

Pacing Guide at a Glance Grade 1
Reading – Spelling – Grammar/Mechanics
Preface

- Carefully note objectives in italics. These objectives will need additional explicit instruction.
- In order to provide more processing time for students, some objectives (such as antonyms and compound words) are explicitly taught during one quarter but tested during another quarter.
- The large sound/spelling cards provided with *Reading Street* should be posted as visual examples (anchor charts), especially for first grade children. More information about sound/spelling cards can be found on the MCPSS website – Elementary Reading K-5.
- Handwriting will be taught and evaluated using the D’Nealian model located in the Teacher Resource section of the *Reading Street* teacher editions.
- Children not meeting with the teacher during small group time must be involved with meaningful and relevant practice with previously taught skills.
- Teacher directions must be followed exactly as written on the DCAs and EQTs. NOTE: Some stories & questions are read **TO** the children while others are read **BY** the children.
- Spelling and grammar/mechanics will be taught within the meaningful context of the reading selection. Refer to the weekly selections for all reading, spelling, and grammar/mechanics plans. Continue to follow W.O.W. box guidelines for writing instruction.
- The MCPSS Pacing Guides for science and social studies are simply *suggested*, not *required* pacing. Since instruction is MOST effective when subjects are integrated, teachers are encouraged to use the Alabama Weekly Skills Overview page found at the beginning of each *Reading Street* story. Science and social studies standards are located at the bottom of the second page.
- Question words need to be taught as sight vocabulary during first quarter. This increases understanding of what is being asked on daily work and tests in all subject areas throughout the year. Question vocabulary includes words such as **who, where, when, what, why, and how**.

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Division of Curriculum & Instruction

Reading – 1st Grade

1st Quarter

Pacing Guide at a Glance

ACOS #	Reading Standards/Objectives	Dates:	
		Taught	Tested
1	<u>Phonemic Awareness</u> <ul style="list-style-type: none"> <i>identify and supply rhyming words</i> <i>identify number of syllables</i> add, delete, and substitute phonemes to make words identify initial, final, and medial sounds blend phonemes into words 		
2	<u>Phonics</u> <ul style="list-style-type: none"> identify sound/spelling relationships of consonants and short vowels read new words by blending 		
5	<u>Fluency</u> <ul style="list-style-type: none"> recognize high frequency words 		
3	<u>Vocabulary</u> <ul style="list-style-type: none"> <i>sort words into categories (Teacher reads words.)</i> 		
4	<u>Listening and Reading Comprehension</u> <ul style="list-style-type: none"> recall information connect events in a story to specific life experiences 		
12	<u>Reading Behaviors</u> <ul style="list-style-type: none"> sequence upper/lower case letters identify parts of a book: title page, <i>table of contents</i> 		
Note: By the end of First Quarter, Unit 1, Story 6, <i>Animal Park</i> should be completed - minimum pacing. DCA 1.1 should be given after the completion of story, <i>Sam, Come Back</i> . DCA 1.2 should be given after the completion of story, <i>A Fox and a Kit</i> .			

ACOS #	Language Arts Standards/Objectives	Dates:	
		Taught	Tested
3	<u>Spelling</u> <ul style="list-style-type: none"> correctly spell sight words and single-syllable, phonetically regular words 		
8,9	<u>Grammar/Mechanics</u> <ul style="list-style-type: none"> identify complete sentences identify correct capitalization-the first word of sentences identify correct punctuation – period and question mark identify correct grammar – naming and action parts of sentences exhibit proper letter formation, spacing, and letter – line placement in words and sentences. 		
10			
11			

Objectives in italics are not directly taught in Reading Street during this quarter. You must supplement these objectives.

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Reading – 1st Grade

2nd Quarter

Pacing Guide at a Glance

ACOS #	Reading Standards/Objectives	Dates:	
		Taught	Tested
2	<u>Phonics</u> <ul style="list-style-type: none"> identify sound/spelling relationships of long vowels (v-c-e) identify sound/spelling relationships of initial and final consonant blends and digraphs: /wh/, /th/, /sh/, /ch/, /tch/ blend sounds to form words segment printed words into phonemes 		
5	<u>Fluency</u> <ul style="list-style-type: none"> recognize high frequency words 		
3	<u>Vocabulary</u> <ul style="list-style-type: none"> <i>identify and supply antonyms</i> <i>sort words into categories (Students read words.)</i> 		
4	<u>Comprehension</u> <ul style="list-style-type: none"> retell story and answer questions make predictions sequence events in a story 		
<p>Note: By the end of Second Quarter, Unit 3, Story 2, <i>Ruby in Her Own Time</i> should be completed - minimum pacing. DCA 2.1 should be given after the completion of story, <i>Who Works Here?</i> DCA 2.2 should be given after the completion of story, <i>Honey Bees</i>. Unit 2 Test is required this quarter.</p>			

ACOS #	Language Arts Standards/Objectives	Dates:	
		Taught	Tested
3	<u>Spelling</u> <ul style="list-style-type: none"> correctly spell sight words and single-syllable, phonetically regular words 		
8,9	<u>Grammar/Mechanics</u> <ul style="list-style-type: none"> write complete sentences apply correct capitalization-the first word of sentences, pronoun I, proper nouns (titles of people, days of the week, months, and holidays) apply correct punctuation – period and question mark apply correct grammar – common and proper nouns, singular & plural nouns, and action verbs 		
10	<ul style="list-style-type: none"> show an awareness of subject/verb agreement exhibit proper letter formation, spacing, and letter-line placement in words and sentences. 		
11			

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Reading – 1st Grade

3rd Quarter

Pacing Guide at a Glance

ACOS #	Reading Standards/Objectives	Dates:	
		Taught	Tested
2	<u>Phonics</u> <ul style="list-style-type: none"> identify sound/spelling relationships of initial and final consonant blends, initial and final consonant digraphs, and long vowels (ai, ay, ea, ee, ie, igh, oa, ow, sound of final y) and r-controlled vowels blend sounds to form words 		
5	<u>Fluency</u> <ul style="list-style-type: none"> recognize high frequency words 		
3	<u>Vocabulary</u> <ul style="list-style-type: none"> <i>identify and supply antonyms</i> identify and supply contractions <i>identify and supply compound words</i> recognize and apply inflectional endings 		
2,3			
4			
12	<u>Comprehension</u> <ul style="list-style-type: none"> <i>state main idea about a topic in informational text</i> sequence events in a story (beginning, middle, end) <i>alphabetize to the first letter</i> begin to use simple reference materials: graphs 		
<p>Note: By the end of Third Quarter, Unit 4, Story 4, <i>The Lady in the Moon</i> should be completed - minimum pacing. DCA 3.1 should be given after the completion of the story, <i>I'm a Caterpillar</i>. Unit 3 Test is required this quarter. DCA 3.2 should be given after the completion of the story, <i>The Dot</i>.</p>			

ACOS #	Language Arts Standards/Objectives	Dates:	
		Taught	Tested
3	<u>Spelling</u> <ul style="list-style-type: none"> correctly spell sight words and single-syllable, phonetically regular words correctly spell multi-syllable, phonetically regular words 		
8,9	<u>Grammar/Mechanics</u> <ul style="list-style-type: none"> write complete sentences apply correct capitalization-the first word of sentences, pronoun I, proper nouns (titles of people, days of the week, months, and holidays) apply correct punctuation – period and question mark apply correct grammar – common and proper nouns, verbs, and adjectives correctly use subject/verb agreement exhibit proper letter formation, spacing, and letter-line placement in words and sentences. 		
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Reading – 1st Grade

4th Quarter

Pacing Guide at a Glance

ACOS #	Reading Standards/Objectives	Dates:	
		Taught	Tested
2	<u>Phonics</u> <ul style="list-style-type: none"> identify sound/spelling relationships of long vowels and diphthongs (oi, oy, aw, oo, ou, ow) blend sounds to form words 		
5	<u>Fluency</u> <ul style="list-style-type: none"> recognize high frequency words 		
3	<u>Vocabulary</u> <ul style="list-style-type: none"> identify and supply synonyms recognize and apply inflectional endings recognize and supply homonyms 		
2,3			
3			
4	<u>Comprehension</u> <ul style="list-style-type: none"> draw simple conclusions recognize story elements (setting, characters, problem, solution, plot) identify main idea recall information alphabetize to the first letter begin to use simple reference materials: charts 		
6			
4			
12			
Note: By the end of Fourth Quarter, Unit 5, Story 6, <i>Ben Franklin and His First Kite</i> should be completed – minimum pacing. DCA 4.1 should be given after the completion of the story, <i>Tippy-Toe Chick, Go!</i> DCA 4.2 should be given after the completion of the story, <i>Simple Machines</i>.			

ACOS #	Language Arts Standards/Objectives	Dates:	
		Taught	Tested
3	<u>Spelling</u> <ul style="list-style-type: none"> correctly spell sight words and single-syllable, phonetically regular words correctly spell multi-syllable, phonetically regular words 		
8,9	<u>Grammar/Mechanics</u> <ul style="list-style-type: none"> write complete sentences apply correct capitalization-the first word of sentences, pronoun I, proper nouns (titles of people, days of the week, months, and holidays) apply correct punctuation – period, question mark, and exclamation mark apply correct grammar – common and proper nouns, verbs, adjectives, and pronouns correctly use subject/verb agreement exhibit proper letter formation, spacing, and letter-line placement in words and sentences. 		
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