

Colleton County School District
2015-2016 Communication Pacing Guide
Grade 1

Communication		Quarters 1-4
<p>Standards: Meaning and Context(MC) C 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. C 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. C 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p> <p>Language, Craft and Structure(LCS) C 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences. C 5: Incorporate craft techniques to engage and impact audience and convey messages.</p>		
<p>Indicators: C1.1 Explore and create meaning through conversation, drama, questioning, and story-telling. C1.2 Practice the skills of taking turns, listening to others, and speaking clearly. C1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space. C1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups. C1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges. C2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner. C2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings. C3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats. C3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings C4.1 Identify speaker’s purpose and details that keep the listener engaged. C4.2 Identify the introduction, body, and conclusion of a presentation. C4.3 Identify when the speaker uses intonation and word stress and includes media. C5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme. C5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.</p>	<p style="text-align: center;">Fundamentals of Communication</p> <ul style="list-style-type: none"> • Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting. • Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience. • Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information. • Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed. • Adjust speech, using Standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas. • Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts. 	
<p>Resources Journeys Anderson Five Text Sets</p>	<p>Websites www.readwritethink.org/ www.pinterest.com</p>	

Notes: All communication standards will be used throughout quarters 1-4. Additional resources that may be used when appropriate: Science A-Z, Chalk Talk, Brain Pop, epic books, tumblebooks, teachertube, starfall, scholastic book wizard, AR, Storyline online

Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

Reading-Literacy Text (RL)	Quarter 1
<p>Standards: RL1: Demonstrate understanding of the organization and basic features of print. (P) RL2: Demonstrate understanding of spoken words, syllables, and sounds. (P) RL3: Know and apply grade-level phonics and word analysis skills in decoding words. (P) RL4: Read with sufficient accuracy and fluency to support comprehension. (P) RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC) RL6: Summarize key details and ideas to support analysis of thematic development. (MC) RL7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. (MC) RL8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. (MC) RL9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.(LCS) RL10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. (LCS) RL11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style. (LCS) RL12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. (LCS) RL.13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. (RC)</p>	
<p>Indicators: RL1.1 Recognize the distinguishing features of a sentence. RL 1.2-1.4 Students are expected to build upon and continue applying previous learning. (See Kindergarten Standards 1.2-1.4) RL 2.1 Distinguish long from short vowel sounds in spoken single-syllable words. RL 2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words. RL 2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words. RL 2.4 Segment spoken single-syllable words into their complete sequence of individual sounds. RL 2.5 Students are expected to build upon and continue applying previous learning. RL 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs. RL 3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words. RL 3.3 Read a two-syllable word by breaking the word into syllables. RL 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds. RL 3.5 Read words with inflectional endings. RL 3.6 Recognize and read grade-appropriate irregularly spelled words. RL 4.1 Read grade-level texts with purpose and understanding. RL 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings. RL 4.3 Use context to confirm or self-correct word recognition and understanding</p>	<p>Inquiry Standards: Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations. Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment. Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. 3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers. 3.2 Select the most important information, revise ideas, and record and communicate findings. Standard 4: Synthesize information to share learning and/or take action. 4.1 Draw conclusions from relationships and patterns discovered during the inquiry process. 4.2 Determine appropriate tools to communicate findings 4.3 Reflect on findings and take action. Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively. 5.1 Recognize the value of individual and collective thinking 5.2 Monitor and assess learning to guide inquiry. 5.3 Articulate the thinking process.</p>

Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

rereading as necessary.

RL 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.

RL 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

RL 6.1 Describe the relationship between the illustrations and the characters, setting or events.

RL 7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.

RL 7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.

RL 8.1 Read or listen closely to:

- a. describe characters' actions, and feelings;
- b. compare and contrast characters' experiences to those of the reader;
- c. describe setting;

RL 9.1 Identify the literary devices of **rhythm, repetitive language**, and simile and sound devices of **rhyme, onomatopoeia**, and alliteration; explain how the author uses each.

RL 10.1 Ask and answer questions about known and unknown words.

RL 10.2 Identify new meanings for familiar words and apply them accurately.

RL 10.4 Identify the individual words used to form a compound word.

RL 10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.

RL 10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.

RL 11.1 Identify the author's purpose—to explain, entertain, inform, or convince

RL 12.1 Classify literary texts according to characteristics of a genre.

RL 13.1 Engage in whole and small group reading with purpose and understanding.

RL 13.2 Read independently for sustained periods of time to build stamina

RL 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers

<p>Resources</p> <p>Journeys</p> <p>Anderson Five Text Sets</p> <p>Graphic Organizers</p> <p>Reading Eggs</p> <p>Reading A-Z</p> <p>Scholastic Weekly Readers</p>	<p>Websites</p> <p>www.youtube.com</p> <p>www.tumblebooks.com</p> <p>www.pinterest.com</p> <p>http://www.fcrr.org/</p> <p>www.readwritethink.org/</p>
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Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

Reading-Literacy Text (RL)	Quarter 2
<p>Standards:</p> <p>RL1: Demonstrate understanding of the organization and basic features of print. (P) RL2: Demonstrate understanding of spoken words, syllables, and sounds. (P) RL3: Know and apply grade-level phonics and word analysis skills in decoding words. (P) RL4: Read with sufficient accuracy and fluency to support comprehension. (P) RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC) RL6: Summarize key details and ideas to support analysis of thematic development. (MC) RL7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. RL8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. RL9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.(LCS) RL10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. RL11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style. RL12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. RL.13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RL1.1 Recognize the distinguishing features of a sentence. RL 1.2-1.4 Students are expected to build upon and continue applying previous learning. RL 2.1 Distinguish long from short vowel sounds in spoken single-syllable words. RL 2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words. RL 2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words. RL 2.4 Segment spoken single-syllable words into their complete sequence of individual sounds. RL 2.5 Students are expected to build upon and continue applying previous learning. RL 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs RL 3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words. RL 3.3 Read a two-syllable word by breaking the word into syllables. RL 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds. RL 3.5 Read words with inflectional endings.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers. 3.2 Select the most important information, revise ideas, and record and communicate findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw conclusions from relationships and patterns discovered during the inquiry process. 4.2 Determine appropriate tools to communicate findings 4.3 Reflect on findings and take action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</p> <p>5.1 Recognize the value of individual and collective thinking 5.2 Monitor and assess learning to guide inquiry. 5.3 Articulate the thinking process.</p>

Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

RL 3.6 Recognize and read grade-appropriate irregularly spelled words.

RL 4.1 Read grade-level texts with purpose and understanding.

RL 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

RL 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.

RL 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.

RL 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator

RL 6.1 Describe the relationship between the illustrations and the characters, setting or events.

RL 7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.

RL 7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.

RL 8.1 Read or listen closely to:

- describe characters' actions, and feelings;
- compare and contrast characters' experiences to those of the reader;
- describe setting;
- identify the plot including problem and solution; and
- describe cause and effect relationships.

RL 9.1 Identify the literary devices of rhythm, repetitive language, and **simile** and sound devices of rhyme, onomatopoeia, and **alliteration**; explain how the author uses each.

RL 9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

RL 10.1 Ask and answer questions about known and unknown words.

RL 10.2 Identify new meanings for familiar words and apply them accurately.

RL 10.3 Use inflectional endings and affixes to determine the meaning of unknown words.

RL 10.4 Identify the individual words used to form a compound word.

RL 10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.

RL 10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.

RL 11.1 Identify the author's purpose—to explain, entertain, inform, or convince.

Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

<p>RL 11.2 Distinguish who is telling the story at various points in a text, the narrator or characters. RL 12.1 Classify literary texts according to characteristics of a genre. RL 12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue. RL 13.1 Engage in whole and small group reading with purpose and understanding. RL 13.2 Read independently for sustained periods of time to build stamina RL 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>		
<p>Resources Journeys Anderson Five Text Sets Graphic Organizers Reading Eggs Reading A-Z Scholastic Weekly Readers</p>	<p>Websites www.youtube.com www.tumblebooks.com www.pinterest.com http://www.fcrr.org/ www.readwritethink.org/</p>	

Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

Reading-Literacy Text (RL)	Quarter 3
<p>Standards:</p> <p>RL1: Demonstrate understanding of the organization and basic features of print. (P)</p> <p>RL2: Demonstrate understanding of spoken words, syllables, and sounds. (P)</p> <p>RL3: Know and apply grade-level phonics and word analysis skills in decoding words. (P)</p> <p>RL4: Read with sufficient accuracy and fluency to support comprehension. (P)</p> <p>RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)</p> <p>RL6: Summarize key details and ideas to support analysis of thematic development. (MC)</p> <p>RL7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>RL8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p> <p>RL9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. (LCS)</p> <p>RL10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>RL11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</p> <p>RL12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</p> <p>RL13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators:</p> <p>RL1.1 Recognize the distinguishing features of a sentence.</p> <p>RL 1.2-1.4 Students are expected to build upon and continue applying previous learning.</p> <p>RL 2.1 Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RL 2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.</p> <p>RL 2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.</p> <p>RL 2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p>RL 2.5 Students are expected to build upon and continue applying previous learning.</p> <p>RL 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs</p> <p>RL 3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p> <p>RL 3.3 Read a two-syllable word by breaking the word into syllables.</p> <p>RL 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.</p> <p>RL 3.5 Read words with inflectional endings.</p> <p>RL 3.6 Recognize and read grade-appropriate irregularly spelled words.</p> <p>RL 4.1 Read grade-level texts with purpose and understanding.</p> <p>RL 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</p> <p>3.2 Select the most important information, revise ideas, and record and communicate findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Determine appropriate tools to communicate findings</p> <p>4.3 Reflect on findings and take action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</p> <p>5.1 Recognize the value of individual and collective thinking</p> <p>5.2 Monitor and assess learning to guide inquiry.</p> <p>5.3 Articulate the thinking process.</p>

Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

RL 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.

RL 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.

RL 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

RL 6.1 Describe the relationship between the illustrations and the characters, setting or events.

RL 7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.

RL 7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.

RL 8.1 Read or listen closely to:

- describe characters' actions, and feelings;
- compare and contrast characters' experiences to those of the reader;
- describe setting;
- identify the plot including problem and solution; and
- describe cause and effect relationships.

RL 9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.

RL 9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

RL 10.1 Ask and answer questions about known and unknown words.

RL 10.2 Identify new meanings for familiar words and apply them accurately.

RL 10.3 Use inflectional endings and affixes to determine the meaning of unknown words.

RL 10.4 Identify the individual words used to form a compound word.

RL 10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.

RL 10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.

RL 11.1 Identify the author's purpose—to explain, entertain, inform, or convince

RL 11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.

RL 12.1 Classify literary texts according to characteristics of a genre.

RL 12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.

Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

<p>RL 13.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RL 13.2 Read independently for sustained periods of time to build stamina.</p> <p>RL 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	
<p>Resources</p> <p>Journeys</p> <p>Anderson Five Text Sets</p> <p>Graphic Organizers</p> <p>Reading Eggs</p> <p>Reading A-Z</p> <p>Scholastic Weekly Readers</p>	<p>Websites</p> <p>www.youtube.com</p> <p>www.tumblebooks.com</p> <p>www.pinterest.com</p> <p>http://www.fcrr.org/</p> <p>www.readwritethink.org/</p>

Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

Reading-Literacy Text (RL)	Quarter 4
<p>Standards: RL1: Demonstrate understanding of the organization and basic features of print. (P) RL2: Demonstrate understanding of spoken words, syllables, and sounds. (P) RL3: Know and apply grade-level phonics and word analysis skills in decoding words. (P) RL4: Read with sufficient accuracy and fluency to support comprehension. (P) RL5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC) RL6: Summarize key details and ideas to support analysis of thematic development. (MC) RL7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. RL8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. RL9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.(LCS) RL10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. RL11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. RL12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. RL13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
<p>Indicators: RL1.1 Recognize the distinguishing features of a sentence. RL 1.2-1.4 Students are expected to build upon and continue applying previous learning. RL 2.1 Distinguish long from short vowel sounds in spoken single-syllable words. RL 2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words. RL 2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words. RL 2.4 Segment spoken single-syllable words into their complete sequence of individual sounds. RL 2.5 Students are expected to build upon and continue applying previous learning. RL 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs RL 3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words. RL 3.3 Read a two-syllable word by breaking the word into syllables. RL 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds. RL 3.5 Read words with inflectional endings. RL 3.6 Recognize and read grade-appropriate irregularly spelled words. RL 4.1 Read grade-level texts with purpose and understanding.</p>	<p>Inquiry Standards: Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations. Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment. Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. 3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers. 3.2 Select the most important information, revise ideas, and record and communicate findings. Standard 4: Synthesize information to share learning and/or take action. 4.1 Draw conclusions from relationships and patterns discovered during the inquiry process. 4.2 Determine appropriate tools to communicate findings 4.3 Reflect on findings and take action. Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively. 5.1 Recognize the value of individual and collective thinking 5.2 Monitor and assess learning to guide inquiry. 5.3 Articulate the thinking process.</p>

Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

RL 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

RL 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.

RL 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.

RL 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

RL 6.1 Describe the relationship between the illustrations and the characters, setting or events.

RL 7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.

RL 7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.

RL 8.1 Read or listen closely to:

- describe characters' actions, and feelings;
- compare and contrast characters' experiences to those of the reader;
- describe setting;
- identify the plot including problem and solution; and
- describe cause and effect relationships.

RL 9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.

RL 9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

RL 10.1 Ask and answer questions about known and unknown words.

RL 10.2 Identify new meanings for familiar words and apply them accurately.

RL 10.3 Use inflectional endings and affixes to determine the meaning of unknown words.

RL 10.4 Identify the individual words used to form a compound word.

RL 10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.

RL 10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.

RL 11.1 Identify the author's purpose—to explain, entertain, inform, or convince

RL 11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.

Colleton County School District
2015-2016 Reading/Literary Text Pacing Guide
Grade 1

<p>RL 12.1 Classify literary texts according to characteristics of a genre. RL 12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue. RL 13.1 Engage in whole and small group reading with purpose and understanding. RL 13.2 Read independently for sustained periods of time to build stamina RL 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	
<p>Resources Journeys Anderson Five Text Sets Graphic Organizers Reading Eggs Reading A-Z Scholastic Weekly Readers</p>	<p>Websites www.youtube.com www.tumblebooks.com www.pinterest.com http://www.fcrr.org/ www.readwritethink.org/ www.storybird.com www.edhelper.com www.abcteach.com www.pebblego.com</p>

Notes:

Focus on the bold skills in RL9.1 for quarter 1 and 2, and then review all skills in quarter 3 and 4. Additional resources that may be used when appropriate: Science A-Z, Chalk Talk, Brain Pop, epic books, tumblebooks, teachertube, starfall, scholastic book wizard, AR, Storyline online

Colleton County School District
2015-2016 Reading Informational Text Pacing Guide
Grade 1

Reading-Informational Text (RI)	Quarter 1
<p>Standards: RI1: Demonstrate understanding of the organization and basic features of print. (P) RI2: Demonstrate understanding of spoken words, syllables, and sounds. (P) RI3: Know and apply grade-level phonics and word analysis skills in decoding words. (P) RI4: Read with sufficient accuracy and fluency to support comprehension. (P) RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC) RI6: Summarize key details and ideas to support analysis of central ideas (MC) RI9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. (LCS) RI10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. (LCS) RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. (LCS) RI.12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. (RC)</p>	
<p>Indicators: RI1.1 Recognize the distinguishing features of a sentence . RI 1.2-1.4 Students are expected to build upon and continue applying previous learning. RI 2.1 Distinguish long from short vowel sounds in spoken single-syllable words. RI 2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words. RI 2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words. RI 2.4 Segment spoken single-syllable words into their complete sequence of individual sounds. RI 2.5 Students are expected to build upon and continue applying previous learning. RI 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs RI 3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words. RI 3.3 Read a two-syllable word by breaking the word into syllables. RI 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds. RI 3.5 Read words with inflectional endings. RI 3.6 Recognize and read grade-appropriate irregularly spelled words. RI 4.1 Read grade-level texts with purpose and understanding. RI 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Inquiry Standards: Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations. Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment. Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. 3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers. 3.2 Select the most important information, revise ideas, and record and communicate findings. Standard 4: Synthesize information to share learning and/or take action. 4.1 Draw conclusions from relationships and patterns discovered during the inquiry process. 4.2 Determine appropriate tools to communicate findings 4.3 Reflect on findings and take action. Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</p>

Colleton County School District
2015-2016 Reading Informational Text Pacing Guide
Grade 1

<p>RI 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>RI 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>RI 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>RI 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.</p> <p>RI 9.1 Ask and answer questions about known and unknown words in a text.</p> <p>RI 9.4 Use print and multimedia resources to explore word relationships and meanings</p> <p>RI 9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.</p> <p>RI 10.1 Identify the author’s purpose—to explain, entertain, inform, or convince</p> <p>RI 11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.</p> <p>RI 12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RI 12.2 Read independently for sustained periods of time.</p> <p>RI 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>5.1 Recognize the value of individual and collective thinking</p> <p>5.2 Monitor and assess learning to guide inquiry.</p> <p>5.3 Articulate the thinking process.</p>
<p>Resources</p> <p>Journeys</p> <p>Anderson Five Text Sets</p> <p>Science Leveled Readers</p> <p>Social Studies Leveled Readers</p>	<p>Websites</p> <p>www.youtube.com</p> <p>www.tumblebooks.com</p> <p>www.pinterest.com</p> <p>http://www.fcrr.org/</p> <p>www.readwritethink.org/</p>

Colleton County School District
2015-2016 Reading Informational Text Pacing Guide
Grade 1

Reading-Informational Text (RI)	Quarter 2
<p>Standards:</p> <p>RI1: Demonstrate understanding of the organization and basic features of print. (P)</p> <p>RI2: Demonstrate understanding of spoken words, syllables, and sounds. (P)</p> <p>RI3: Know and apply grade-level phonics and word analysis skills in decoding words. (P)</p> <p>RI4: Read with sufficient accuracy and fluency to support comprehension. (P)</p> <p>RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)</p> <p>RI6: Summarize key details and ideas to support analysis of central ideas (MC)</p> <p>RI7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. (MC)</p> <p>RI8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. (LCS)</p> <p>RI9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. (LCS)</p> <p>RI10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. (LCS)</p> <p>RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. (LCS)</p> <p>RI.12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. (RC)</p>	
<p>Indicators:</p> <p>RI1.1 Recognize the distinguishing features of a sentence .</p> <p>RI 1.2-1.4 Students are expected to build upon and continue applying previous learning.</p> <p>RI 2.1 Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RI 2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.</p> <p>RI 2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.</p> <p>RI 2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p>RI 2.5 Students are expected to build upon and continue applying previous learning.</p> <p>RI 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.</p> <p>RI 3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p> <p>RI 3.3 Read a two-syllable word by breaking the word into syllables.</p> <p>RI 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.</p> <p>RI 3.5 Read words with inflectional endings.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</p> <p>3.2 Select the most important information, revise ideas, and record and communicate findings.</p> <p>Standard 4: Synthesize information to share learning and/or take</p>

Colleton County School District
2015-2016 Reading Informational Text Pacing Guide
Grade 1

<p>RI 3.6 Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI 4.1 Read grade-level texts with purpose and understanding.</p> <p>RI 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>RI 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>RI 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator</p> <p>RI 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.</p> <p>RI 7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.</p> <p>RI 8.1 Identify words, phrases, illustrations, and photographs used to provide information.</p> <p>RI 9.1 Ask and answer questions about known and unknown words in a text.</p> <p>RI 9.2 Identify new meanings for familiar words and apply them accurately.</p> <p>RI 9.3 Use inflectional endings and affixes to determine the meaning of unknown words.</p> <p>RI 9.4 Use print and multimedia resources to explore word relationships and meanings.</p> <p>RI 9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.</p> <p>RI 10.1 Identify the author’s purpose—to explain, entertain, inform, or convince.</p> <p>RI 11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.</p> <p>RI 11.2 Identify the reasons an author gives to support a position.</p> <p>RI 12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RI 12.2 Read independently for sustained periods of time.</p> <p>RI 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>action.</p> <p>4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Determine appropriate tools to communicate findings</p> <p>4.3 Reflect on findings and take action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</p> <p>5.1 Recognize the value of individual and collective thinking</p> <p>5.2 Monitor and assess learning to guide inquiry.</p> <p>5.3 Articulate the thinking process.</p>
<p>Resources</p> <p>Journeys</p> <p>Anderson Five Text Sets</p> <p>Science Leveled Readers</p> <p>Social Studies Leveled Readers</p>	<p>Websites</p> <p>www.youtube.com</p> <p>www.tumblebooks.com</p> <p>www.pinterest.com</p> <p>http://www.fcrr.org/</p> <p>www.readwritethink.org/</p>

Colleton County School District
2015-2016 Reading Informational Text Pacing Guide
Grade 1

Reading-Informational Text (RI)	Quarter 3
<p>Standards:</p> <p>RI1: Demonstrate understanding of the organization and basic features of print. (P)</p> <p>RI2: Demonstrate understanding of spoken words, syllables, and sounds. (P)</p> <p>RI3: Know and apply grade-level phonics and word analysis skills in decoding words. (P)</p> <p>RI4: Read with sufficient accuracy and fluency to support comprehension. (P)</p> <p>RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)</p> <p>RI6: Summarize key details and ideas to support analysis of central ideas (MC)</p> <p>RI7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. (MC)</p> <p>RI8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. (LCS)</p> <p>RI9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. (LCS)</p> <p>RI10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. (LCS)</p> <p>RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. (LCS)</p> <p>RI.12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. (RC)</p>	
<p>Indicators:</p> <p>RI1.1 Recognize the distinguishing features of a sentence.</p> <p>RI 1.2-1.4 Students are expected to build upon and continue applying previous learning.</p> <p>RI 2.1 Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RI 2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.</p> <p>RI 2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.</p> <p>RI 2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p>RI 2.5 Students are expected to build upon and continue applying previous learning.</p> <p>RI 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.</p> <p>RI 3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p> <p>RI 3.3 Read a two-syllable word by breaking the word into syllables.</p> <p>RI 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.</p> <p>RI 3.5 Read words with inflectional endings.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</p> <p>3.2 Select the most important information, revise ideas, and record and communicate findings.</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p>

Colleton County School District
2015-2016 Reading Informational Text Pacing Guide
Grade 1

<p>RI 3.6 Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI 4.1 Read grade-level texts with purpose and understanding.</p> <p>RI 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>RI 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>RI 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>RI 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.</p> <p>RI 7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.</p> <p>RI 8.1 Identify words, phrases, illustrations, and photographs used to provide information.</p> <p>RI 9.1 Ask and answer questions about known and unknown words in a text.</p> <p>RI 9.2 Identify new meanings for familiar words and apply them accurately.</p> <p>RI 9.3 Use inflectional endings and affixes to determine the meaning of unknown words.</p> <p>RI 9.4 Use print and multimedia resources to explore word relationships and meanings</p> <p>RI 9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.</p> <p>RI 10.1 Identify the author’s purpose—to explain, entertain, inform, or convince.</p> <p>RI 11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.</p> <p>RI 11.2 Identify the reasons an author gives to support a position.</p> <p>RI 12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RI 12.2 Read independently for sustained periods of time.</p> <p>RI 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Determine appropriate tools to communicate findings</p> <p>4.3 Reflect on findings and take action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</p> <p>5.1 Recognize the value of individual and collective thinking.</p> <p>5.2 Monitor and assess learning to guide inquiry.</p> <p>5.3 Articulate the thinking process.</p>
<p>Resources</p> <p>Journeys</p> <p>Anderson Five Text Sets</p> <p>Science Levelled Readers</p> <p>Social Studies Levelled Readers</p>	<p>Websites</p> <p>www.youtube.com</p> <p>www.tumblebooks.com</p> <p>www.pinterest.com</p> <p>http://www.fcrr.org/</p> <p>www.readwritethink.org/</p>

Colleton County School District
2015-2016 Reading Informational Text Pacing Guide
Grade 1

Reading-Informational Text (RI)	Quarter 4
<p>Standards:</p> <p>RI1: Demonstrate understanding of the organization and basic features of print. (P)</p> <p>RI2: Demonstrate understanding of spoken words, syllables, and sounds. (P)</p> <p>RI3: Know and apply grade-level phonics and word analysis skills in decoding words. (P)</p> <p>RI4: Read with sufficient accuracy and fluency to support comprehension. (P)</p> <p>RI5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. (MC)</p> <p>RI6: Summarize key details and ideas to support analysis of central ideas (MC)</p> <p>RI7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. (MC)</p> <p>RI8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. (LCS)</p> <p>RI9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. (LCS)</p> <p>RI10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. (LCS)</p> <p>RI11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. (LCS)</p> <p>RI.12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. (RC)</p>	
<p>Indicators:</p> <p>RI1.1 Recognize the distinguishing features of a sentence.</p> <p>RI 1.2-1.4 Students are expected to build upon and continue applying previous learning.</p> <p>RI 2.1 Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RI 2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.</p> <p>RI 2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.</p> <p>RI 2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p>RI 2.5 Students are expected to build upon and continue applying previous learning.</p> <p>RI 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.</p> <p>RI 3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p> <p>RI 3.3 Read a two-syllable word by breaking the word into syllables.</p> <p>RI 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.</p> <p>RI 3.5 Read words with inflectional endings.</p> <p>RI 3.6 Recognize and read grade-appropriate irregularly spelled words.</p> <p>RI 4.1 Read grade-level texts with purpose and understanding.</p>	<p>Inquiry Standards:</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</p> <p>3.2 Select the most important information, revise ideas, and record and communicate findings.</p>

Colleton County School District
2015-2016 Reading Informational Text Pacing Guide
Grade 1

<p>RI 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RI 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>RI 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.</p> <p>RI 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p>RI 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.</p> <p>RI 7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.</p> <p>RI 8.1 Identify words, phrases, illustrations, and photographs used to provide information.</p> <p>RI 9.1 Ask and answer questions about known and unknown words in a text.</p> <p>RI 9.2 Identify new meanings for familiar words and apply them accurately.</p> <p>RI 9.3 Use inflectional endings and affixes to determine the meaning of unknown words.</p> <p>RI 9.4 Use print and multimedia resources to explore word relationships and meanings.</p> <p>RI 9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.</p> <p>RI 10.1 Identify the author’s purpose—to explain, entertain, inform, or convince.</p> <p>RI 11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.</p> <p>RI 11.2 Identify the reasons an author gives to support a position.</p> <p>RI 12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>RI 12.2 Read independently for sustained periods of time.</p> <p>RI 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.</p> <p>4.2 Determine appropriate tools to communicate findings</p> <p>4.3 Reflect on findings and take action.</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</p> <p>5.1 Recognize the value of individual and collective thinking.</p> <p>5.2 Monitor and assess learning to guide inquiry.</p> <p>5.3 Articulate the thinking process.</p>
<p>Resources</p> <p>Journeys</p> <p>Anderson Five Text Sets</p> <p>Science Leveled Readers</p> <p>Social Studies Leveled Readers</p>	<p>Websites</p> <p>www.youtube.com</p> <p>www.tumblebooks.com</p> <p>www.pinterest.com</p> <p>http://www.fcrr.org/</p> <p>www.readwritethink.org/</p>

Notes: Additional resources that may be used when appropriate: Science A-Z, Chalk Talk, Brain Pop, epic books, teachertube, starfall, scholastic book wizard, AR, Storyline online

Colleton County School District
2015-2016 Writing Pacing Guide
Grade 1

Writing		Quarter 1
<p>Standards: Meaning, Context, and Craft(MCC) W 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Language(L) W 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. W 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Range and Complexity(RC) W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>		
<p>Indicators: W 3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure. W 3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. W 4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. W 5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I. W 5.2 Use: (a.) periods, question marks, and exclamation marks at the end of sentences. W 5.3 Use conventional spelling for words with common spelling patterns. W 5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words. W 5.5 Consult print and multimedia resources to check and correct spellings. W 6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences. W 6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques. W 6.3 Write left to right leaving space between words. W 6.4 Locate letter keys on an electronic device to type simple messages</p>	<p style="text-align: center;"><i>Fundamentals of Writing</i></p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain. 	
<p>Resources Lucy Calkins Units of Study Journeys Mentor Texts (links can be found by typing “mentor text” in the search bar)</p>	<p>Websites https://www.pinterest.com www.readwritethink.org/</p>	

Colleton County School District
2015-2016 Writing Pacing Guide
Grade 1

Writing		Quarter 2
<p>Standards: Meaning, Context, and Craft(MCC) W 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Language(L) W 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. W 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Range and Complexity(RC) W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>		
<p>Indicators: W 2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. W 2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. W 4.1 Use common, proper, and possessive nouns. W 4.2 Use singular and plural nouns with matching verbs in basic sentences. W 4.3 Use personal, possessive, and indefinite pronouns. W 4.4 Use verbs to convey a sense of past, present, and future. W 4.5 Use adjectives and adverbs. W 4.6 Use prepositional phrases. W 4.7 Use conjunctions W 4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. W 5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I. W 5.2 Use: (a.) periods, question marks, and exclamation marks at the end of sentences. W 5.3 Use conventional spelling for words with common spelling patterns. W 5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words. W 5.5 Consult print and multimedia resources to check and correct spellings. W 6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences. W 6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques. W 6.3 Write left to right leaving space between words.</p>	<p><i>Fundamentals of Writing</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. <input type="checkbox"/> Interact and collaborate with peers and adults to develop and strengthen writing. <input type="checkbox"/> Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. <input type="checkbox"/> Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. <input type="checkbox"/> Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. <input type="checkbox"/> Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain. 	

Colleton County School District
2015-2016 Writing Pacing Guide
Grade 1

W 6.4 Locate letter keys on an electronic device to type simple messages.		
Resources Lucy Calkins Units of Study Journeys Mentor Texts (links can be found by typing “mentor text” in the search bar)	Websites https://www.pinterest.com www.readwritethink.org/	

Colleton County School District
2015-2016 Writing Pacing Guide
Grade 1

Writing		Quarter 3
<p>Standards: Meaning, Context, and Craft(MCC) W 1: Write arguments to support claims with clear reasons and relevant evidence. Language(L) W 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. W 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Range and Complexity(RC) W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>		
<p>Indicators:</p> <p>W 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure</p> <p>W 1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p> <p>W 4.1 Use common, proper, and possessive nouns.</p> <p>W 4.2 Use singular and plural nouns with matching verbs in basic sentences.</p> <p>W 4.3 Use personal, possessive, and indefinite pronouns.</p> <p>W 4.4 Use verbs to convey a sense of past, present, and future.</p> <p>W 4.5 Use adjectives and adverbs.</p> <p>W 4.6 Use prepositional phrases.</p> <p>W 4.7 Use conjunctions</p> <p>W 4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p> <p>W 5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.</p> <p>W 5.2 Use: (a.) periods, question marks, and exclamation marks at the end of sentences; and (b.) commas in dates and to separate items in a series.</p> <p>W 5.3 Use conventional spelling for words with common spelling patterns.</p> <p>W 5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.</p> <p>W 5.5 Consult print and multimedia resources to check and correct spellings.</p> <p>W 6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.</p> <p>W 6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.</p> <p>W 6.3 Write left to right leaving space between words.</p>	<p><i>Fundamentals of Writing</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. <input type="checkbox"/> Interact and collaborate with peers and adults to develop and strengthen writing. <input type="checkbox"/> Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. <input type="checkbox"/> Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. <input type="checkbox"/> Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. <input type="checkbox"/> Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain. 	

Colleton County School District
2015-2016 Writing Pacing Guide
Grade 1

W 6.4 Locate letter keys on an electronic device to type simple messages.		
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Colleton County School District
2015-2016 Writing Pacing Guide
Grade 1

Writing		Quarter 4
<p>Standards: Meaning, Context, and Craft(MCC) W 1: Write arguments to support claims with clear reasons and relevant evidence. W 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Language(L) W 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. W 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Range and Complexity(RC) W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>		
<p>Indicators: W 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure. W 1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. W 2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure. W 2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. W 3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure. W 3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing. W 4.1 Use common, proper, and possessive nouns. W 4.2 Use singular and plural nouns with matching verbs in basic sentences. W 4.3 Use personal, possessive, and indefinite pronouns. W 4.4 Use verbs to convey a sense of past, present, and future. W 4.5 Use adjectives and adverbs. W 4.6 Use prepositional phrases. W 4.7 Use conjunctions. W 4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. W 5.1 Capitalize the first word of a sentence, dates, names, and the pronoun</p>	<p><i>Fundamentals of Writing</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. <input type="checkbox"/> Interact and collaborate with peers and adults to develop and strengthen writing. <input type="checkbox"/> Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. <input type="checkbox"/> Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. <input type="checkbox"/> Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. <input type="checkbox"/> Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain. 	

Colleton County School District
2015-2016 Writing Pacing Guide
Grade 1

<p>I. W 5.2 Use: (a.) periods, question marks, and exclamation marks at the end of sentences; and (b.) commas in dates and to separate items in a series. W 5.3 Use conventional spelling for words with common spelling patterns. W 5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words. W 5.5 Consult print and multimedia resources to check and correct spellings. W 6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences. W 6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques. W 6.3 Write left to right leaving space between words. W 6.4 Locate letter keys on an electronic device to type simple messages.</p>	
<p>Resources Lucy Calkins Units of Study Journeys Mentor Texts (links can be found by typing “mentor text” in the search bar)</p>	<p>Websites https://www.pinterest.com www.readwritethink.org/</p>

Notes:

Review all standards in the fourth quarter, focusing on what your students have had the most difficulty with throughout the year.

Additional resources that may be used when appropriate: Science A-Z, Chalk Talk, Brain Pop, epic books, tumblebooks, teachertube, starfall, scholastic book wizard, AR, Storyline online