

1st Grade READING Pacing Guide 1st Nine Weeks		
Word Work	Vocabulary	Comprehension
<p><u>Phonemic Awareness</u> word segmentation LA.1.1.3.3 syllable blending LA.1.1.3.2 onset/rime blending LA.1.1.3.2 phoneme isolation/identity -all positions LA.1.1.3.1 phoneme manipulation through addition, deletion, and substitution LA.1.1.3.4 phoneme blending LA.1.1.3.2</p> <p><u>Phonics/Spelling/Word Analysis</u> <u>Phonics</u></p> <p><u>Short Vowel:</u> a/a; e/e; i/i; o/o; <u>Inflection:</u> -s,- ed, -ing (no spelling change)</p> <p><u>Contractions:</u> 's, n't, <u>Digraph:</u> k/ck, qu, sh, th <u>Initial Blends:</u> with r <u>Ending Blends:</u> nd, st, nt, nk <u>Double Final Consonants</u> <u>Possessives with 's</u></p> <p><u>High Frequency Words:</u> <i>Independently read:</i> Down, jump, not, up, it, over, yes, too, be, ride, run, come, good, on, that, very, use, help, now, one, two, they, her, does, who, some, of, no, eat, live, into, out, many</p> <p><u>Grammar</u> Sentences, Word Order, Statements, Questions and Exclamations, Writing Sentences, Nouns, Plural Nouns, Irregular Plural Nouns</p>	<p><u>Vocabulary Development</u> Use new vocabulary that is introduced LA.1.1.6.1 Context clues/teacher prompt LA.1.1.6.3 Relate new vocabulary to familiar words LA.1.1.6.5 Identify and sort into conceptual categories LA.1.1.6.6 Use illustrations to find meaning of unfamiliar words LA.1.1.6.10</p> <p><u>Vocabulary (Oral Vocabulary)</u> Story 1: interest, cheerful, unique, prefer, genuine Story 2: express, movement, energy, exhausted, stretch Story 3: change, learn, adult, imitate, practice Story 4: need, train, adorable, dear, sensible Story 5: accomplish, goal, argue, attempt, agree Story 6: protect, provide, guide, separate, wild Story 7: responsibility, cooperate, appreciate, partner, scrumptious Story 8: habitat, survive, wade, powerful, rare</p> <p><u>(Content Vocabulary)</u> Story 1: neighbor, family, friends Story 2: moves, helps, push Story 3: mamma, puppy, talk, learned Story 4: need, living things, care, pet, rope Story 5: soccer, game, ball Story 6: animal, baby, food, bug Story 7: plant, wheat, bread, water, kernel, factory Story 8: prairie dog, meet, claws, caring</p>	<p><u>Concepts of Print</u> Independently identify title, author, illustrator LA.1.1.1.1 Distinguish informational/entertaining text locate information in captions, signs LA.1.1.1.2</p> <p><u>Reading Comprehension</u> make predictions LA.1.1.7.1 ask and answer questions about text LA.1.5.2.3 retell the main events: beginning, middle, end LA.1.2.1.2 use graphic organizers in nonfiction LA.1.2.2.1 identify text's features title, illustrations LA.1.1.7.1 compare and contrast LA.1.1.7.7 distinguish fact from fiction LA.1.1.7.5 identify and discuss story details LA.1.1.7.4 identify and discuss story setting LA.1.2.1.3 identify and describe characters LA.1.2.1.3 sequence LA.1.1.7.6 connect text to self LA.1.2.1.5</p> <p><u>Fluency</u> Adjust reading rate to text LA.1.1.5.3 12 words per minute Read accurately with appropriate expression Use punctuation to guide oral reading</p> <p><u>Writing</u> Prewriting The student will prewrite by generating ideas from multiple sources LA.1.3.1.1 The student will prewrite by discussing the purpose for a writing piece LA.1.3.1.2 The student will prewrite by organizing ideas using simple webs, maps, or lists LA.1.3.1.3 Drafting The student will draft writing by maintaining focus on a single idea using supporting details LA.1.3.2.1 The student will draft writing by organizing details into a logical sequence that has a beginning, middle, and end LA.1.3.2.2</p>

1st Grade READING Pacing Guide
2nd Nine Weeks

Word Work	Vocabulary	Comprehension
<p><u>Phonemic Awareness</u> word segmentation LA.1.1.3.3 syllable blending LA.1.1.3.2 onset/rime blending LA.1.1.3.2 phoneme isolation/identity -all positions LA.1.1.3.1 phoneme manipulation through addition, deletion, and substitution LA.1.1.3.4 phoneme blending LA.1.1.3.2</p> <p><u>Phonics/Spelling/Word Analysis</u></p> <p><u>Blends:</u> sm, sn, sp, st, sw, scr, spl, spr, str <u>Inflection:</u> dropping the e and adding ed and ing, er, est <u>Short Vowel:</u> u <u>Long Vowels :</u> a_e, i_e, o_e <u>Initial Blends:</u> l <u>Digraph:</u> ch, tch, hw/wh <u>Compound Words</u></p> <p><u>High Frequency Words:</u> <i>Independently read:</i> Make, want, under, put, show, three, today, school, way, away, late, why, hello, could, walk, pull, all, oh, boy, girl, people, when, care, water, together, our, again, would, your, light, call, how, more, funny, there, so, say, says, about, give, read, were, opened, every, any, saw, soon</p> <p><u>Grammar</u> Proper Nouns, Days, Months, and Holidays; Verbs, Present-Tense Verbs, Past-Tense Verbs, Is and Are, Contractions with not, Was and were</p>	<p><u>Vocabulary Development</u> Use new vocabulary that is introduced LA.1.1.6.1 Context clues/teacher prompt LA.1.1.6.3 Relate new vocabulary to familiar words LA.1.1.6.5 Identify and sort into conceptual categories LA.1.1.6.6 Use illustrations to find meaning of unfamiliar words LA.1.1.6.10</p> <p><u>Vocabulary (Oral Vocabulary)</u> Story 9: entertain, perform, audience, brilliant, enjoy Story 10: amuse, humorous, delighted, mood, ridiculous Story 11: friendship, relationship, encourage, rely, suggest Story 12: culture, custom, language, skill, similar Story 13: outline, observe, blaze, increase, scorch Story 14: member, share, concern, fortunate, share, trust Story 15: connection, support, possession, relief, typical Story 16: group, behavior, plead, soar, vivid</p> <p><u>(Content Vocabulary)</u> Story 9: aunt, take, bandstand, instrument, music, rattles, sounds, stop Story 10: apes, stop, crocodiles, late, tree, pool, gate, gumdrops Story 11: stuck, feet, tail, address, city, post office Story 12: animals, bread, brother, cook, home, leaves, neighborhood, llama, recycled, river Story 13: change, moves, earth, shadow Story 14: baby bubbles, happy, grandmother, grandfather, aunt Story 15: grandmother, story, learn, boats, flowers, salt, cook, parade, celebrate, tree, relatives Story 16: sparkled, floating, pelican, dolphin, turtle, coconut</p>	<p><u>Concepts of Print</u> Independently identify title, author, illustrator LA.1.1.1.1 Distinguish informational/entertaining text locate information in captions, signs LA.1.1.1.2</p> <p><u>Reading Comprehension</u> recognize story structure such as plot and setting LA.1.2.1.3 compare and contrast LA.1.1.7.7 identify and discuss text details LA.1.1.7.4 identify and discuss plot LA.1.2.1.2 answer questions LA.1.5.2.3 use graphic organizers LA.1.2.2.1 adjust reading rate to monitor comprehension LA.1.1.7.9 identify setting LA.1.2.1.3 sequence LA.1.1.7.6 identify and discuss author's purpose/point of view LA.1.1.7.8 identify and discuss main idea LA.1.1.7.3 retell main idea and key supporting details LA.1.1.7.4 distinguish fact from fiction LA.1.1.7.5 predicting LA.1.1.7.1 recognize rhythm and rhyme in text LA.1.2.1.4 connections—text to self; text to text locate information in graphs and charts locate information in maps (with teacher prompt) LA.1.2.1.5</p> <p><u>Fluency</u> Use appropriate phrasing, expression, and intonation 20 words per minute Adjust reading rate to text LA.1.1.5.3 Read accurately Use punctuation clues</p> <p><u>Writing</u> Prewriting and Drafting from 1st Nine Weeks Revising The student will revise by evaluating the draft for logical thinking and marking out repetitive text LA.1.3.3.1 The student will revise by creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words LA.1.3.3.2</p>

1st Grade READING Pacing Guide
3rd Nine Weeks

Word Work	Vocabulary	Comprehension
<p>Phonemic Awareness Review word segmentation LA.1.1.3.3 syllable blending LA.1.1.3.2 onset/rime blending LA.1.1.3.2 phoneme isolation/identity -all positions LA.1.1.3.1 phoneme manipulation through addition, deletion, and substitution LA.1.1.3.4 phoneme blending LA.1.1.3.2</p> <p>Phonics/Spelling/Word Analysis</p> <p>Consonants : /s/ c; /j/g, -dge Irregular: ar, or Long Vowels: u e, ay, ai, e, ee, ea, /e/-y, o, oa, ow, l, /i/-y, igh Inflections: -ed, -ing [drop e] -ed, -ing—drop the e Contractions: 've, 're, 's, n't, 'll Syllable: le Irregular compound words</p> <p>High Frequency Words: <i>Independently read:</i> Find, after, done, old, new, work, warm, cold, sound, know, their, knew, kind, house, friends, by, far, heard, happens, falls, before, began, told, mother, try, always, father, love, ball, head, never, should, shout, round, better, or, children, along, early, nothing, thought</p> <p>Grammar Has and have, Go and do, See and Saw, Contractions with not, Adjectives, Adjectives that Compare, Color Words, Number Words</p>	<p>Vocabulary Development ongoing vocabulary work in text LA.1.1.6.1 use context clues LA.1.1.6.3 categorize by meaning LA.1.1.6.6 relate new to familiar words and concepts LA.1.1.6.5 synonyms/ compound words; predict meaning LA.1.1.6.7 LA.1.1.4.6 use dictionary and digital tools as resources LA.1.6.2.1 LA.1.6.4.1 independently read high frequency words LA.1.1.4.5</p> <p>Vocabulary (Oral Vocabulary) Story 17: inspire, recycle, resourceful, structure, waste Story 18: breeze, commotion, condition, forecast, tranquil Story 19: career, curious, fascinating, improve, investigate Story 20: dare, humble, permit, predicament, solution Story 21: creative, marvelous, original, shrewd, talent Story 22: approach, ascend, drift, quarrel, view Story 23: benefit, determination, ingenuity, simple, thrill Story 24: admire, challenging, charity, focus, offer</p> <p>(Content Vocabulary) Story 17: terrific, creation, robot, recycling, cleans, sort, room, plastic, noise, tomorrow Story 18: predict, extreme, storms, clouds, sky, thunder, blizzard, tornado Story 19: idea, lightning, sky, microscope, electricity, iron, scientists sparks, key, photographs Story 20: glared, haste, banana, lion, tiger, forest, deer, elephant, rabbit Story 21: firm, artists, supposed, castles, color, combs, favorite, museum, ears, sculpture Story 22: discs, robins, flew, short, glide, third, laughter, meadow, motor, perhaps Story 23: company, contest, discovery, hospital, machine, record</p>	<p>Concepts of Print Locate glossary independently LA.1.1.1.1</p> <p>Reading Comprehension Cause and effect Recognize story structure such as plot and setting LA.1.2.1.3 Use graphic Organizers LA.1.2.2.1 Summarize LA.1.2.2.3 Problem/Solution Compare/contrast LA.1.1.7.7 Text connections: text to self, text to world LA.1.2.1.5 Reread text to monitor comprehension LA.1.1.7.9 Make inferences Identify and discuss author's point of view LA.1.1.7.8 Distinguish fact from fiction LA.1.1.7.5 Rhyme, rhythm, alliteration in poems LA.1.2.1.4</p> <p>Fluency adjust reading rate according to form/style LA.1.1.5.3 35 words per minute use appropriate phrasing and expression read accurately</p> <p>Writing Prewriting, Drafting, and Revising from 1st and 2nd Nine Weeks Editing for Language Conventions The student will edit for correct use of common spelling patterns and conventional spelling of high frequency words LA.1.3.4.1 The student will edit for correct use of capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year LA.1.3.4.2 The student will edit for correct use of commas in dates, items in a series LA.1.3.4.3 The student will edit for correct use of singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns LA.1.3.4.4 The student will edit for correct use of subject and verb agreement in simple sentences LA.1.3.4.5 The student will edit for correct use of end punctuation for sentences, including periods, question marks, and exclamation points LA.1.3.4.6</p>

	Story 24: athlete, carton, corner, errand, grocery, instead, mirror, record, suddenly, whirled	
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1st Grade READING Pacing Guide 4th Nine Weeks		
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<p><u>Phonemic Awareness</u> Review word segmentation LA.1.1.3.3 syllable blending LA.1.1.3.2 onset/rime blending LA.1.1.3.2 phoneme isolation/identity -all positions LA.1.1.3.1 phoneme manipulation through addition, deletion, and substitution LA.1.1.3.4 phoneme blending LA.1.1.3.2</p> <p><u>Phonics/Spelling/Word Analysis</u> <u>R-controlled:</u> er, ur, ir <u>Inflections:</u> -ed, -er, -est, -es (change y to i) <u>Diphthong:</u> ou, ow, oi, oy <u>Contractions:</u> 'd, 've, 're <u>Variant Vowels:</u> oo, oo, au, aw</p> <p><u>High Frequency Words:</u> <i>Independently read:</i> Places, ground, animals, from, beautiful, been, gone, other, bear, birds, Earth, table, ever, only, laugh, goes, eyes, learn, enough, air, across, circle, toward, leave, grew</p> <p><u>Grammar</u> Synonyms and Antonyms, Subjects, Predicates, Pronouns, Using I and me, Combining Sentences</p>	<p><u>Vocabulary Development</u> Use context clues LA.1.1.6.3 relate new to familiar LA.1.1.6.5 conceptual categories La.1.1.6.6 antonyms and synonyms LA.1.1.6.7 multiple meanings in context LA.1.1.6.9 use dictionary and digital tools as resources LA.1.6.2.1 LA.1.6.4.1 understand and use alphabetical order LA.1.6.2.2</p> <p><u>Vocabulary (Oral Vocabulary)</u> Story 25: blossom, cultivate, nutritious, plentiful, stubborn Story 26: blend, dull, feature, flutter, swift Story 27: discover, dusk, mysterious, pale, scatter Story 28: duty, equipment, profession, satisfaction, thorough Story 29: mature, newborn, process, remain, slender Story 30: collapse, company, construct, entire, material</p> <p><u>(Content Vocabulary)</u> Story 25: apple, avocado, banana, part, pear, tiny, crowded, tomato, cucumber, kiwi, vegetables, melon, orange Story 26: clues, searching, invisible, butterflies, senses, sparrow, detectives, goose, protects, grasshopper, insects, other Story 27: space, fooling, guess, helmet, astronaut, feathers, flew, tumbled, weightless, planet Story 28: chemicals, flavor, honey, laboratory, medicine, ordinary, interesting Story 29: wild, cub, bottle, doctor, healthy, pounces, scary Story 30: toppled, wreck,</p>	<p><u>Concepts of Print</u> Locate the title, author, illustrator, index LA.1.1.1.1 Distinguish between informational and entertaining text LA.1.1.1.2</p> <p><u>Reading Comprehension</u> Identify story elements such as plot, setting, and characters LA.1.2.1.3 Retell story in sequential order including important details LA.1.2.1.2 Identify and discuss text structures LA.1.1.7.1 Use graphic organizers to organize information before writing/responding to text LA.1.2.2.3 Reread to monitor comprehension LA.1.1.7.9 Distinguish fact from fiction LA.1.1.7.5 Use context clues to make predictions LA.1.1.6.3 Locate information in charts, graphs, directions LA.1.2.2.1</p> <p><u>Fluency</u> adjust reading rate according to form/style LA.1.1.5.3 demonstrate phrased, fluent oral reading read accurately; quickly and automatically recognize seventy-five or more high frequency words within a continuous text LA.1.1.4.5 55 words per minute</p> <p><u>Writing</u> 1st, 2nd, and 3rd standards Publishing The student will produce, illustrate, and share a variety of compositions LA.1.3.5.1. Creative The student will write narratives that include a main idea based on real or imagined events, characters, and a sequence of events LA.1.4.1.1 The student will participate in writing simple stories, poems, rhymes, or song lyrics LA.1.4.1.2 Informative The student will write in a variety of informational/expository forms LA.1.4.2.1 The student will participate in recording information from informational/expository text LA.1.4.2.2 The student will write an informational/expository paragraph that contains a topic sentence and at least three details LA.1.4.2.3 The student will write basic communications, including friendly letters and thank-you notes LA.1.4.2.4 Informative The student will write simple directions to familiar locations using "left and right" and create a map that</p>

	welcoming, bucket, tomorrow, build, building, frozen, protect, rinse, structures	matches the directions LA.1.4.2.5 Persuasive The student will draw a picture and use simple text to explain why this item is important to them LA.1.4.3.1
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