		
Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.						
1.SP3.1 Generate questions about issues in your community past and present.			★	★	★	
1.SP3.2 With support identify evidence drawn from multiple sources to answer questions about issues in your community.	★	★	★	★	★	
1.SP3.3 With support to construct and communicate solutions to issues in your community.	★	★	★			
1.SP3.4 Take group or individual action to help address community issues.	★					
1. SP3.5 Ask and answer questions about explanations given.	★	★	★	★	★	
CIVICS						
Civic virtues and democratic principles are key components of the American political system.						
1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.	★	★	★	★	★	
1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.	★	★	★	★	★	
1.C1.3 Compare one's own thoughts and opinions with others' perspectives.	★	★	★	★	★	
An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.						

1.C3.1 Explain the importance of rules and laws in our community. Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority	★	★		★		
1.C3.2 Explain the role and function of local governments. Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community Key concepts include but are not limited to type of government and its leaders including the current Governor and President and Vice President of the United States	★		★			★
1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities. Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues	★		★			
ECONOMICS						
A financially literate individual understands how to manage income, spending, and investment.						
1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community.	★				★	
1.E1.2 Describe reasons to save or spend money.					★	★
By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.						
1.E2.1 Explain how needs, wants, and availability of resources affect decision making.					★	
1.E2.2 Identify the benefits and costs of making various personal decisions.					★	★
Individuals and institutions are interdependent within market systems.						
1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.					★	
1.E3.2 Explain how people in our community earn income.					★	
1.E3.3 Explain how people can be producers and consumers in our community.					★	
GEOGRAPHY						
The use of geographic representations and tools helps individuals understand their world.						
1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus.		★	★		★	★
Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).						
1.G1.2 Use a grid to locate places.						★
Human-environment interactions are essential aspects of human life in all societies.						

1.G2.1 Compare how human activities affect culture and the environment now and in the past. Such as agriculture, industrialization, urbanization, and human migration. Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.		★	★	★	★	★
Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.						
1.G3.1 Explain why and how people, goods, and ideas move from place to place. Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.		★		★	★	
1.G3.2 Compare places past and present as it relates to content focus.				★		
HISTORY						
The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.						
1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).	★		★	★	★	★
Cycles of conflict and cooperation have shaped relations among people, places, and environments.						
1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.	★		★			
Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.						
1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country. Symbols include but are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols Holidays include but are not limited to Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, Presidents Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day. Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders	★		★	★		★
1.H4.2 Draw upon fictional stories, biographies, and nonfiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.	★	★	★	★	★	

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
1.C1.1, 1.C3.1, 1.C3.2, 1.C3.3, 1.E1.1, 1.E1.2, 1.E2.1, 1.E2.2, 1.E3.1, 1.E3.2, 1.E3.3, 1.G2.1, 1.G3.1, 1.G3.2, 1.H1.1, 1.H2.1, 1.H4.1, 1.H4.2	1.RL.1, 1.RL.2, 1.RL.3	Standard 1	Use grade-appropriate literature with social studies themes that relate to civics – community, laws, government, perspectives; economics – occupations, needs, wants, resources, decision making, producers and consumers; geography – human activities, cultures, environment, human migration, compare places now and in the past; history – community, cooperation and compromise, American symbols/traditions/holidays/documents/leaders, find historical biographies.
	1.RL.4	Standard 2	
	1.RL.5, 1.RL.6, 1.RL.7, 1.RL.9, 1.RL.10		
1.C1.1, 1.C3.1, 1.C3.2, 1.C3.3, 1.E1.1, 1.E1.2, 1.E2.1, 1.E2.2, 1.E3.1, 1.E3.2, 1.E3.3, 1.G2.1, 1.G3.1, 1.G3.2, 1.H1.1, 1.H2.1, 1.H4.1, 1.H4.2	1.RI.1, 1.RI.2, 1.RI.3	Standard 1	Use grade-appropriate informational texts with social studies themes to teach the main topic, details in a text, answer questions, make connections between people, use illustrations to describe main ideas. Social studies topics you can use are in civics – community, local governments, citizen responsibilities to name a few. Economics topics can include texts about resources, goods and services produced in a community, and occupations. Geography texts could be about the environment, human interactions with the environment, comparison of places, etc. History texts could be about American history, American biographies, community innovations 1.RI.6 – use maps and graphs to align to 1.G1.1 and 1.G1.2
	1.RI.4	Standard 2	
	1.RI.5		
	1.RI.6		
	1.RI.7	Standard 1	
	1.RI.8	Standard 8	
	1.RI.9		
	1.RI.10		
1.SP1.2	1.W.1	Standards 4, 8	
1.SP1.3	1.W.2	Standards 3, 9	
1.SP1.1, 1.SP2.1	1.W.3	Standards 3, 9	
1.SP1.2, 1.SP1.3, 1.SP2.1, 1.SP3.1	1.W.4		Write focusing on social studies topics such as perspectives, government, human movement, cooperation and compromise, American symbols and traditions, and earning and spending money.
	1.W.5	Standard 5	
	1.W.6	Standard 6	
1.SP1.1, 1.SP3.1, 1.SP3.2, 1.SP3.3, 1.SP3.4, 1.SP3.5	1.W.7, 1.W.8	Standard 7	Use social studies topics to write about students’ communities to construct an argument and use evidence to ask and answer questions.
1.SP1.1, 1.SP1.2, 1.SP1.3, 1.SP2.1, 1.SP3.1, 1.SP3.2, 1.SP3.3, 1.SP3.4, 1.SP3.5	1.SL.1	Standard 6	Use social studies disciplinary skills and processes to communicate orally concepts about community.
	1.SL.2	Standard 1	
	1.SL.3	Standard 8	
1.SP1.1, 1.SP1.2, 1.SP1.3, 1.SP2.1	1.SL.4	Standards 3, 4, 7, 9	
1.SP3.1, 1.SP3.2, 1.SP3.3, 1.SP3.4, 1.SP3.5,	1.SL.5	Standards 3, 7	Use social studies disciplinary skills and practices to communicate and present knowledge and skills. Specifically for 1.SL.5 use 1.G1.1 and 1.G1.2 to have students use maps, graphs, and other geographical representations to locate places and explain what they find.
	1.SL.6	Standard 5	
	1.L.1	Standard 10	Use social studies stories to identify English conventions, multiple-meaning words and word relationships.
	1.L.2	Standard 3	
	1.L.4, 1.L.5	Standard 2	
	1.L.6	Standard 5	

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	<i>C2: Citizens have individual rights, roles, and responsibilities.</i>	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems. <i>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</i>	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	<i>H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</i>
<i>SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</i>	<i>C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.</i>	<i>E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.</i>	<i>G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.</i>	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.