

Instructional Guide

Grade Level: First Subject: English Language Arts School System: Pickens County

School Year: 2011-2012

Time Period (Pacing – when)	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks				
1 st six weeks Continued throughout the year.	1.11.a Exhibit proper letter formation in words and sentences.	SF Reading Street—Kindergarten Review Additional practice: Journal Writing, Daily News, Daily Fix-It, Extra Handwriting Practice, Amazing Handwriting Practice Individual Practice, ELL Books and Posters, Literacy Centers		

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1 st six weeks Continued throughout the year	1.11.b Exhibit proper spacing in words and sentences.	SF Reading Street—Taught daily throughout the text through: Journal Writing, Daily News, Daily Fix-It, Extra Handwriting Practice, Grammar and Writing Workbook and Textbook, manipulatives for spacing, Amazing Handwriting website Individual Practice, ELL Books and Posters, Literacy Centers		
1 st six weeks Continued throughout the year	1.11.c Exhibit proper letter-line placement in words and sentences.	SF Reading Street—Taught daily throughout the text through: Journal Writing, Daily News, Daily Fix-It, Extra Handwriting Practice, Grammar and Writing Workbook and Textbook. Individual Practice, ELL Books and Posters, Literacy Centers		
1 st six weeks Continued throughout the year	1.13.a Listen for meaning in conversations and discussions including looking at the speaker without interrupting. 1.13.B.1 Follow two- and three-part oral directions. 1.13.B.2 Making connections to literature read aloud. Examples: text-to-text, text-to-self, text-to-world	SF Reading Street—daily listening to center directions, read-alouds, and Big Books. Listening Comprehension lessons on Day 1 of every week and Speaking and Listening lessons on Day 2. Spelling Dictation sentences on Day 2 also provide instruction in listening. Active Participation Additional resources can be found in the library and ARI Resource Room. One-on-one Practice, Literacy Centers, Small Group Instruction		

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1 st six weeks Continued throughout the year	1.1.a Demonstrate phonemic awareness including isolating, deleting and adding phonemes. 1.1.B.1 Blending phonemes to produce sounds	SF Reading Street—Taught daily throughout the text. Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Phonics CD-ROM, Sing With Me Big Book, Phonics Songs and Rhymes Chart, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers		
1 st six weeks Continued throughout the year	1.1.c Demonstrate phonemic awareness including initial, medial, and final sounds in one syllable words.	SF Reading Street—Taught daily throughout the text. Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Phonics CD-ROM, Sing With Me Big Book, Phonics Songs and Rhymes Chart, Reading Practice Workbook, Phonics and Spelling Workbook Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com		

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1 st six weeks Continued throughout the year	<p>1.2.a. Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require three-four phonemes into a whole word.</p> <p>1.2.B.1 Blending sounds to form words.</p> <p>1.2.B.2 Identifying sound-spelling relationships of consonants and vowels.</p> <p>1.2.B.3 Segmenting printed words into phonemes.</p>	<p>SF Reading Street—Taught daily throughout the text.</p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Phonics CD-ROM, Reading Practice Workbook, Phonics and Spelling Workbook, Active Word Walls, DIBELS Progress Monitoring—NWF, PSF</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor</p> <p>Other critical skills: digraphs, diphthongs, plurals, r-controlled vowels, long vowels, short vowels</p>		

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1 st six weeks Continued throughout the year	<p>1.3.a Demonstrate vocabulary skills including sorting words into categories.</p> <p>1.3.B.1 Using new words from reading when writing and speaking.</p> <p>1.3.B.2 Recognizing words in the environment.</p> <p>1.3.B.3 Asking questions for clarification.</p> <p>1.3.B.4 Spelling correctly sight words and single syllable, phonetically regular words.</p>	<p>SF Reading Street—Taught daily throughout the text.</p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Phonics CD-ROM, Amazing Words, Reading Practice Workbook, Phonics and Spelling Workbook, Active Word Walls.</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers (word sorts, word families), Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: compound words, contractions, prefixes and suffixes</p>		

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1 st six weeks Continued throughout the year	<p>1.3.b Demonstrate vocabulary skills including deriving word meaning from context within sentences and paragraphs.</p> <p>1.3.B.1 Using new words from reading when writing and speaking.</p> <p>1.3.B.2 Recognizing words in the environment.</p> <p>1.3.B.3 Asking questions for clarification.</p> <p>1.3.B.4 Spelling correctly sight words and single syllable, phonetically regular words.</p>	<p>SF Reading Street—Taught daily throughout the text.</p> <p>Asking questions for clarification specifically taught:</p> <p>Unit 1: <i>A Fox and a Kit</i> Unit 2: <i>Who Works Here?</i> Unit 5 <i>Ben Franklin and His Kite</i></p> <p>Active Participation</p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Phonics CD-ROM, Amazing Words, Reading Practice Workbook, Phonics and Spelling Workbook</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p>		

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1 st six weeks Continued throughout the year	<p>1.4.a Read with comprehension a variety of first-grade narrative and informational texts, including recalling information.</p> <p>1.4.B.2 Making predictions from text clues.</p> <p>1.4.B.4 Connecting events in a story to specific life experiences.</p> <p>1.4.B.5 Monitoring comprehension during reading.</p> <p>1.4.B.6 Drawing simple conclusions.</p>	<p>SF Reading Street—Taught daily throughout the text in whole group and small group lessons.</p> <p>Making predictions specifically taught in: Unit 2: <i>A Big Fish for Max</i> Unit 3: <i>An Egg is an Egg</i></p> <p>Drawing conclusions specifically taught in: Unit 3: <i>I'm a Caterpillar</i> Unit 4: <i>Mama's Birthday Present</i> Unit 5: <i>Alexander Graham Bell</i></p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Journal Writing Activities, Read Aloud Anthology, Leveled Readers, Graphic Organizers, Reading Practice Workbook, Retelling Cards</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: Context clues</p>		

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1 st six weeks Continued throughout the year	<p>1.4.b. Read with comprehension a variety of first-grade narrative and informational texts, including retelling a story with beginning, middle, and end.</p> <p>1.4.B.1 Recognizing cues provided by print.</p> <p>1.4.B.3 Stating main ideas about a topic in informational texts.</p>	<p>SF Reading Street—Taught daily throughout the text in whole group and small group lessons.</p> <p>Main idea specifically taught in: Unit 1: <i>A Fox and a Kit</i> Unit 5: <i>Simple Machines</i></p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Journal Writing Activities, Read Aloud Anthology, Retelling Strips in Student Edition and Retelling Cards, Leveled Readers, Graphic Organizers, Reading Practice Workbook, Comprehension Toolkit</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: Sequencing</p>		

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1 st six weeks Continued throughout the year	<p>1.6.a Recognize a variety of narrative text forms including fairy tales.</p> <p>1.6.B.1 Identifying characters, setting, problems and solutions in a variety of texts.</p> <p>1.6.B.2 Comparing story elements through text-to-text connections.</p>	<p>SF Reading Street—Story elements are taught throughout the text. Text-to-text connections are made through weekly concept questions, Building Background, read-alouds and Morning Warm-up. Characters and setting taught specifically in:</p> <p>Unit 1: <i>The Big Blue Ox</i> Unit 4: <i>Peter’s Chair</i> Unit 5: <i>Tippy-Toe, Chick, Go!</i></p> <p>Comprehension Toolkit Active Participation</p> <p>Additional resources for teaching fairy tales can be found in ARI Resource Room or school library. Read-alouds and reader’s theater can also be used.</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: cause and effect, realism, fantasy, author’s purpose</p>		

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1 st six weeks Continued throughout the year	<p>1.6.b. Recognize a variety of narrative text forms including adventure stories.</p> <p>1.6.B.1 Identifying characters, setting, problems, and solutions in a variety of texts.</p> <p>1.6.B.2 Comparing story elements through text-to-text connections.</p>	<p>SF Reading Street—Story elements are taught throughout the text. Text-to-text connections are made through weekly concept questions, Building Background, read-alouds and Morning Warm-up. Characters and setting taught specifically in:</p> <p>Unit 1: <i>The Big Blue Ox</i> Unit 4: <i>Peter’s Chair</i> Unit 5: <i>Tippy-Toe, Chick, Go!</i></p> <p>Comprehension Toolkit Active Participation</p> <p>Additional resources for teaching adventure stories can be found in ARI Resource Room or school library. Read-alouds and reader’s theater can also be used.</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers</p> <p>Other critical skills: cause and effect, realism, fantasy, author’s purpose</p>		

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1 st six weeks Continued throughout the year	<p>1.6.c Recognize a variety of narrative text forms including poetry.</p> <p>1.6.B.1 Identifying characters, setting, problems, and solutions in a variety of texts.</p> <p>1.6.B.2 Comparing story elements through text-to-text connections.</p>	<p>SF Reading Street—Story elements are taught throughout the text. Text-to-text connections are made through weekly concept questions, Building Background, read-alouds and Morning Warm-up. Characters and setting taught specifically in:</p> <p>Unit 1: <i>The Big Blue Ox</i> Unit 4: <i>Peter’s Chair</i> Unit 5: <i>Tippy-Toe, Chick, Go!</i></p> <p>Additional resources for teaching poetry can be found in ARI Resource Room or school library. Poetry Big Book, read-alouds and reader’s theater can also be used.</p> <p>Comprehension Toolkit</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers</p> <p>Other critical skills: cause and effect, realism, fantasy, author’s purpose</p>		

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1 st six weeks Continued throughout the year	1.9.b Using capitalization at the beginning of sentences.	SF Reading Street—Taught throughout the text in Grammar and Writing Book, Grammar and Writing Practice Book, Daily Fix-Its, Journal Writing Individual Practice, ELL Books and Posters, Literacy Centers, Work in Groups		
1 st six weeks Continued throughout the year	1.9.c Using capitalization with the pronoun I.	SF Reading Street—Taught throughout the text in Grammar and Writing Book, Grammar and Writing Practice Book, Daily Fix-Its, Journal Writing. Individual Practice, ELL Books and Posters, Literacy Centers, Work in Groups		
1 st six weeks Continued throughout the year	1.10.a Use a word that names a person, place, thing or animal as the subject of a sentence. 1.10.B.1 Using verbs to show action. 1.10.B.2 Using adjectives to describe. 1.10.B.3 Identifying singular and plural nouns.	SF Reading Street—Taught throughout the text in Grammar and Writing Book, Grammar and Writing Practice Book, Daily Fix-Its, Journal Writing Individual Practice, ELL Books and Posters, Literacy Centers, Work in Groups, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com Other critical skills: pronouns, contractions, alphabetizing		

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1 st six weeks Continued throughout the year	1.12.a Collect information from print resources to investigate a teacher- or student-selected topic. 1.12.B.1 Generating oral and written questions to gather information.	SF Reading Street—Every week on Day 5 the Research/Study Skills section teaches how to investigate a topic and gather information. Additional Resources: Graphic Organizers Flip Chart, school library, ARI Resource Room, KWL Charts, Comprehension Toolkit, Active Participation Provide additional practice at Literacy Centers and in the school library. One-on-one Practice, Literacy Centers, Group Work		

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1 st six weeks Continued throughout the year	<p>1.12.b Collect information from non-print resources to investigate a teacher- or student-selected topic.</p> <p>1.12.B.1 Generating oral and written questions to gather information.</p> <p>1.12.B.2 Using parts of a book to locate information.</p> <p>1.12.B.3 Using alphabetical order to the first letter to access information.</p> <p>1.12.B.4 Interpreting information from simple charts, maps, graphs, and directions.</p>	<p>SF Reading Street—Every week on Day 5 the Research/Study Skills section teaches how to investigate a topic and gather information.</p> <p>Additional Resources: Graphic Organizers Flip Chart, school library, ARI Resource Room, KWL Charts, Comprehension Toolkit, Dictionaries, non-fiction books with text features such as charts, maps, graphs, table of contents, etc.</p> <p>Provide additional practice at Literacy Centers and in the school library.</p> <p>One-on-one Practice, Literacy Centers, Group Work</p>		

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1 st six weeks Continued throughout the year	1.8.b Use complete sentences to tell a story. 1.8.B.1 Using graphic organizers to outline content. 1.8.B.2 Rereading to make revisions. 1.8.B.3 Editing for spelling, punctuation, and capitalization. 1.8.B.4 Publishing a final draft. 1.8.B.5 Using descriptive, narrative, and expository modes of writing.	SF Reading Street—Taught daily in grammar. Resources include Daily Fix-Its, Grammar and Writing Practice Book, Grammar and Writing Textbook, Graphic Organizer Flip Chart, Journal Writing, Writing in the Technology Center, Comprehension Toolkit Extra resources could include Teach Me Writing program and have a Writing Fair (modes of writing—descriptive, narrative, expository, and poetry.) Individual Practice, ELL Books and Posters, Literacy Centers		
1 st six weeks Continued throughout the year	1.7.a Use the basic features of informational texts to distinguish fact from fiction. Examples: captions, heading, table of contents	SF Reading Street—Unit 2 Big Book <u>A City</u> . <i>A Big Fish for Max</i> Research/Study Skill Non-fiction leveled readers and other Big Books Additional resources can be found in school library and ARI Resource Room. Comprehension Toolkit Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers		

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1 st six weeks Continued throughout the year	<p>1.5.a Read with fluency simple passages containing simple sentences.</p> <p>1.5.B.1 Reading 40-60 words per minute.</p> <p>1.5.B.2 Recognizing first grade high frequency words by sight. Examples: Dolch word list, basal reader word list</p> <p>1.5.B.3 Attending to end punctuation in phrasing.</p>	<p>SF Reading Street—Fluency is taught daily throughout the text in whole group and small group lessons.</p> <p>Attend to punctuation specifically taught in:</p> <p>Unit 1: <i>A Fox and a Kit, Get the Egg, Animal Park</i> Unit 2: <i>The Farmer and the Hat, Who Works Here?, Life in the Forest</i> Unit 3: <i>Ruby in Her Own Time, Jan's New Home, I'm a Caterpillar</i> Unit 4: <i>Mister Bones: Dinosaur Hunter, Peter's Chair</i></p> <p>Additional resources for fluency and punctuation include sight word lists, Monitor Progress word lists, fluency folders, Ten Important Sentences, Monitor Progress Sentences, Fresh Reads, Grammar and Writing Practice Workbook, The Grammar & Writing Textbook</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers</p>		

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2 ND six weeks Continued throughout the year	1.3.b Demonstrate vocabulary skills including deriving word meaning from context within sentences and paragraphs. 1.3.B.1 Using new words from reading when writing and speaking. 1.3.B.2 Recognizing words in the environment. 1.3.B.3 Asking questions for clarification. 1.3.B.4 Spelling correctly sight words and single syllable, phonetically regular words.	SF Reading Street—Taught daily throughout the text. Asking questions for clarification specifically taught: Unit 2: <i>Who Works Here?</i> Active Participation Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Phonics CD-ROM, Amazing Words, Reading Practice Workbook, Phonics and Spelling Workbook Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com		

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2 ND six weeks Continued throughout the year	<p>1.4.a Read with comprehension a variety of first-grade narrative and informational texts, including recalling information.</p> <p>1.4.B.2 Making predictions from text clues.</p> <p>1.4.B.4 Connecting events in a story to specific life experiences.</p> <p>1.4.B.5 Monitoring comprehension during reading.</p> <p>1.4.B.6 Drawing simple conclusions.</p>	<p>SF Reading Street—Taught daily throughout the text in whole group and small group lessons.</p> <p>Making predictions specifically taught in: Unit 2: <i>A Big Fish for Max</i> Unit 3: <i>An Egg is an Egg</i></p> <p>Drawing conclusions specifically taught in: Unit 3: <i>I'm a Caterpillar</i> Unit 4: <i>Mama's Birthday Present</i> Unit 5: <i>Alexander Graham Bell</i></p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Journal Writing Activities, Read Aloud Anthology, Leveled Readers, Graphic Organizers, Reading Practice Workbook, Retelling Cards</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers</p> <p>Other critical skills: Context clues</p>		

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2 ND six weeks Continued throughout the year	1.8.b Use complete sentences to tell a story. 1.8.B.1 Using graphic organizers to outline content. 1.8.B.2 Rereading to make revisions. 1.8.B.3 Editing for spelling, punctuation, and capitalization. 1.8.B.4 Publishing a final draft. 1.8.B.5 Using descriptive, narrative, and expository modes of writing.	SF Reading Street—Taught daily in grammar. Resources include Daily Fix-Its, Grammar and Writing Practice Book, Grammar and Writing Textbook, Graphic Organizer Flip Chart, Journal Writing, Writing in the Technology Center, Comprehension Toolkit Extra resources could include Teach Me Writing program and have a Writing Fair (modes of writing—descriptive, narrative, expository, and poetry.) Individual Practice, ELL Books and Posters, Literacy Centers		
	1.7.a Use the basic features of informational texts to distinguish fact from fiction. Examples: captions, heading, table of contents	SF Reading Street—Unit 2 Big Book <u>A City</u> . <i>A Big Fish for Max</i> Research/Study Skill Non-fiction leveled readers and other Big Books Additional resources can be found in school library and ARI Resource Room. Comprehension Toolkit Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com		

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2 ND six weeks Continued throughout the year	<p>1.5.a Read with fluency simple passages containing simple sentences.</p> <p>1.5.B.1 Reading 40-60 words per minute.</p> <p>1.5.B.2 Recognizing first grade high frequency words by sight. Examples: Dolch word list, basal reader word list</p> <p>1.5.B.3 Attending to end punctuation in phrasing.</p>	<p>SF Reading Street—Fluency is taught daily throughout the text in whole group and small group lessons.</p> <p>Attend to punctuation specifically taught in:</p> <p>Unit 2: <i>The Farmer and the Hat, Who Works Here?, Life in the Forest</i> Unit 3: <i>Ruby in Her Own Time, Jan’s New Home, I’m a Caterpillar</i> Unit 4: <i>Mister Bones: Dinosaur Hunter, Peter’s Chair</i></p> <p>Additional resources for fluency and punctuation include sight word lists, Monitor Progress word lists, fluency folders, Ten Important Sentences, Monitor Progress Sentences, Fresh Reads, Grammar and Writing Practice Workbook, The Grammar & Writing Textbook</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers</p>		

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3 RD six weeks Continued throughout the year	<p>1.4.a Read with comprehension a variety of first-grade narrative and informational texts, including recalling information.</p> <p>1.4.B.2 Making predictions from text clues.</p> <p>1.4.B.4 Connecting events in a story to specific life experiences.</p> <p>1.4.B.5 Monitoring comprehension during reading.</p> <p>1.4.B.6 Drawing simple conclusions.</p>	<p>SF Reading Street—Taught daily throughout the text in whole group and small group lessons.</p> <p>Making predictions specifically taught in: Unit 3: <i>An Egg is an Egg</i></p> <p>Drawing conclusions specifically taught in: Unit 3: <i>I'm a Caterpillar</i> Unit 4: <i>Mama's Birthday Present</i> Unit 5: <i>Alexander Graham Bell</i></p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Journal Writing Activities, Read Aloud Anthology, Leveled Readers, Graphic Organizers, Reading Practice Workbook, Retelling Cards</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: Context clues</p>		

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3 RD six weeks Continued throughout the year	<p>1.5.a Read with fluency simple passages containing simple sentences.</p> <p>1.5.B.1 Reading 40-60 words per minute.</p> <p>1.5.B.2 Recognizing first grade high frequency words by sight. Examples: Dolch word list, basal reader word list</p> <p>1.5.B.3 Attending to end punctuation in phrasing.</p>	<p>SF Reading Street—Fluency is taught daily throughout the text in whole group and small group lessons.</p> <p>Attend to punctuation specifically taught in:</p> <p>Unit 3: <i>Ruby in Her Own Time, Jan’s New Home, I’m a Caterpillar</i></p> <p>Unit 4: <i>Mister Bones: Dinosaur Hunter, Peter’s Chair</i></p> <p>Additional resources for fluency and punctuation include sight word lists, Monitor Progress word lists, fluency folders, Ten Important Sentences, Monitor Progress Sentences, Fresh Reads, Grammar and Writing Practice Workbook, The Grammar & Writing Textbook</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p>		

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4 TH six weeks Continued throughout the year	<p>1.4.a Read with comprehension a variety of first-grade narrative and informational texts, including recalling information.</p> <p>1.4.B.2 Making predictions from text clues.</p> <p>1.4.B.4 Connecting events in a story to specific life experiences.</p> <p>1.4.B.5 Monitoring comprehension during reading.</p> <p>1.4.B.6 Drawing simple conclusions.</p>	<p>SF Reading Street—Taught daily throughout the text in whole group and small group lessons.</p> <p>Drawing conclusions specifically taught in: Unit 4: <i>Mama’s Birthday Present</i> Unit 5: <i>Alexander Graham Bell</i></p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Journal Writing Activities, Read Aloud Anthology, Leveled Readers, Graphic Organizers, Reading Practice Workbook, Retelling Cards</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: Context clues</p>		

Time Period (Pacing – when)	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
4 TH six weeks Continued throughout the year	<p>1.6.a Recognize a variety of narrative text forms including fairy tales.</p> <p>1.6.B.1 Identifying characters, setting, problems and solutions in a variety of texts.</p> <p>1.6.B.2 Comparing story elements through text-to-text connections.</p>	<p>SF Reading Street—Story elements are taught throughout the text. Text-to-text connections are made through weekly concept questions, Building Background, read-alouds and Morning Warm-up. Characters and setting taught specifically in:</p> <p>Unit 4: <i>Peter’s Chair</i> Unit 5: <i>Tippy-Toe, Chick, Go!</i></p> <p>Comprehension Toolkit Active Participation</p> <p>Additional resources for teaching fairy tales can be found in ARI Resource Room or school library. Read-alouds and reader’s theater can also be used.</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: cause and effect, realism, fantasy, author’s purpose</p>		

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4 TH six weeks Continued throughout the year	<p>1.6.b. Recognize a variety of narrative text forms including adventure stories.</p> <p>1.6.B.1 Identifying characters, setting, problems, and solutions in a variety of texts.</p> <p>1.6.B.2 Comparing story elements through text-to-text connections.</p>	<p>SF Reading Street—Story elements are taught throughout the text. Text-to-text connections are made through weekly concept questions, Building Background, read-alouds and Morning Warm-up. Characters and setting taught specifically in:</p> <p>Unit 4: <i>Peter’s Chair</i> Unit 5: <i>Tippy-Toe, Chick, Go!</i></p> <p>Comprehension Toolkit Active Participation</p> <p>Additional resources for teaching adventure stories can be found in ARI Resource Room or school library. Read-alouds and reader’s theater can also be used.</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor</p> <p>Other critical skills: cause and effect, realism, fantasy, author’s purpose</p>		

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4 TH six weeks Continued throughout the year	<p>1.6.c Recognize a variety of narrative text forms including poetry.</p> <p>1.6.B.1 Identifying characters, setting, problems, and solutions in a variety of texts.</p> <p>1.6.B.2 Comparing story elements through text-to-text connections.</p>	<p>SF Reading Street—Story elements are taught throughout the text. Text-to-text connections are made through weekly concept questions, Building Background, read-alouds and Morning Warm-up. Characters and setting taught specifically in:</p> <p>Unit 4: <i>Peter’s Chair</i> Unit 5: <i>Tippy-Toe, Chick, Go!</i></p> <p>Additional resources for teaching poetry can be found in ARI Resource Room or school library. Poetry Big Book, read-alouds and reader’s theater can also be used.</p> <p>Comprehension Toolkit</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers</p> <p>Other critical skills: cause and effect, realism, fantasy, author’s purpose</p>		

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4 TH six weeks Continued throughout the year	<p>1.5.a Read with fluency simple passages containing simple sentences.</p> <p>1.5.B.1 Reading 40-60 words per minute.</p> <p>1.5.B.2 Recognizing first grade high frequency words by sight. Examples: Dolch word list, basal reader word list</p> <p>1.5.B.3 Attending to end punctuation in phrasing.</p>	<p>SF Reading Street—Fluency is taught daily throughout the text in whole group and small group lessons.</p> <p>Attend to punctuation specifically taught in:</p> <p>Unit 4: <i>Mister Bones: Dinosaur Hunter, Peter’s Chair</i></p> <p>Additional resources for fluency and punctuation include sight word lists, Monitor Progress word lists, fluency folders, Ten Important Sentences, Monitor Progress Sentences, Fresh Reads, Grammar and Writing Practice Workbook, The Grammar & Writing Textbook</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor</p>		

Time Period (Pacing – when)	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
5 TH six weeks Continued throughout the year	<p>1.3.b Demonstrate vocabulary skills including deriving word meaning from context within sentences and paragraphs.</p> <p>1.3.B.1 Using new words from reading when writing and speaking.</p> <p>1.3.B.2 Recognizing words in the environment.</p> <p>1.3.B.3 Asking questions for clarification.</p> <p>1.3.B.4 Spelling correctly sight words and single syllable, phonetically regular words.</p>	<p>SF Reading Street—Taught daily throughout the text.</p> <p>Asking questions for clarification specifically taught:</p> <p>Unit 5 <i>Ben Franklin and His Kite</i></p> <p>Active Participation</p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Phonics CD-ROM, Amazing Words, Reading Practice Workbook, Phonics and Spelling Workbook</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p>		

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5 TH six weeks Continued throughout the year	1.4.a Read with comprehension a variety of first-grade narrative and informational texts, including recalling information. 1.4.B.2 Making predictions from text clues. 1.4.B.4 Connecting events in a story to specific life experiences. 1.4.B.5 Monitoring comprehension during reading. 1.4.B.6 Drawing simple conclusions.	<p>SF Reading Street—Taught daily throughout the text in whole group and small group lessons.</p> <p>Drawing conclusions specifically taught in: Unit 5: Alexander Graham Bell</p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Journal Writing Activities, Read Aloud Anthology, Leveled Readers, Graphic Organizers, Reading Practice Workbook, Retelling Cards</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: Context clues</p>		

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5 TH six weeks Continued throughout the year	<p>1.4.b. Read with comprehension a variety of first-grade narrative and informational texts, including retelling a story with beginning, middle, and end.</p> <p>1.4.B.1 Recognizing cues provided by print.</p> <p>1.4.B.3 Stating main ideas about a topic in informational texts.</p>	<p>SF Reading Street—Taught daily throughout the text in whole group and small group lessons.</p> <p>Main idea specifically taught in: Unit 5: <i>Simple Machines</i></p> <p>Available resources such as ARI Resource Room, Title I, New Century Lab, SF website, Journal Writing Activities, Read Aloud Anthology, Retelling Strips in Student Edition and Retelling Cards, Leveled Readers, Graphic Organizers, Reading Practice Workbook, Comprehension Toolkit</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: Sequencing</p>		

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5 TH six weeks Continued throughout the year	<p>1.6.a Recognize a variety of narrative text forms including fairy tales.</p> <p>1.6.B.1 Identifying characters, setting, problems and solutions in a variety of texts.</p> <p>1.6.B.2 Comparing story elements through text-to-text connections.</p>	<p>SF Reading Street—Story elements are taught throughout the text. Text-to-text connections are made through weekly concept questions, Building Background, read-alouds and Morning Warm-up. Characters and setting taught specifically in:</p> <p>Unit 5: <i>Tippy-Toe, Chick, Go!</i></p> <p>Comprehension Toolkit Active Participation</p> <p>Additional resources for teaching fairy tales can be found in ARI Resource Room or school library. Read-alouds and reader’s theater can also be used.</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: cause and effect, realism, fantasy, author’s purpose</p>		

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5 TH six weeks Continued throughout the year	<p>1.6.b. Recognize a variety of narrative text forms including adventure stories.</p> <p>1.6.B.1 Identifying characters, setting, problems, and solutions in a variety of texts.</p> <p>1.6.B.2 Comparing story elements through text-to-text connections.</p>	<p>SF Reading Street—Story elements are taught throughout the text. Text-to-text connections are made through weekly concept questions, Building Background, read-alouds and Morning Warm-up. Characters and setting taught specifically in: Unit 5: <i>Tippy-Toe, Chick, Go!</i></p> <p>Comprehension Toolkit Active Participation</p> <p>Additional resources for teaching adventure stories can be found in ARI Resource Room or school library. Read-alouds and reader’s theater can also be used.</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers, Ticket To Read, My Skills Tutor, Starfall.com, literacycenter.net, My Reading Coach, pearsonsuccessnet.com, readingatoz.com, spellingcity.com</p> <p>Other critical skills: cause and effect, realism, fantasy, author’s purpose</p>		

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5 TH six weeks Continued throughout the year	<p>1.6.c Recognize a variety of narrative text forms including poetry.</p> <p>1.6.B.1 Identifying characters, setting, problems, and solutions in a variety of texts.</p> <p>1.6.B.2 Comparing story elements through text-to-text connections.</p>	<p>SF Reading Street—Story elements are taught throughout the text. Text-to-text connections are made through weekly concept questions, Building Background, read-alouds and Morning Warm-up. Characters and setting taught specifically in:</p> <p>Unit 5: <i>Tippy-Toe, Chick, Go!</i></p> <p>Additional resources for teaching poetry can be found in ARI Resource Room or school library. Poetry Big Book, read-alouds and reader’s theater can also be used.</p> <p>Comprehension Toolkit</p> <p>Tier II Intervention, Tier III Intervention, Individual Practice, My Sidewalks, ELL Books and Posters, Literacy Centers</p> <p>Other critical skills: cause and effect, realism, fantasy, author’s purpose</p>		