## UNIT 1 WEEK 1

### BIG IDEA: Getting to Know Us — What makes you special?

### WEEKLY CONCEPT: At School

### ESSENTIAL QUESTION: What do you do at your school?

### UC COMPREHENSION

<table>
<thead>
<tr>
<th>RF.1.1</th>
<th>RF.1.5</th>
<th>RF.1.7</th>
<th>RF.1.9</th>
<th>RL.1.1</th>
<th>RL.1.2</th>
<th>SL.1.1a</th>
<th>SL.1.1c</th>
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<tr>
<td><strong>LITERATURE BIG BOOK</strong></td>
<td><strong>SHORT TEXT</strong></td>
<td><strong>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</strong></td>
<td><strong>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</strong></td>
<td><strong>ACCESS COMPLEX TEXT (ACT)</strong></td>
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<td><strong>Title:</strong> This School Year Will Be the Best!</td>
<td><strong>Strategy:</strong> Visualize</td>
<td><strong>Strategy:</strong> Visualize</td>
<td><strong>Strategy:</strong> Visualize</td>
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<td><strong>Genre:</strong> Realistic Fiction</td>
<td><strong>Skill:</strong> Key Details</td>
<td><strong>Skill:</strong> Key Details</td>
<td><strong>Genre:</strong> Realistic Fiction</td>
<td><strong>Organization, Connection of Ideas</strong></td>
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<td><strong>Strategy:</strong> Visualize</td>
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<td><strong>MAIN SELECTION</strong></td>
<td><strong>A:</strong> A Fun Day/&quot;We Share&quot; (BR)</td>
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<td><strong>Concepts of Print:</strong> Book Handling</td>
<td><strong>Title:</strong> Nat and Sam</td>
<td><strong>Genre:</strong> Realistic Fiction</td>
<td><strong>O:</strong> We Like to Share/&quot;Look at Signs&quot; (60)</td>
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<td><strong>READ ALOUD</strong></td>
<td><strong>Genre:</strong> Nonfiction</td>
<td><strong>Text Feature:</strong> Photographs</td>
<td><strong>E:</strong> We Like to Share/&quot;Look at Signs&quot; (100)</td>
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<td><strong>PAIRED SELECTION Title:</strong> &quot;Rules at School&quot; (180)</td>
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<td><strong>Strategy:</strong> Visualize</td>
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<th>RF.1.3f</th>
<th>RF.1.3g</th>
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<td><strong>Phonological/Phonemic Awareness:</strong> Identify Rhyme, Phoneme Isolation/Blending/Segmentation</td>
<td><strong>Phonics/Spelling Skill:</strong> short a Consonants reviewed throughout Unit1</td>
<td><strong>Structural Analysis:</strong> -s (inflectional ending)</td>
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<td><strong>Vocabulary Words:</strong>*</td>
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<td><strong>Additional Domain Words:</strong> rules, obey, safety</td>
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<td><strong>Additional Academic Vocabulary:</strong> events, illustrations, punctuation</td>
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<td><strong>High Frequency Words:</strong> does, not, school, what</td>
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<td><strong>Oral Vocabulary:</strong> learn, subjects, common, object, recognize</td>
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### L.1.2d RF.1.2b RF.1.2c RF.1.3b RF.1.3d RF.1.3f RF.1.3g RF.1.4b

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<td><strong>Writing Product:</strong> Personal Narrative</td>
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<td><strong>Write About Reading:</strong> Analyze Key Details</td>
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### L.1.1j L.1.2

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### W.1.7

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<td><strong>Research</strong></td>
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# Grade 1 Language Arts Pacing Guide

**Unit 1**

**Big Idea:** Getting to Know Us — What makes you special?

**Weekly Concept:** Where I Live

**Essential Question:** What is it like where you live?

## Instructional Window: Week 2

<table>
<thead>
<tr>
<th>UCs</th>
<th>Comprehension</th>
<th>Reading/ Writing Workshop</th>
<th>Literature Anthology/Main Selection/ Paired Selection</th>
<th>Leveled Reader/Main Selection/ Paired Selection</th>
<th>Access Complex Text (ACT)</th>
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<tr>
<td><strong>RF.1.1</strong></td>
<td><strong>LITERATURE BIG BOOK</strong></td>
<td><strong>SHORT TEXT</strong></td>
<td><strong>Strategy:</strong> Visualize</td>
<td><strong>Strategy:</strong> Visualize</td>
<td><strong>Literature Big Books</strong></td>
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<td><strong>Title:</strong> Alicia's Happy Day</td>
<td><strong>Six Kids (250)</strong></td>
<td><strong>Skill:</strong> Key Details</td>
<td><strong>Skill:</strong> Key Details</td>
<td>Organization, Lack of Prior Knowledge</td>
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<td><strong>Strategy:</strong> Visualize</td>
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<td><strong>Concepts of Print:</strong> Book Handling</td>
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<td><strong>READ ALOUD</strong></td>
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<tr>
<td><strong>Title:</strong> &quot;City Mouse and Country Mouse&quot;</td>
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<tr>
<td><strong>Genre:</strong> Fable</td>
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<tr>
<td><strong>Strategy:</strong> Visualize</td>
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</table>

### Literature Big Books

#### Short Text:
- **Title:** Six Kids (250)
- **Genre:** Fantasy
- **Strategy:** Visualize
- **Skill:** Key Details

#### Main Selection:
- **Title:** Go, Pip! (30)
- **Genre:** Fantasy
- **Skill:** Key Details

#### Paired Selection:
- **Title:** "I Live Here"
- **Genre:** Nonfiction
- **Text Feature:** Bold print

### Vocabulary

- **Strategy:** Visualize

#### Vocabulary Words:
- Additional Domain Words: building, yard, playground
- Additional Academic Vocabulary: author, bold print, Sequence
- High Frequency Words: down, out, up, very
- Oral Vocabulary: city, country, bored, feast, scurried

### Phonics/Spelling

#### Phonemic Awareness:
- Alliteration, Phoneme Categorization/ Blending/Segmentation

#### Phonics/Spelling Skill:
- short I Consonants reviewed throughout Unit 1

#### Structural Analysis:
- double final consonants

### Fluency

- **Strategy:** Intonation

### Writing

- **Strategy:** Describing Details

#### Writing Trait:
- Ideas: Describing Details

#### Writing Product:
- Descriptive Sentences About a Place

#### Write About Reading:
- Analyze Key Details

### Grammar

- **Strategy:** Word Order

#### Grammar Skill:
- Sentence Punctuation (periods)

#### Mechanics:
- Sentence Punctuation (periods)

### Research

- **Strategy:** How are places in our community similar to, or different from, places in other communities?
# Grade 1 Language Arts Pacing Guide

## Unit 1
### Week 3

**Big Idea:** Getting to Know Us — What makes you special?

**Weekly Concept:** Concept: Our Pets

**Essential Question:** What makes a pet special?

### Instructional Window:

**Week 3**

**Weekly Concept:** Concept: Our Pets

**Essential Question:** What makes a pet special?

### Ucs

<table>
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<tr>
<th>SL.1.1c</th>
<th>RF.1.1</th>
<th>RF.1.3b</th>
<th>RL.1.1</th>
<th>RL.1.2</th>
<th>RL.2.5</th>
<th>RL.1.9</th>
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<tbody>
<tr>
<td>Literature Big Book</td>
<td>Title: Cool Dog, School Dog</td>
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<td>Genre: Fiction</td>
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<tr>
<td>Strategy: Visualize</td>
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<tr>
<td>Concepts of Print: Track Print and Return Sweep</td>
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**Reading/Writing Workshop**

<table>
<thead>
<tr>
<th>Short Text</th>
<th>Strategy: Visualize</th>
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</thead>
<tbody>
<tr>
<td>A Pig for Cliff (210)</td>
<td></td>
</tr>
<tr>
<td>Genre: Fantasy</td>
<td></td>
</tr>
<tr>
<td>Strategy: Visualize</td>
<td></td>
</tr>
<tr>
<td>Skill: Key Details</td>
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</tr>
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</table>

**Literature Anthology/Main Selection/PAIRED Selection**

**Main Selection**

| Title: Flip (30) |
| Genre: Fantasy |
| Strategy: Visualize |
| Skill: Key Details |

**Main Selections**

| Title: "What Pets Need" (370) |
| Genre: Nonfiction |
| Text Feature: Labels |

### Vocabulary

<table>
<thead>
<tr>
<th>Vocabulary Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Domain Words: living things, need, cares</td>
</tr>
<tr>
<td>Additional Academic Vocabulary: consonant, label, publish</td>
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<tr>
<td>High Frequency Words: be, come, good, pull</td>
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<tr>
<td>Oral Vocabulary: care, train, groom, companion, popular</td>
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### Phonics/Spelling

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<td>Contrast Vowel Sounds, Phoneme Blending/Substitution/Segmentation</td>
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<td>Phonics/Spelling Skill: beginning consonant blends: l-blends</td>
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<td>Consonants reviewed throughout Unit 1</td>
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<tr>
<td>Structural Analysis: -s (plural nouns)</td>
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### Fluency

**Appropriate Phrasing**

### Writing

**Writing Trait:** Ideas: Describing Details

**Writing Product:** Descriptive Sentences About an Animal

**Write About Reading:** Analyze Key Details

### Grammar

**Grammar Skill:** Statements

**Mechanics:** Capitalization and Punctuation (periods)

### Research

**Weekly:** What are the ways to care for pets?
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>WEEK 4</th>
<th>BIG IDEA: Getting to Know Us — What makes you special?</th>
<th>WEEKLY CONCEPT: Let's Be Friends</th>
<th>ESSENTIAL QUESTION: What do friends do together?</th>
<th>INSTRUCTIONAL WINDOW:</th>
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<tr>
<td>UCS</td>
<td>COMPREHENSION</td>
<td>READING/Writing WORKSHOP</td>
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<td>ACCESS COMPLEX TEXT (ACT)</td>
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<td>LITERATURE BIG BOOK</td>
<td>SHORT TEXT</td>
<td>Strategy: Ask and Answer Questions</td>
<td>Strategy: Ask and Answer Questions</td>
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<td>RI.1.1</td>
<td>RI.1.1</td>
<td>Title: Friends All Around</td>
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<td>RL.1.2</td>
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<td>Skill: Key Details</td>
<td>B: Friends Are Fun/&quot;I Like to Play&quot; (350)</td>
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<td>READ ALOUD</td>
<td>READ ALOUD</td>
<td>&quot;Games Long Ago&quot;</td>
<td>C: Friends Are Fun/&quot;I Like to Play&quot; (110)</td>
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<td>&quot;There Are Days and There Are Days&quot;</td>
<td>D: Friends Are Fun/&quot;I Like to Play&quot; (100)</td>
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<td>Additional Academic Vocabulary: evaluate, rhyme</td>
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<td>Oral Vocabulary: cooperate, relationship, deliver, chore, collect</td>
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<td>Structure Analysis: alphabetical order (one letter)</td>
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<td>Appropriate Phrasing</td>
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<td>Writing Trait: Organization: Compare and Contrast</td>
<td>WRITING</td>
<td>Writing Product: Personal Narrative</td>
<td>Weekly Assessments</td>
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<td>Write About Reading: Analyze Key Details</td>
<td>INTERIM WINDOW:</td>
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<td>Grammar Skill: Questions and Exclamations</td>
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<td>Grammar Mechanics: Question and Exclamation Marks</td>
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<tr>
<td>Research</td>
<td>Weekly: What can we learn about our favorite games or sports?</td>
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# UNIT 1

## WEEK 5

**BIG IDEA:** Getting to Know Us — What makes you special?

**WEEKLY CONCEPT:** Let’s Move

**ESSENTIAL QUESTION:** How does your body move?

<table>
<thead>
<tr>
<th>UCS</th>
<th>COMPREHENSION</th>
<th>READING/WRITING WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
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<td>SHORT TEXT</td>
<td>Strategy: Ask and Answer Questions</td>
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<td>Move!</td>
<td>Move and Grin! (350)</td>
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<td>Vocabulary Words: Additional Academic Vocabulary: diagram, first, last, next</td>
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<td>RF.1.4b</td>
<td>Structural Analysis: possessives</td>
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<tr>
<td>W.1.3</td>
<td>FLUENCY</td>
<td>Appropriate Phrasing</td>
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<tr>
<td>W.1.5</td>
<td>W.1.6</td>
<td>W.1.3</td>
<td>Writing Trait: Organization: Order of Events</td>
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<tr>
<td>W.1.5</td>
<td>Writing Product: Personal Narrative</td>
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<td>Writing Product: Personal Narrative</td>
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<td>W.1.6</td>
<td>Write About Reading: Analyze Key Details</td>
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<td>Write About Reading: Analyze Key Details</td>
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<tr>
<td>L.1.2b</td>
<td>GRAMMAR</td>
<td>Grammar Skill: Writing Sentences</td>
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<tr>
<td>W.1.7</td>
<td>Mechanics: Capitalization and Punctuation (periods, question and exclamation marks)</td>
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<tr>
<td>Research</td>
<td>Weekly: How does the human body move?</td>
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<tr>
<td>Unit Level: Research</td>
<td>Skill: Selecting a Topic</td>
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<tr>
<td>Unit Project: Self-select and develop from weekly research projects.</td>
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<tr>
<td>UNIT 1</td>
<td>BIG IDEA: Getting to Know Us — What makes you special?</td>
<td>INSTRUCTIONAL WINDOW:</td>
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<td>WEEK 6</td>
<td>ESSENTIAL QUESTION: How does your body move?</td>
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<td>INTERIM WINDOW:</td>
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<tr>
<th>UCS</th>
<th>UNIT WRAP-UP</th>
<th>SUMMATIVE ASSESSMENT</th>
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<tbody>
<tr>
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<td>Post Assessment Instruction</td>
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</tbody>
</table>

| RF.1.4a | FLUENCY                                          | Using Assessment Results |
| RF.1.4b | Reader’s Theater:                                | Tested skills:          |
| RF.1.4c | Look At Me Now                                   |                        |

| RL.1.5  | COMPREHENSION                                     | RETEACH                |
| W.1.6   | TIME FOR KIDS/Reading Digitally:                  | Skill/Strategy:        |
|         | World Games                                       |                        |

| SL.1.5  | RESEARCH AND INQUIRY                              | Instructional strategy(ies)/activity(ies): |
| W.1.7   | Research skill                                    | □ Whole Group          |
|         | Choose Project                                    | □ Small Group          |
|         | Science/Social Studies Connection                | Students:              |

| W.1.6   | WRITING                                           | RETEACH                |
|         | Presentations                                     | Skill/Strategy:        |
|         |                                                    |                        |

<p>| EXTEND LEARNING | Level Up | | | □ Whole Group | □ Small Group | Students: | |</p>
<table>
<thead>
<tr>
<th>UNIT 2 WEEK 1</th>
<th>BIG IDEA: Our Community — What makes a community?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEKLY CONCEPT: Jobs Around Town</td>
<td></td>
</tr>
</tbody>
</table>

**ESSENTIAL QUESTION:** What jobs need to be done in a community?

**INSTRUCTIONAL WINDOW:**

<table>
<thead>
<tr>
<th>UCS</th>
<th>COMPREHENSION</th>
<th>READING/WRITING WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
<th>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</th>
<th>ACCESS COMPLEX TEXT (ACT)</th>
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</thead>
<tbody>
<tr>
<td>L.1.3</td>
<td>LITERATURE BIG BOOK</td>
<td>SHORT TEXT</td>
<td>Strategy: Make and Confirm Predictions</td>
<td>Strategy: Make and Confirm Predictions</td>
<td>LITERATURE BIG BOOK</td>
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<tr>
<td>RF.1.1</td>
<td>Title: Millie Waits for the Mail</td>
<td>Good Job, Ben! (130)</td>
<td>Genre: Realistic Fiction</td>
<td>Skill: Character, Setting, Events</td>
<td>Sentence Structure, Organization</td>
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<tr>
<td>RF.1.7</td>
<td>Genre: Fiction</td>
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<td></td>
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<tr>
<td>RI.1.9</td>
<td>Strategy: Make and Confirm Predictions</td>
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<tr>
<td>RL.1.2</td>
<td>Concepts of Print: Ellipses and Dashes</td>
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<td>SL.1.1b</td>
<td>READ ALOUD</td>
<td>MAIN SELECTION</td>
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<tr>
<td>SL.1.2</td>
<td>Title: &quot;Jobs Around Town&quot;</td>
<td>Strategy: Make and Confirm Predictions</td>
<td>Title: The Red Hat (BR)</td>
<td>Genre: Realistic Fiction</td>
<td></td>
</tr>
<tr>
<td>L.1.4</td>
<td>Genre: Nonfiction</td>
<td>Skill: Character, Setting, Events</td>
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<tr>
<td>L.1.2d</td>
<td>Strategy: Make and Confirm Predictions</td>
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<tr>
<td>V.1.5</td>
<td>VOCABULARY</td>
<td>PAIRED SELECTION Title: &quot;Firefighters at Work&quot; (290)</td>
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<tr>
<td>V.1.6</td>
<td>Vocabulary Words:</td>
<td></td>
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<tr>
<td>L.1.2e</td>
<td>Additional Domain Words: rules, obey, safety</td>
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<tr>
<td>RF.1.2a</td>
<td>Additional Academic Vocabulary: events, illustrations, punctuation</td>
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<tr>
<td>RF.1.2b</td>
<td>High Frequency Words: again, help, new, there, use</td>
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<tr>
<td>RF.1.2c</td>
<td>Oral Vocabulary: occupation, community, equipment, fortunately, astonishing</td>
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<tr>
<td>RF.1.3b</td>
<td>PHONICS</td>
<td>Genre: Nonfiction</td>
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<tr>
<td>RF.1.3f</td>
<td>Phonemic Awareness: Phoneme Blending/Isolation/Segmentation</td>
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<tr>
<td>RF.1.3g</td>
<td>Phonics/Spelling Skill: short e spelled e and ea</td>
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<tr>
<td>FLUENCY</td>
<td>Structural Analysis: inflectional ending -ed (no spelling change)</td>
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<tr>
<td>RF.1.4b</td>
<td>FLUENCY</td>
<td>Intonation</td>
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<tr>
<td>W.1.5</td>
<td>WRITING</td>
<td>Writing Trait: Organization: Focus on an Idea</td>
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<tr>
<td>W.1.6</td>
<td>Writing Product: Story</td>
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<tr>
<td>L.1.1b</td>
<td>Write About Reading: Analyze Character, Setting, Events</td>
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<tr>
<td>L.1.2c</td>
<td>GRAMMAR</td>
<td>Grammar Skill: Nouns</td>
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<tr>
<td>W.1.7</td>
<td>Mechanics: Commas in a Series</td>
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</tbody>
</table>

**INTERIM WINDOW:**

Weekly: What can we learn about jobs that help the community?
## Grade 1 Language Arts Pacing Guide

### Unit 2
#### Week 2

**Big Idea:** Our Community — What makes a community?

**Weekly Concept:** Buildings All Around

**Essential Question:** What buildings do you know? What are they made of?

<table>
<thead>
<tr>
<th>UCS</th>
<th>Comprehension</th>
<th>Reading/Writing Workshop</th>
<th>Literature Anthology/Main Selection/Paired Selection</th>
<th>Leveled Reader/Main Selection/ Paired Selection</th>
<th>Access Complex Text (ACT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.1a</td>
<td>LITERATURE BIG BOOK</td>
<td>SHORT TEXT</td>
<td>Strategy: Make and Confirm Predictions</td>
<td>Strategy: Make and Confirm Predictions</td>
<td>LITERATURE BIG BOOK Vocabulary</td>
</tr>
<tr>
<td>RL.1.2</td>
<td>Title: The Little Dassies</td>
<td>Short Text: Cub in a Hut (390)</td>
<td>Genre: Fantasy</td>
<td>Skill: Character, Setting, Events</td>
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<tr>
<td>RL.1.3</td>
<td>Genre: Fantasy</td>
<td>Strategy: Make and Confirm Predictions</td>
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<td>MAIN SELECTION</td>
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<tr>
<td>RL.1.9</td>
<td>Concepts of Print: Quotations</td>
<td>Skill: Character, Setting, Events</td>
<td>Title: &quot;The Pigs, the Wolf, and the Mud&quot; (320)</td>
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<td>SL.1.1a</td>
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<td>Genre: Fantasy</td>
<td>MAIN SELECTION</td>
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<td>Title: &quot;The Three Little Pigs&quot;</td>
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<td>Strategy: Make and Confirm Predictions</td>
<td>Title: &quot;Homes Around the World&quot; (330)</td>
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<td></td>
<td>Genre: Folktale</td>
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<td>Skill: Character, Setting, Events</td>
<td>Genre: Nonfiction</td>
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<td>Strategy: Make and Confirm Predictions</td>
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<td>MAIN SELECTION</td>
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<td></td>
<td>Title: &quot;The Three Little Pigs&quot;</td>
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<td>Genre: Fantasy</td>
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<td>PAIRED SELECTION</td>
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<td></td>
<td>Title: &quot;Homes Around the World&quot;</td>
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<td>Genre: Nonfiction</td>
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<td>Text Feature: Captions</td>
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<tr>
<td>L.1.4</td>
<td>VOCABULARY</td>
<td>Additional Domain Words: homes, build, shelter</td>
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<td>Additional Academic Vocabulary: apostrophe, dialogue, presentation</td>
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<td></td>
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<td>High Frequency Words: could, live, one, then, three</td>
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<td>Oral Vocabulary: shelter, materials, collapsed, furious, refused</td>
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<tr>
<td>L.1.2d</td>
<td>PHONICS/SPELLING</td>
<td>Phonemic Awareness: Rhyme, Phoneme Identity/Blending/Segmentation</td>
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<tr>
<td>RF.1.2b</td>
<td>Phonics/Spelling Skill: short u</td>
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<td>RF.1.2c</td>
<td>Structural Analysis: contractions with ‘s</td>
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<td>RF.1.2d</td>
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<td>RF.1.3b</td>
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<td>RF.1.3g</td>
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<td>RF.1.4b</td>
<td>FLUENCY</td>
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<tr>
<td>W.1.3</td>
<td>WRITING</td>
<td>Writing Trait: Organization: Beginning, Middle, End</td>
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<tr>
<td>W.1.5</td>
<td>Writing Product: Story</td>
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<td>W.1.6</td>
<td>Write About Reading: Analyze Character, Setting, Events</td>
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<tr>
<td>L.1.1b</td>
<td>GRAMMAR</td>
<td>Grammar Skill: Singular and Plural Nouns</td>
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<tr>
<td></td>
<td>Mechanics: Adding -s and -es to form plural nouns</td>
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<tr>
<td>W.1.7</td>
<td>Research</td>
<td>Weekly: What can we learn about the buildings in our community? What are they made of?</td>
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</table>

**Instructional Window:**

Weekly Assessments

**Assessments:**

**Interim Window:**

Weekly: What can we learn about the buildings in our community? What are they made of?
# Grade 1 Language Arts Pacing Guide

## Unit 2: Big Idea: Our Community — What makes a community?

### Weekly Concept: A Community in Nature

#### Essential Question: Where do animals live together?

<table>
<thead>
<tr>
<th>UCS</th>
<th>Comprehension</th>
<th>Reading/Writing Workshop</th>
<th>Literature Anthology/Main Selection/Paired Selection</th>
<th>Leveled Reader/Main Selection/Paired Selection</th>
<th>Access Complex Text (ACT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.1a</td>
<td><strong>Literature Big Book</strong>&lt;br&gt;Title: Babies in the Bayou&lt;br&gt;Genre: Nonfiction&lt;br&gt;Strategy: Reread</td>
<td><strong>Short Text</strong>&lt;br&gt;The Best Spot (160)&lt;br&gt;Genre: Nonfiction&lt;br&gt;Strategy: Reread</td>
<td><strong>Strategy</strong>: Reread&lt;br&gt;<strong>Skill</strong>: Main Topic and Key Details</td>
<td><strong>Strategy</strong>: Reread&lt;br&gt;<strong>Skill</strong>: Main Topic and Key Details&lt;br&gt;<strong>Main Selection</strong>: At a Pond (190)&lt;br&gt;Genre: Nonfiction&lt;br&gt;<strong>Skill</strong>: Main Topic and Key Details</td>
<td><strong>Literature Big Books</strong>&lt;br&gt;Purpose, Organization</td>
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<tr>
<td>RF.1.4b</td>
<td><strong>Read Aloud</strong>&lt;br&gt;Title: “Animals in the Desert”&lt;br&gt;Genre: Nonfiction&lt;br&gt;Strategy: Reread</td>
<td><strong>Concepts of Print</strong>: Distinguish Sentences&lt;br&gt;<strong>Strategy</strong>: Reread</td>
<td><strong>Paired Selection</strong>: “Way Down Deep” (NP)&lt;br&gt;Genre: Poetry&lt;br&gt;<strong>Strategy</strong>: Reread</td>
<td><strong>Main Selections</strong>:&lt;br&gt;A: Meerkat Family/I Live in a House! (170)&lt;br&gt;O: Meerkat Family/I Live in a House! (210)&lt;br&gt;E: Meerkat Family/I Live in a House! (170)&lt;br&gt;B: Meerkat Family/I Live in a House! (370)</td>
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<tr>
<td>RI.1.2</td>
<td><strong>Vocabulary</strong></td>
<td><strong>Vocabulary Words</strong>: Additional Domain Word: poem&lt;br&gt;<strong>Additional Academic Vocabulary</strong>: draft, repetition, rhythm&lt;br&gt;<strong>High Frequency Words</strong>: eat, no, of, under, who&lt;br&gt;<strong>Oral Vocabulary</strong>: habitat, depend, hibernate, tranquil, tolerate</td>
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</tr>
<tr>
<td>RI.1.9</td>
<td><strong>Phonics/Spelling</strong></td>
<td><strong>Phonemic Awareness</strong>: Phoneme Categorization/ Blending/ Substitution/ Segmentation&lt;br&gt;<strong>Phonics/ Spelling Skill</strong>: ending consonant blends nd, nk, nt, st, sk, mp&lt;br&gt;<strong>Structural Analysis</strong>: inflectional ending -ing (no spelling change); first introduction to two-syllable words</td>
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<tr>
<td>SL.1.1a</td>
<td><strong>Fluency</strong></td>
<td><strong>Appropriate Phrasing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.1.2</td>
<td><strong>Writing</strong></td>
<td><strong>Writing Trait</strong>: Ideas: Main Idea&lt;br&gt;<strong>Writing Product</strong>: Sentences That Explain&lt;br&gt;<strong>Write About Reading</strong>: Analyze Main Topic and Key Details</td>
<td></td>
<td><strong>Weekly Assessments</strong></td>
<td></td>
</tr>
<tr>
<td>RI.1.3b</td>
<td><strong>Grammar</strong></td>
<td><strong>Grammar Skill</strong>: Possessive Nouns&lt;br&gt;<strong>Mechanics</strong>: Apostrophe with Possessive Nouns</td>
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<td><strong>Interim Window</strong>:</td>
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<tr>
<td>RF.1.3g</td>
<td><strong>Research</strong></td>
<td><strong>Weekly</strong>: What can we learn about a habitat? What kinds of creatures live there?</td>
<td></td>
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<td></td>
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</tbody>
</table>
UNIT 2  
WEEK 4

**BIG IDEA:** Our Community — What makes a community?

**WEEKLY CONCEPT:** Let's Help

**ESSENTIAL QUESTION:** How do people help out in the community?

### INSTRUCTIONAL WINDOW:

#### U.S. COMMON CORE STATE STANDARDS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Reading/Writing Workshop</th>
<th>Literature Anthology/Main Selection/Paired Selection</th>
<th>Leveled Reader/Main Selection/Paired Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF.1.1</td>
<td>Short Text</td>
<td>Striking Out the Start (510)</td>
<td>Strategy: Reread</td>
</tr>
<tr>
<td>RF.1.5</td>
<td>Genre: Fantasy</td>
<td></td>
<td>Skill: Character, Setting, Events</td>
</tr>
<tr>
<td>RI.1.9</td>
<td>Strategy: Reread</td>
<td></td>
<td>MAIN SELECTION</td>
</tr>
<tr>
<td>RL.1.3</td>
<td>Concepts of Print: Special Text Treatments</td>
<td>Reread Cancels the Start (200)</td>
<td>Skill: Character, Setting, Events</td>
</tr>
<tr>
<td>SL.1.1c</td>
<td>READ ALOUD</td>
<td>MAIN SELECTION</td>
<td>MAIN SELECTION</td>
</tr>
<tr>
<td>SL.1.2</td>
<td>Title: Luis's Library</td>
<td>GENRE: Nonfiction / Biography</td>
<td>Genre: Fantasy</td>
</tr>
<tr>
<td></td>
<td>Strategy: Reread</td>
<td>Title: Nell's Books (200)</td>
<td>MAIN SELECTION</td>
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<th>Main Selections</th>
<th>Genre</th>
<th>Skill</th>
<th>Text Feature</th>
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<td>Character, Setting, Events</td>
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<td>O: Squirrels Help/ &quot;Food Drive&quot; (200)</td>
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<td>B: Wow, Kitty!/ &quot;Sharing Skills&quot; (390)</td>
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#### LITERATURE BIG BOOKS

**Genre, Prior Knowledge**

**L.1.4**

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<tr>
<th>Standard</th>
<th>Vocabulary</th>
<th>High Frequency Words</th>
<th>Oral Vocabulary</th>
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<tr>
<td>L.1.2b</td>
<td>Vocabulary Words: Additional Domain Words: neighborhood, garden, recycle</td>
<td>all, call, day, her, want</td>
<td>leadership, admire, enjoy, rely, connections</td>
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<td>Additional Academic Vocabulary: highlight, imaginary, stress</td>
<td>Phonemic Awareness: Phoneme Isolation/ Categorization/ Blending/ Segmentation</td>
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<td>RF.1.2c</td>
<td>Phonics/Spelling Skill: consonant digraphs th, sh, -ng</td>
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<td>Fluency: Intonation</td>
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#### FLUENCY

**Intonation**

#### WRITING

**Writing Trait:** Organization: Beginning, Middle, End

**Writing Product:** Story

**Write About Reading:** Analyze Character, Setting, Events

#### GRAMMAR

**Grammar Skill:** Common and Proper Nouns

**Mechanics:** Capitalize Proper Nouns (people, pets, places, and things)

#### INTERIM WINDOW:

**Research**

**Weekly:** How can we make our classroom a better place?
# UNIT 2
## BIG IDEA: Our Community — What makes a community?

### INSTRUCTIONAL WINDOW:
**WEEKLY CONCEPT:** Follow the Map

### ESSENTIAL QUESTION: How can you find your way around?

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<tr>
<th>UCS</th>
<th>COMPREHENSION</th>
<th>READING/WRITING WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
<th>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</th>
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<td>Strategy: Reread</td>
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<td>Which Way on the Map? (160)</td>
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<td>Writing Product: Sentences That Explain</td>
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## UNIT 3 WEEK 1

### BIG IDEA: Changes Over Time — What can happen over time?

### INSTRUCTIONAL WINDOW:

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<th>READING/Writing WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
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<td>RF.1.1a</td>
<td>LITERATURE BIG BOOK</td>
<td>SHORT TEXT</td>
<td>Strategy: Make and Confirm Predictions</td>
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<tr>
<td>RF.1.5</td>
<td>Title: A Second Is a Hiccup</td>
<td>Nate the Snake Is Late (460)</td>
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<td>away, now, some, today, way, why</td>
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<td>Writing Trait: Word Choice: Sensory Details</td>
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<td>W.1.6</td>
<td>Writing Product: Poem</td>
<td>Write About Reading: Analyze Character, Setting, Plot</td>
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<td>Grammatic Skill: Verbs</td>
<td>Mechanics: Commas in Series</td>
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<td>Research</td>
<td>Weekly: What are the different ways to measure time?</td>
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**ACCESS COMPLEX TEXT (ACT):**

- LITERATURE BIG BOOK
  - Purpose, Organization
  - "A Second Is a Hiccup"
  - "Measuring Time"
  - Nate the Snake Is Late
  - Busy’s Watch/”Make a Clock” (40)
  - "Make a Clock"
  - Busy’s Watch/"Make a Clock" (40)
  - "Make a Clock"
  - "Use a Calendar" (220)
  - "Use a Calendar" (220)
  - "Use a Calendar" (330)
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<th>READING/Writing WORKSHOP</th>
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<tr>
<td>RF.1.1a</td>
<td>LITERATURE BIG BOOK</td>
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<td>Strategy: Make and Confirm Predictions</td>
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<td>Title: Mystery Vine</td>
<td>Time to Plant!</td>
<td>Skill: Plot: Sequence</td>
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<td><strong>Strategy:</strong> Make and Confirm Predictions</td>
<td><strong>Strategy:</strong> Make and Confirm Predictions</td>
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<td><strong>READ ALOUD</strong></td>
<td><strong>READ ALOUD</strong></td>
<td><strong>MAIN SELECTION</strong> Title: &quot;How Plants Grow&quot; (400)</td>
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# UNIT 3
**WEEK 3**

**BIG IDEA:** Changes Over Time — What can happen over time?

**WEEKLY CONCEPT:** Tales Over Time

**ESSENTIAL QUESTION:** What is a folktale?

### INSTRUCTIONAL WINDOW:

<table>
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<tr>
<th>UCS</th>
<th>COMPREHENSION</th>
<th>READING/WRITING WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
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**INTERIM WINDOW:**

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<th>BIG IDEA: Changes Over Time — What can happen over time?</th>
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<td>ESSENTIAL QUESTION: How is life different than it was long ago?</td>
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<td>FLUENCY</td>
<td>Appropriate Phrasing</td>
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<td>WRITING</td>
<td>Writing Trait: Ideas: Give Reasons for an Opinion</td>
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<td>Writing Product: Opinions About a Topic</td>
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<td>GRAMMAR</td>
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<td>UNIT 3</td>
<td>WEEK 5</td>
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<td>ESSENTIAL QUESTION: How do we get our food?</td>
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<td>RF.1.2b</td>
<td><strong>PHONICS/SPELLING</strong></td>
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<td>Phonemic Awareness: Phoneme Segmentation/ Blending/ Deletion</td>
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<td>BIG IDEA: Changes Over Time — What can happen over time?</td>
<td>ESSENTIAL QUESTION: How does your body move?</td>
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</table>
# Grade 1 Language Arts Pacing Guide

## UNIT 4
### WEEK 1

**BIG IDEA:** Animals Everywhere — What animals do you know about? What are they like?

**INSTRUCTIONAL WINDOW:**

<table>
<thead>
<tr>
<th>UCS</th>
<th>COMPREHENSION</th>
<th>READING/Writing Workshop</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
<th>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</th>
<th>ACCESS COMPLEX TEXT (ACT)</th>
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<tr>
<td>Ri.1.5</td>
<td>LITERATURE BIG BOOK</td>
<td>SHORT TEXT</td>
<td>Strategy: Ask and Answer Questions</td>
<td>Strategy: Ask and Answer Questions</td>
<td>Literature Anthology: Prior Knowledge</td>
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<td>READ ALOUD</td>
<td>A Tale of a Tail: “How the Beaver Got Its Flat Tail” (430)</td>
<td>Skill: Plot: Sequence</td>
<td>Skill: Plot: Sequence</td>
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<td>MAIN SELECTION</td>
<td><strong>ESSENTIAL QUESTION:</strong> How do animals’ bodies help them?</td>
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<td>RL.1.3</td>
<td>Strategy: Ask and Answer Questions</td>
<td><strong>MAIN SELECTION</strong></td>
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<td>Genre: Folktale (410)</td>
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<td><strong>PAIRED SELECTION</strong></td>
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<td>Title: &quot;The Elephant's Child&quot;</td>
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<td><strong>MAIN SELECTION</strong></td>
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<td><strong>PAIRED SELECTION</strong></td>
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</table>

**VOCABULARY**

| L.1.4 | | Vocabulary Words: special, splendid | |
| L.1.2d | Additional Domain Words: mammal, bird, hunt | |
| L.1.2e | Additional Academic Vocabulary: image, traditions, unusual | |
| L.2.4e | Vocabulary Strategy: Use a Dictionary | |
| RF.1.2b | High Frequency Words: about, animal, carry, eight, give, our | |
| RF.1.2c | Oral Vocabulary: feature, appearance, determined, predicament, relief | |
| RF.1.3b | |
| RF.1.3c | |
| RF.1.3g | |

**PHONICS/SPELLING**

| RF.1.4b | PHONETIC AWARENESS | Phonemic Awareness: Rhyme, Phoneme Categorization/ Blending/ Segmentation | |
| L.1.3d | Phonics/ Spelling Skill: long a: a, ai, ay | |
| L.1.3e | Structural Analysis: alphabetical order (two letters) | |

**FLUENCY**

| RF.1.4b | Intonation | |
| W.1.3 | |
| W.1.5 | |
| W.1.6 | |

**WRITING**

| W.1.3 | Writing Trait: Word Choice: Figurative Language | Weekly Assessments |
| W.1.5 | Writing Product: Story | |
| W.1.6 | Write About Reading: Analyze Plot: Sequence | |

**GRAMMAR**

<p>| L.1.1c | Grammar Skill: Was and Were | INTERIM WINDOW: |
| L.1.1e | Mechanics: Apostrophe with Contractions | |
| L.1.19 | Research | |
| L.1.7 | Weekly: What can we learn about animal features? | |</p>
<table>
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<tr>
<th>UNIT 4 WEEK 2</th>
<th>BIG IDEA: Animals Everywhere — What animals do you know about? What are they like?</th>
<th>INSTRUCTIONAL WINDOW:</th>
<th>ESSENTIAL QUESTION: How do animals help each other?</th>
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<td>Ri.1.2d</td>
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<td>Ri.1.2d</td>
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<td>A Team of Fish (340)</td>
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<td>Ri.1.2d</td>
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<td>Skill: Main Idea and Key Details</td>
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<td>Ri.1.2d</td>
<td>VOCABULARY</td>
<td>Vocabulary Words: partner, danger</td>
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<td>Ri.1.2d</td>
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<td>Additional Domain Words: worker, honey, queen</td>
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<td>L.1.4</td>
<td>Ri.1.2d</td>
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<td>Additional Academic Vocabulary: accomplish, cooperate, investigate, logical order</td>
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<td>Ri.1.2d</td>
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<td>L.1.4</td>
<td>Ri.1.2d</td>
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<td>High Frequency Words: because, blue, into, or, other, small</td>
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<td>L.1.4</td>
<td>Ri.1.2d</td>
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<td>Oral Vocabulary: behavior, beneficial, dominant, instinct, endangered</td>
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<td>L.1.2d</td>
<td>RF.1.2c</td>
<td>PHONICS/SPELLING</td>
<td>Phonemic Awareness: Phoneme Identity/Segmentation, Rhyme, Phoneme Blending Phonics/Spelling Skills: long e: e, ee, ea, ie</td>
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<td>RF.1.2c</td>
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<td>Structural Analysis: prefixes re-, un-, pre-</td>
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<td>Grammar Skill: Has and Have</td>
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<td>W.1.7</td>
<td>Research</td>
<td>Weekly: How can animals help one another?</td>
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</table>

**Weekly Assessments**

**ASSESSMENTS**

**Fluency**

**Writing**

**Research**
## UNIT 4
### WEEK 3

**BIG IDEA:** Animals Everywhere — What animals do you know about? What are they like?

**WEEKLY CONCEPT:** In the Wild

**ESSENTIAL QUESTION:** How do animals survive in nature?

### INSTRUCTIONAL WINDOW:

#### WEEK 3

**WEEKLY CONCEPT:** In the Wild

**ESSENTIAL QUESTION:** How do animals survive in nature?

### UCS

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<td>Strategy: Ask and Answer Questions</td>
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<td>READ ALOUD</td>
<td>Go Wild! (530)</td>
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<td>Skill: Main Idea and Key Details</td>
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<td>Title: Vulture View(70)</td>
<td>A: Go, Gator! / &quot;Ducklings&quot; (320)</td>
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<td>Text Feature: Illustrations/ Photographs</td>
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<td>O: Go, Gator! / &quot;Ducklings&quot; (510)</td>
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<td>Additional Academic Vocabulary: diorama, experience, scene, survive</td>
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<td><strong>Oral Vocabulary:</strong> survive, provide, wilderness, communicate, superior</td>
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<td>Write About Reading: Analyze Main Idea and Key Details</td>
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<td><strong>Grammar Skill:</strong> Go and Do</td>
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<td><strong>Mechanics:</strong> Capitalize Proper Nouns</td>
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<td><strong>RI.1.9</strong></td>
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<td>Weekly: How do animals survive in their habitats?</td>
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<td><strong>W.1.7</strong></td>
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### ASSESSMENTS

**W.1.2**

**W.1.5**

**W.1.6**

**L.1.1e**

**L.1.2a**

**RI.1.9**

**W.1.7**

**INTERIM WINDOW:**

**Weekly Assessments**
# Grade 1 Language Arts Pacing Guide

## Unit 4
### Big Idea: Animals Everywhere — What animals do you know about? What are they like?

### Instructional Window:

#### Weekly Concept: Insects!

#### Essential Question: What insects do you know about? How are they alike and different?

<table>
<thead>
<tr>
<th>UCS</th>
<th>Comprehension</th>
<th>Reading/Writing Workshop</th>
<th>Literature Anthology/Main Selection/Paired Selection</th>
<th>Leveled Reader/Main Selection/Paired Selection</th>
<th>Access Complex Text (ACT)</th>
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<tr>
<td>Ri.1.5</td>
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<td>Strategy: Visualize</td>
<td>Strategy: Visualize</td>
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<td>Creep Low, Fly High (290)</td>
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<td>Skill: Point of View</td>
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<td>MAIN SELECTION Genres: Fantasy</td>
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<td>VOCABULARY</td>
<td>Vocabulary Words: beautiful, fancy</td>
<td>A: Where Is My Home?/ &quot;Wings&quot; (170)</td>
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<td>Additional Domain Words: body, protects, senses</td>
<td>O: The Hat/&quot;Let’s Look at Insects!&quot; (290)</td>
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<td>Additional Academic Words: alike, edit, narrator</td>
<td>E: The Hat/&quot;Let’s Look at Insects!&quot; (230)</td>
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<td>Vocabulary Strategy: Context Clues: Sentence Clues</td>
<td>B: Come One, Come All/&quot;Compare Insects&quot; (330)</td>
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<td>High Frequency Words: caught, flew, know, laugh, listen, were</td>
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<td>Oral Vocabulary: flutter, different, resemble(s), protect(s), imitate</td>
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<td>Phonemic Awareness: Phoneme Categorization/ Identity/ Segmentation/ Substitution</td>
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### Assessments

- Weekly Assessments
- Interim Window:

- Interim Window:

- Interim Window:
### UNIT 4
#### WEEK 5

**BIG IDEA:** Animals Everywhere — What animals do you know about? What are they like?

**WEEKLY CONCEPT:** Working with Animals

**ESSENTIAL QUESTION:** How do people work with animals?

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<th>UCS</th>
<th>COMPREHENSION</th>
<th>READING/WRITING WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
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<td>Time for Kids: From Puppy to Guide Dog (680)</td>
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**WEEK 6**

**BIG IDEA:** Animals Everywhere — What animals do you know about? What are they like?

**ESSENTIAL QUESTION:** How does your body move?

**INSTRUCTIONAL WINDOW:**

**INTERIM WINDOW:**

**SUMMATIVE ASSESSMENT**

**Post Assessment Instruction**

**R**

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**RF.1.4a**

**RF.1.4b**

**RF.1.4c**

**RETEACH**

**TIME FOR KIDS/Reading Digitally:** Teeth At Work

**RESEARCH AND INQUIRY**

**RESEARCH skill**

**Choose Project**

**Science/Social Studies Connection**

**PRESENTATIONS**

**EXTEND LEARNING**

**Level Up**

**Using Assessment Results**

**Tested skills:**

**RETEACH Skill/Strategy:**

**Instructional strategy(ies)/activity(ies):**

**□ Whole Group**

**□ Small Group**

**Students:**
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<th>WEEK 1</th>
<th>BIG IDEA: Figure It Out — How can we make sense of the world around us?</th>
<th>INSTRUCTIONAL WINDOW: ESSENTIAL QUESTION: How can we classify and categorize things?</th>
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## UNIT 5

**WEEK 2**

**BIG IDEA:** Figure It Out — How can we make sense of the world around us?

**ESSENTIAL QUESTION:** What can you see in the sky?

**INSTRUCTIONAL WINDOW:**

### UCS

**COMPREHENSION**

<table>
<thead>
<tr>
<th>L.2.5</th>
<th>LITERATURE BIG BOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1.3</td>
<td>READ ALOUD</td>
</tr>
<tr>
<td>SL.1.1</td>
<td>Title: &quot;Why the Sun and Moon Are in the Sky&quot;</td>
</tr>
<tr>
<td>SL.1.1a</td>
<td>Genre: Folktale</td>
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<tr>
<td>SL.1.2</td>
<td>Strategy: Make and Confirm Predictions</td>
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</tbody>
</table>

**SHORT TEXT**

<table>
<thead>
<tr>
<th>W.1.5</th>
<th>A Bird Named Fern (360)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.1.3</td>
<td>Genre: Fantasy</td>
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</tbody>
</table>

**Strategy:** Make and Confirm Predictions

**Skill:** Plot: Cause and Effect

### WEEKLY CONCEPT: Up in the Sky

**MAIN SELECTION**

<table>
<thead>
<tr>
<th>L.1.4</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
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<tbody>
<tr>
<td>L.1.2d</td>
<td>MAIN SELECTION</td>
</tr>
<tr>
<td>RF.1.2b</td>
<td>Title: Kitten’s First Full Moon (550)</td>
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<tr>
<td>RF.1.3b</td>
<td>Genre: Fantasy</td>
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<tr>
<td>RF.1.3f</td>
<td>Strategy: Make and Confirm Predictions</td>
</tr>
<tr>
<td>RF.1.3g</td>
<td>Skill: Plot: Cause and Effect</td>
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<tr>
<td>RF.1.4b</td>
<td>PAIRED SELECTION</td>
</tr>
<tr>
<td>RF.1.4b</td>
<td>Title: &quot;The Moon&quot;</td>
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<tr>
<td>RF.1.4b</td>
<td>Genre: Nonfiction</td>
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<tr>
<td>RF.1.4b</td>
<td>Text Feature: Captions (400)</td>
</tr>
</tbody>
</table>

**MAIN SELECTIONS**

- A: Little Blue’s Dream/"Hello, Little Dipper!" (280)
- O: Hide and Seek/"Our Sun Is a Star!" (310)
- E: Hide and Seek/"Our Sun Is a Star!" (310)
- B: The Foxes Build a Home/"Sunrise and Sunset" (420)

**VOCABULARY**

<table>
<thead>
<tr>
<th>L.1.4</th>
<th>VOCABULARY</th>
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<tbody>
<tr>
<td>L.1.2d</td>
<td>Vocabulary Words: leaped, stretched</td>
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<tr>
<td>RF.1.2b</td>
<td>Additional Domain Words: earth, telescope, astronaut</td>
</tr>
<tr>
<td>RF.1.3b</td>
<td>Additional Academic Words: enthusiasm, excitement, observe</td>
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<tr>
<td>RF.1.3f</td>
<td>Vocabulary Strategy: Shades of Meaning/Intensity</td>
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<tr>
<td>RF.1.3g</td>
<td>High Frequency Words: another, climb, full, great, poor, through</td>
</tr>
<tr>
<td>RF.1.4b</td>
<td>Oral Vocabulary: observe, vast, thoughtful, certain, remained</td>
</tr>
</tbody>
</table>

**PHONICS/SPELLING**

<table>
<thead>
<tr>
<th>L.1.4</th>
<th>PHONICS/SPELLING</th>
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</thead>
<tbody>
<tr>
<td>L.1.2d</td>
<td>Phonological Awareness: Rhyme, Phoneme Substitution/Blending/Deletion/Segmentation Phonics/</td>
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<tr>
<td>RF.1.2b</td>
<td>Spelling Skill: r-controlled vowels er, ir, ur, or</td>
</tr>
<tr>
<td>RF.1.3b</td>
<td>Structural Analysis: inflectional ending -er</td>
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</table>

**FLUENCY**

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<th>W.1.5</th>
<th>Intonation</th>
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<tr>
<td>L.1.1f</td>
<td>Writing Trait: Word Choice: Describing Adjectives</td>
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**WRITING**

<table>
<thead>
<tr>
<th>W.1.5</th>
<th>Writing Product: Description of a Place</th>
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<tbody>
<tr>
<td>L.1.1f</td>
<td>Write About Reading: Analyze Plot: Cause and Effect</td>
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</table>

**GRAMMAR**

<table>
<thead>
<tr>
<th>L.1.9</th>
<th>Grammar Skill: Adjectives</th>
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</thead>
</table>

| W.1.7 | Mechanics: Capitalization and End Marks |

**ASSSESSMENTS**

- Weekly Assessments

**INTERIM WINDOW:**

<table>
<thead>
<tr>
<th>L.1.9</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.1.7</td>
<td>Weekly: What can we see in the sky?</td>
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</tbody>
</table>
**UNIT 5**

**WEEK 3**

**BIG IDEA:** Figure It Out — How can we make sense of the world around us?

**WEEKLY CONCEPT:** Great Inventions

**ESSENTIAL QUESTION:** What inventions do you know about?

### UCS

<table>
<thead>
<tr>
<th>COMPREHENSION</th>
<th>READING/WRITING WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
<th>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</th>
<th>ACCESS COMPLEX TEXT (ACT)</th>
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</thead>
<tbody>
<tr>
<td>Ri.1.3</td>
<td>SHORT TEXT</td>
<td>Strategy: Ask and Answer Questions</td>
<td>Strategy: Ask and Answer Questions</td>
<td>Literature Anthology:</td>
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<td>Ri.1.4</td>
<td>The Story of a Robot Inventor (420)</td>
<td>Skill: Connections Within Text: Problem and Solution</td>
<td>Skill: Connections Within Text: Problem and Solution</td>
<td>Genre, Purpose, Organization</td>
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<td>SL.1.1</td>
<td></td>
<td>MAIN SELECTION</td>
<td>MAIN SELECTION</td>
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<tr>
<td>SL.1.1a</td>
<td></td>
<td>Title: Thomas Edison, Inventor (510)</td>
<td>Title: Thomas Edison, Inventor (510)</td>
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<td>SL.1.2</td>
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<td>Genre: Nonfiction/ Biography</td>
<td>Genre: Nonfiction/ Biography</td>
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<tr>
<td>L2.4b</td>
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<td>MAIN SELECTION</td>
<td>PAIRED SELECTION</td>
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<tr>
<td>L.1.2d</td>
<td></td>
<td>Title: &quot;Windshield Wipers&quot; and &quot;Scissors&quot;</td>
<td>Title: &quot;Windshield Wipers&quot; and &quot;Scissors&quot;</td>
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<td>RF.1.2b</td>
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<td>Genre: Poetry</td>
<td>Genre: Poetry</td>
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<td>RF.1.2d</td>
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<td>RF.1.3b</td>
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<td>RF.1.3g</td>
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<td>RF.1.4b</td>
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<tr>
<td>L.1.1f</td>
<td>VOCABULARY</td>
<td>Vocabulary Words: idea, unusual</td>
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<td>L.1.1f</td>
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<td>Additional Domain Words: poem</td>
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<td>RF.1.2b</td>
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<td>Additional Academic Words: alliteration, change, robot</td>
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<td>RF.1.2d</td>
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<td>Vocabulary Strategy: Prefixes</td>
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<td>RF.1.3b</td>
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<td>High Frequency Words: began, better, guess, learn, right, sure</td>
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<td>RF.1.3g</td>
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<td>Oral Vocabulary: curious, improve, complicated, imagine, device</td>
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<td>RF.1.4b</td>
<td>PHONICS/SPELLING</td>
<td>Phonemic Awareness: Phoneme Categorization/ Substitution/ Blending/ Addition</td>
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<td>W.1.3</td>
<td>Phonics/ Spelling Skill: r-controlled vowels or, ore, oar</td>
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<td>W.1.5</td>
<td>Structural Analysis: abbreviations</td>
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<td>W.1.6</td>
<td>FLUENCY</td>
<td>Appropriate Phrasing</td>
<td>ASSESSMENTS</td>
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<tr>
<td>W.1.3</td>
<td></td>
<td>Writing Trait: Word Choice: Time-Order Words</td>
<td>Weekly Assessments</td>
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<td>W.1.5</td>
<td>Writing Product: Personal Narrative</td>
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<td>W.1.6</td>
<td>Write About Reading: Analyze Connections Within Text: Problem and Solution</td>
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<td>L.1.1f</td>
<td>GRAMMAR</td>
<td>Grammar Skill: Adjectives That Compare (-er and -est)</td>
<td>INTERIM WINDOW:</td>
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<td>L.1.9</td>
<td>Mechanics: Capitalize Days, Months, and Holidays</td>
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<tr>
<td>W.1.7</td>
<td>Research</td>
<td>Weekly: What can we learn about an invention?</td>
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## UNIT 5  WEEK 4

### BIG IDEA: Figure It Out — How can we make sense of the world around us?

### WEEKLY CONCEPT: Sounds All Around

### ESSENTIAL QUESTION: What sounds can you hear? How are they made?

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<tr>
<th>UCS</th>
<th>COMPREHENSION</th>
<th>READING/Writing WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
<th>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</th>
<th>ACCESS COMPLEX TEXT (ACT)</th>
</tr>
</thead>
</table>
| Ri.1.7  | LITERATURE BIG BOOK | SHORT TEXT  
Title: "The Squeaky Bed"  
Genre: Realistic Fiction  
Strategy: Ask and Answer Questions  
Skill: Plot: Problem and Solution  
| Strategy: Ask and Answer Questions  
Skill: Plot: Problem and Solution  
| Access Complex Text: Organization, Sentence Structure |
| RL.1.3  | READ ALOUD  
Title: "The Squeaky Bed"  
Genre: Folktales  
Strategy: Ask and Answer Questions  
| MAIN SELECTION  
Title: Whistle for Willie (520)  
Genre: Realistic Fiction  
| MAIN SELECTION  
Title: "Shake! Strike! Strum!" (290)  
Genre: Nonfiction  
Text Feature: Directions  
| |
| SL.1.1  | VOCABULARY  
Vocabulary Words: suddenly, scrambled  
Additional Domain Words: pitch, volume, instrument  
Additional Academic Words: emphasis, favorite, realistic, sound effect  
Vocabulary Strategy: Suffixes  
High Frequency Words: color, early, instead, nothing, oh, thought  
Oral Vocabulary: volume, senses, squeaky, nervous, distract  
| |
| SL.1.1c  | PHONICS/SPELLING  
Phonemic Awareness: Phoneme Substitution/ Isolation/ Blending  
Phonics/ Spelling Skill: diphthongs ou, ow  
Structural Analysis: comparative inflectional endings -er, est  
| |
| SL.1.2  | FLUENCY  
Expression  
| |
| W.1.1  | WRITING  
Writing Trait: Sentence Fluency: Use Complete Sentences  
Writing Product: Opinion About a Story  
Write About Reading: Analyze Plot: Problem and Solution  
| |
| W.1.5  | GRAMMAR  
Grammar Skill: Using a, an, and the  
Mechanics: Capitalize/Underline Book Titles  
| |
| W.1.6  | Research  
Weekly: What can we learn about the sounds we hear, specifically the radio?  
| |
| L.1.9  |  |
| W.1.7  |  |
### Grade 1 Language Arts Pacing Guide

#### Unit 5

**Big Idea:** Figure It Out — How can we make sense of the world around us?

**Weekly Concept:** Concept: Build It!

**Essential Question:** How do things get built?

#### Instructional Window:

<table>
<thead>
<tr>
<th>UCS</th>
<th>Comprehension</th>
<th>Reading/Writing Workshop</th>
<th>Literature Anthology/Main Selection/Paired Selection</th>
<th>Leveled Reader/Main Selection/Paired Selection</th>
<th>Access Complex Text (ACT)</th>
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</thead>
<tbody>
<tr>
<td><strong>RI.1.2</strong>&lt;br&gt;<strong>RI.1.3</strong>&lt;br&gt;<strong>RI.2.5</strong>&lt;br&gt;<strong>SL.1.1</strong>&lt;br&gt;<strong>SL.1.1a</strong>&lt;br&gt;<strong>SL.1.2</strong></td>
<td><strong>Literature Big Book</strong></td>
<td><strong>Short Text</strong>&lt;br&gt;Time for Kids: The Joy of a Ship (560)</td>
<td><strong>Strategy:</strong> Ask and Answer Questions&lt;br&gt;<strong>Skill:</strong> Plot: Cause and Effect</td>
<td><strong>Strategy:</strong> Ask and Answer Questions&lt;br&gt;<strong>Skill:</strong> Plot: Cause and Effect</td>
<td><strong>Literature Anthology:</strong> Purpose</td>
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<tr>
<td></td>
<td><strong>Read Aloud</strong>&lt;br&gt;Title: &quot;The Sheep, the Pig, and the Goose Who Set Up House&quot;&lt;br&gt;Genre: Folktale</td>
<td><strong>Strategy:</strong> Ask and Answer Questions</td>
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<td><strong>Text Features:</strong> Captions</td>
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<tr>
<td></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Vocabulary Words:</strong> Vocabulary Words: balance, section&lt;br&gt;<strong>Additional Academic Vocabulary:</strong> demonstrate, magazine, reorder</td>
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<td><strong>Vocabulary Strategy:</strong> Inflectional Endings</td>
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<td><strong>High Frequency Words:</strong> above, build, fall, knew, money, toward&lt;br&gt;<strong>Oral Vocabulary:</strong> structure, project, contented, intend, marvelous</td>
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<td><strong>L.1.4c</strong>&lt;br&gt;<strong>L.1.5c</strong></td>
<td><strong>Phonics/SPELLING</strong></td>
<td><strong>Phonemic Awareness:</strong> Phoneme Blending/Segmentation/Categorization Phonics/Spelling&lt;br&gt;<strong>Skill:</strong> diphthongs oi, oy&lt;br&gt;<strong>Structural Analysis:</strong> final stable syllables</td>
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<td><strong>Fluency</strong></td>
<td><strong>Intonation, Appropriate Phrasing</strong></td>
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<tr>
<td></td>
<td><strong>Writing</strong></td>
<td><strong>Writing Trait:</strong> Organization: Steps in Order&lt;br&gt;<strong>Writing Product:</strong> How-to Article&lt;br&gt;<strong>Write About Reading:</strong> Analyze Plot: Cause and Effect</td>
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<td></td>
<td><strong>Grammar</strong></td>
<td><strong>Grammar Skill:</strong> Prepositions/Prepositional Phrases&lt;br&gt;<strong>Mechanics:</strong> Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.)</td>
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<td></td>
<td><strong>Research</strong></td>
<td><strong>Weekly:</strong> How are things built?&lt;br&gt;<strong>Unit Level:</strong> Research&lt;br&gt;<strong>Skill:</strong> Taking Notes&lt;br&gt;<strong>Unit Project:</strong> Self-select and develop from weekly research projects.</td>
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</table>

**Assessments**

- Weekly Assessments

**Interim Window:**

- Interim window

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**High Frequency Words:** above, build, fall, knew, money, toward

**Oral Vocabulary:** structure, project, contented, intend, marvelous

**Phonemic Awareness:** Phoneme Blending/Segmentation/Categorization Phonics/Spelling

**Strategy:** diphthongs oi, oy

**Structural Analysis:** final stable syllables

**Intonation, Appropriate Phrasing**

**Writing Trait:** Organization: Steps in Order

**Writing Product:** How-to Article

**Write About Reading:** Analyze Plot: Cause and Effect

**Grammar Skill:** Prepositions/Prepositional Phrases

**Mechanics:** Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.)

**Weekly:** How are things built?

**Unit Level:** Research

**Skill:** Taking Notes

**Unit Project:** Self-select and develop from weekly research projects.
## UNIT 5 - WEEK 6

### BIG IDEA: Figure It Out — How can we make sense of the world around us?

### ESSENTIAL QUESTION: How does your body move?

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<tr>
<th>UCS</th>
<th>UNIT WRAP-UP</th>
<th>SUMMATIVE ASSESSMENT Post Assessment Instruction</th>
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<td>RF.1.4c</td>
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<td>RI.1.5</td>
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<td><strong>TIME FOR KIDS/Reading Digitally:</strong> Great Ideas!</td>
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<td>Research skill Choose Project Science/Social Studies Connection</td>
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<td>Presentations</td>
<td>RETEACH Skill/Strategy:</td>
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<td>Instructional strategy(ies)/activity(ies):</td>
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<td>EXTEND LEARNING</td>
<td>Level Up</td>
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### UNIT 6 WEEK 1

**BIG IDEA:** Together We Can! — How does teamwork help us?

**WEEKLY CONCEPT:** Taking Action

**ESSENTIAL QUESTION:** How can we work together to make our lives better?

### UCS

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<tr>
<th>LITERATURE BIG BOOK</th>
<th>READING/Writing WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
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<td><strong>Title:</strong> &quot;The Cat’s Bell&quot;</td>
<td><strong>Title:</strong> &quot;Click, Clack, Moo Cows That Type&quot;</td>
<td><strong>Title:</strong> ”March On!” (510)</td>
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<td><strong>Genre:</strong> Fantasy</td>
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<td><strong>STORY:</strong> &quot;Two Hungry Elephants/&quot;Dogs Helping People&quot;</td>
<td><strong>STORY:</strong> &quot;What a Feast!/ &quot;Helpers Bring Food&quot;</td>
<td><strong>STORY:</strong> ”Beware of the Lion!/ &quot;Pete Seeger”</td>
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<td><strong>B:</strong> &quot;Beware of the Lion!/ &quot;Pete Seeger&quot;</td>
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### L.1.4b

**VOCABULARY**

- **Vocabulary Words:** demand, emergency
- **Additional Domain Words:** rights, protest, improve
- **Additional Academic Vocabulary:** collaborate, disagreement, length, reasonable
- **Vocabulary Strategy:** Synonyms
- **High Frequency Words:** answer, brought, busy, door, enough, eyes
- **Oral Vocabulary:** fair, conflict, shift, risk, argument

### L.1.2d

**PHONICS/SPELLING**

- **Phonemic Awareness:** Phoneme Identity/Segmentation/Substitution, Rhyme, Syllable Deletion
- **Phonics/Spelling Skill:** variant vowel spellings with digraphs: oo, u, u_e, ew, ue, ui, ou
- **Structural Analysis:** suffixes -ful and -less

### RF.1.4b

**FLUENCY**

- **Expression**

### W.1.5

**WRITING**

- **Writing Trait:** Sentence Fluency: Varying Sentence Length
- **Writing Product:** Story
- **Write About Reading:** Analyze Theme

### L.1.1d

**GRAMMAR**

- **Grammar Skill:** Pronouns I, you, he, she, it, we, they
- **Mechanics:** Capitalize I

### RL.1.9

**Research**

- **Weekly:** How can people work together to make things better?
<table>
<thead>
<tr>
<th>UNIT 6</th>
<th>BIG IDEA: Together We Can! — How does teamwork help us?</th>
<th>ESSENTIAL QUESTION: Who helps you?</th>
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<td>WEEKLY CONCEPT: My Team</td>
<td>INSTRUCTIONAL WINDOW:</td>
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<td>Title: Meet Rosina (420)</td>
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<td>VOCABULARY</td>
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<td>Vocabulary Words: accept, often</td>
<td>Title: &quot;Abuelita's Lap&quot;</td>
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<td>Additional Domain Words: poem</td>
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<td>Additional Academic Vocabulary: admire, interview, intonation</td>
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<td>Vocabulary Strategy: Antonyms</td>
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<td>High Frequency Words: brother, father, friend, love, mother, picture</td>
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<td>Oral Vocabulary: inspire, respect, distance, swiftly, decision</td>
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<td>PHONICS/SPELLING</td>
<td>Phonemic Awareness: Phoneme Categorization/ Reversal/Blending/Segmentation/ Substitution</td>
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<td>Phonics/ Spelling Skill: variant vowel spellings with digraphs: a, aw, au, augh, al</td>
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<td>Structural Analysis: vowel-team syllables</td>
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<td>WRITING</td>
<td>Writing Trait: Voice: Use Your Own Voice</td>
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<td>W.1.5</td>
<td>Writing Product: Thank-You Note</td>
<td>Writing Product: Thank-You Note</td>
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<td>W.1.5</td>
<td>Write About Reading: Analyze Author's Purpose</td>
<td>Write About Reading: Analyze Author's Purpose</td>
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<tr>
<td>L.1.1d</td>
<td>GRAMMAR</td>
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<tr>
<td>L.1.2a</td>
<td>Grammar Skill: Possessive Pronouns</td>
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<td>L.1.9</td>
<td>Mechanics: Capitalize Days, Months, and Holidays</td>
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<tr>
<td>W.1.7</td>
<td>Research</td>
<td>Weekly: What are the different parts of a newspaper?</td>
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</table>

**Assessments**
- Weekly Assessments

**Interim Window**
- Last saved: 7/1/2016 12:56 PM
## UNIT 6
### WEEK 3
#### BIG IDEA: Together We Can! — How does teamwork help us?
#### WEEKLY CONCEPT: Weather Together
#### ESSENTIAL QUESTION: How can weather affect us?

<table>
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<tr>
<th>UCS</th>
<th>COMPREHENSION</th>
<th>READING/WRITING WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
<th>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</th>
<th>ACCESS COMPLEX TEXT (ACT)</th>
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<tbody>
<tr>
<td>RL.1.5</td>
<td>LITERATURE BIG BOOK</td>
<td>SHORT TEXT</td>
<td>Strategy: Visualize</td>
<td>Strategy: Visualize</td>
<td>Literature Anthology: Prior Knowledge</td>
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<td>RL.1.3</td>
<td>READ ALOUD</td>
<td>Wrapped in Ice (320) Genres: Realistic Fiction</td>
<td>Skill: Plot: Cause and Effect</td>
<td>Skill: Plot: Cause and Effect</td>
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<td>SL.1.1</td>
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<td>MAIN SELECTION</td>
<td>Genre: Realistic Fiction</td>
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<td>SL.1.1a</td>
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<td>Title: Rain School (440)</td>
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<td>Title: &quot;Rainy Weather&quot; (470)</td>
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<td>Additional Domain Words: storm, damage, predict</td>
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<td>Additional Academic Vocabulary: affect, closing, tornado</td>
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<td>Vocabulary Strategy: Similes</td>
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<td>High Frequency Words: been, children, month, question, their, year</td>
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<td>RF.1.2d</td>
<td>Oral Vocabulary: predict, cycle, creative, frigid, scorching</td>
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<td>Writing Trait: Voice: Use Your Own Voice</td>
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<td>Weekly Assessments</td>
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<td>Write About Reading: Analyze Plot: Cause and Effect</td>
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<td>GRAMMAR</td>
<td>Grammar Skill: Special Pronouns (anyone, everyone, anything, everything, nothing)</td>
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<td>UNIT 6 WEEK 4</td>
<td>BIG IDEA: Together We Can! — How does teamwork help us?</td>
<td>WEEKLY CONCEPT: Sharing Traditions</td>
<td>ESSENTIAL QUESTION: What traditions do you know about?</td>
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<td><strong>Writing Trait:</strong> Sentence Fluency: Varying Sentence Types</td>
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<td><strong>Writing Product:</strong> Letter</td>
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<td><strong>Write About Reading:</strong> Analyze Theme</td>
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<td><strong>GRAMMAR</strong></td>
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<td><strong>Grammar Skill:</strong> I and Me</td>
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<td><strong>Mechanics:</strong> Commas in Dates and Letters</td>
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<td><strong>Research</strong></td>
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<td><strong>Weekly:</strong> Why are traditions important?</td>
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<td><strong>ACCESS COMPLEX TEXT (ACT)</strong></td>
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**GRADE 1 LANGUAGE ARTS PACING GUIDE**

**UNIT 6 WEEK 5**

**BIG IDEA:** Together We Can! — How does teamwork help us?

**WEEKLY CONCEPT:** Celebrate America!

**ESSENTIAL QUESTION:** Why do we celebrate holidays?

### INSTRUCTIONAL WINDOW:

**WEEK 5**

**WEEKLY CONCEPT:** Celebrate America!

**ESSENTIAL QUESTION:** Why do we celebrate holidays?

<table>
<thead>
<tr>
<th>UCS</th>
<th>COMPREHENSION</th>
<th>READING/Writing WORKSHOP</th>
<th>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</th>
<th>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</th>
<th>ACCESS COMPLEX TEXT (ACT)</th>
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<tr>
<td>Ri.1.3</td>
<td>Ri.1.5</td>
<td>Ri.2.6</td>
<td>SL.1.1</td>
<td>SL.1.2</td>
<td>SL.1.6</td>
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<td><strong>LITERATURE BIG BOOK</strong></td>
<td><strong>SHORT TEXT</strong></td>
<td><strong>Strategy:</strong> Reread</td>
<td><strong>Skill:</strong> Author's Purpose</td>
<td><strong>MAIN SELECTION</strong></td>
<td><strong>PAIRED SELECTION</strong></td>
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<td><strong>READ ALOUD</strong></td>
<td><strong>Title:</strong> &quot;Celebrate the Flag&quot;</td>
<td><strong>Genre:</strong> Nonfiction</td>
<td><strong>Strategy:</strong> Reread</td>
<td><strong>Title:</strong> Time for Kids: Happy Birthday, U.S.A! (580)</td>
<td><strong>Title:</strong> &quot;A Young Nation Grows&quot; (390)</td>
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<td><strong>Genre:</strong> Nonfiction</td>
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<td><strong>Genre:</strong> Nonfiction</td>
<td><strong>Strategy:</strong> Reread</td>
<td><strong>Strategy:</strong> Reread</td>
<td><strong>Text Feature:</strong> Map</td>
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</table>

| L.1.4c | L.4.5a | L.1.2d | RF.1.2b | RF.1.3b | RF.1.3e | RF.1.3g | RF.1.4b |
| **VOCABULARY** | **Vocabulary Words:** Vocabulary Words: nation, unite | **Additional Academic Vocabulary:** holiday, origins, phrasing | **Vocabulary Strategy:** Metaphors | **High Frequency Words:** favorite, few, gone, surprise, wonder, young | **Oral Vocabulary:** pride, display, design, purpose, represent |

| **PHONICS/SPELLING** | **Phonemic Awareness:** Phoneme Reversal/ Blending/ Deletion/Addition, Syllable Deletion/Addition | **Phonics/Spelling Skill:** r-controlled vowels air, are, ear | **Structural Analysis:** r-controlled vowel syllables |

| **FLUENCY** | Appropriate Phrasing |

| **WRITING** | **Writing Trait:** Main Idea and Details | **Writing Product:** Report | **Write About Reading:** Analyze Author's Purpose |

| **GRAMMAR** | **Grammar Skill:** Adverbs That Tell How | **Mechanics:** Name Titles (capitals and periods with Mr., Mrs., Ms., Dr.) |

| **Research** | **Weekly:** What can we learn about national holidays in other countries? | **Unit Level:** Research | **Skill:** Using Key Words | **Unit Project:** Self-select and develop from weekly research projects. |

| **ASSESSMENTS** | **Weekly Assessments** |

| **INTERIM WINDOW:** | **Interim Window:** |

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# UNIT 6
### ESSENTIAL QUESTION:
**BIG IDEA: Together We Can! — How does teamwork help us?**

<table>
<thead>
<tr>
<th>UCS</th>
<th>UNIT WRAP-UP</th>
<th>SUMMATIVE ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td>RF.1.4a</td>
<td>Reader’s Theater: That Goat Has Got to Go</td>
<td>Using Assessment Results</td>
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<tr>
<td>RF.1.4b</td>
<td><strong>TIME FOR KIDS</strong>/Reading Digitally: This Land Is Our Land</td>
<td>Post Assessment Instruction</td>
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<tr>
<td>RF.1.4c</td>
<td><strong>RESEARCH AND INQUIRY</strong></td>
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<td>RL.1.5</td>
<td><strong>COMPREHENSION</strong></td>
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<td>W.1.6</td>
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<td>W.1.7</td>
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</table>

**Tested skills:**
- RI.1.1.5
- W.1.1

**Instructional strategy(ies)/activity(ies):**
- □ Whole Group
- □ Small Group

**Students:**
- □ Whole Group
- □ Small Group

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**EXTEND LEARNING**

**Level Up**