

1<sup>ST</sup> GRADE ELA STANDARDS PACING

<p><b>Unit 1</b></p>	<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.  <b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>RL.1.1</b> Ask and answer questions about key details in a text.  <b>RL.1.1a</b> Make predictions from text clues. (AL)  <b>RL.1.3</b> Describe characters, setting, and major events in a story, using key details.  <b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting or events.  <b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words or phrases in the text.  <b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  <b>W.1.5</b> 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.  <b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including a collaboration with peers.</p>
<p><b>Unit 2</b></p>	<p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.  <b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting or events.  <b>RL.1.3</b> Describe characters, setting, and major events in a story, using key details.  <b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>RI.1.8</b> Identify the reasons an author gives to support points in a text.  <b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  <b>W.1.5</b> 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.  <b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including a collaboration with peers.</p>
<p><b>Unit 3</b></p>	<p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.  <b>RI.1.5</b> Know and use various text features (headings, table of contents, etc.) to locate key facts or information in a text.  <b>RL.1.1</b> Ask and answer questions about key details in a text.  <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by words in a text.  <b>W.1.2</b> Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <b>W.1.7</b> 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).</p>
<p><b>Unit 4</b></p>	<p><b>RL.1.4</b> Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.  <b>RI.1.2</b> Identify the main topic and retell key details of a text.  <b>RL.1.3</b> Describe characters, setting, and major events in a story, using key details.  <b>RI.1.3</b> Describe the connection between two individuals, events, ideas or pieces of information in a text.  <b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by words in a text.  <b>W.1.1</b> 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.  a. Write simple poems addressing a topic.  <b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.</p>

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<p><b>Unit 5</b></p>	<p><b>RL.1.4</b> Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.  <b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.  <b>RI.1.2</b> Identify the main topic and retell key details of a text.  <b>RL.1.6</b> Identify who is telling the story at various points in a text.  <b>RI.1.3</b> Describe the connection between two individuals, events, ideas or pieces of information in a text.  <b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
<p><b>Unit 6</b></p>	<p><b>RL.1.1</b> Ask and answer questions about key details in a text.  <b>RI.1.1</b> Ask and answer questions about key details in a text.  <b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.  <b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.  <b>W.1.1</b> 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.  a. Write simple poems addressing a topic.  <b>W.1.5</b> 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.  <b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including a collaboration with peers.</p>