

# West Carroll Special School District Instructional Plan/Pacing Guide, 2016-2017

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<b>Subject:</b> Language Arts		<b>Grade Level:</b> 1			
Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery	Pacing (Beginning and ending dates of instruction)
				What student generated product will demonstrate that he/she has met the learning expectation?	
Unit 1 Lesson 1	RI.1.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text and retell key details of a text.  L.1.1b. Use common, proper, and possessive nouns	Use nouns that name animals or people  Use nouns that name places or things  Create chart for Proper nouns	The students will complete the following activities: <ul style="list-style-type: none"> <li>pick out the topic and supporting details</li> <li>use common, proper, and possessive nouns</li> <li>read stories, identify the main idea and details</li> </ul>	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: <ul style="list-style-type: none"> <li>Activity pages 5,6, 11,12</li> <li>Sort nouns into groups of people, places, animals</li> <li>Create a noun chart</li> </ul>	Aug. 15-19
Unit 1 Lesson 2	RL 1.7 Use information gained from illustrations and details in a story (words in a print or digital text) to describe (and demonstrated understanding of) its characters, setting, or events.(plot)	Identify and analyze the characters to better help understand the story.	The students will complete the following activities: <ul style="list-style-type: none"> <li>use illustrations and details in a story to describe its characters, setting, or events</li> <li>read stories and leveled readers, identify the characters</li> </ul>	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: <ul style="list-style-type: none"> <li>Read stories and leveled readers, identify the characters.</li> <li>Create character analysis for the characters.</li> </ul>	Aug. 22-26

<p>Unit 1 Lesson 3</p>	<p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, glossaries, indexes, electronic menus) to locate key facts or information in a text.</p> <p>L.1.1f Use frequently occurring adjectives.</p>	<p>Use retelling cards to order the events in stories.</p> <p>Retell events of stories in the order in which they happen.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• retell stories in order with understanding</li> <li>• use verbs to show when something happens</li> <li>• Charades to demonstrate action verbs.</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>• Use order words to retell the events in given stories.</li> <li>• Sequence a group of events</li> <li>• Identify action verbs in pictures and written work.</li> </ul>	<p>Aug. 29- Sept.2</p>
<p>Unit 1 Lesson 4</p>	<p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons, captions, bold print, subheadings, glossaries, indexes, electronic menus) to locate key facts or information in a text.</p> <p>L.1.1f Use frequently occurring adjectives.</p>	<p>Read various stories and use the text and graphic features to understand the text</p> <p>Use adjectives describe nouns</p> <p>Use adjectives to complete sentences.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• use text features to find information</li> <li>• use adjectives in creating sentences and stories</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>• Identify text and graphic features in our story. Use the text and graphic features to compare the story's neighborhood to the student's neighborhood.</li> <li>• Choose correct adjectives to match illustrations.</li> <li>• Activity pages 50, 56</li> <li>• Sort adjectives by size, shape, color, number</li> </ul>	<p>Sept. 6-9</p>

Unit 1 Lesson 5	RL.1.3 Describe characters, settings, and major events in a story, using key details. Describe how characters in a story respond to major events and challenges.	Identify and describe characters, settings, and major events in the plot.  Understand the characteristics of a fantasy.	The students will complete the following activities: <ul style="list-style-type: none"> <li>describe characters, settings, and events in a story</li> </ul>	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: <ul style="list-style-type: none"> <li>List the characters, setting and plot of given stories.</li> <li>Use text evidence to site examples of characteristics of fantasy.</li> <li>Activity pages 67, 68</li> </ul>	Sept. 12-16
Unit 1 Review	Review/reteach Unit 1 skills				Sept. 20-23
Unit 2 Lesson 1	RF.1.1 Demonstrate understanding of the organization and basic features of print. (a) Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Correctly create sentences with a complete thought, capital letter, and end mark.  Understand the story message or lesson of a story.  Understand the characters of the story.	The students will complete the following activities: <ul style="list-style-type: none"> <li>begin a sentence with a capital letter and end a sentence with an end mark</li> <li>Demonstrate the meaning and/or lesson of the story by explaining it to partners in a group.</li> </ul>	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: <ul style="list-style-type: none"> <li>Activity pages 78, 84</li> <li>Create complete sentences using the spelling words for the week.</li> </ul>	Sept. 26-30
Unit 2 Lesson 2	RI.1.1 Ask and answer questions as who, what, where, when, why and how to demonstrate understanding about key details in a text, referring	Read and comprehend informational text.	The students will complete the following activities: <ul style="list-style-type: none"> <li>use commas between words in a series</li> </ul>	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:	

	<p>explicitly to the text as the basis for the answers.</p> <p>L.1.2c Use commas in dates and to separate single words in a series.</p>	<p>Ask and answer questions about details read.</p>	<ul style="list-style-type: none"> <li>ask and answer questions about details in a text</li> </ul>	<ul style="list-style-type: none"> <li>Create charts to show the senses of animals.</li> <li>Use the charts to compare and contrast the different animals discussed in the story.</li> <li>Activity pages 96, 97</li> </ul>	<p>Oct.3-7</p>
<p>Unit 2 Lesson 3</p>	<p>RL.1.6 Identify who is telling the story at various points in the text. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Identify who is telling the story at various points in a text.</p> <p>Use text evidence to analyze and evaluate characters.</p> <p>Produce simple declarative sentences in response to prompts.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>tell who is telling a story</li> <li>give examples of declarative sentences</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>Read the main selection for the week. Pause periodically throughout the story to analyze the text and illustrations to determine who is telling the story.</li> <li>Activity pages 108, 114</li> </ul>	<p>Oct. 17-21</p>
<p>Unit 2 Lesson 4</p>	<p>L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p>	<p>Use singular and plural nouns with matching verbs.</p> <p>Read a collection of poetry written by Dr. Seuss.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>use nouns that verbs that agree</li> <li>read prose and poetry</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>Activity pages 123, 129</li> </ul>	<p>Oct. 24-28</p>



				<ul style="list-style-type: none"> <li>Analyze poems and identify characters and meaning of the poems.</li> </ul>	
Unit 2 Lesson 5	<p>L.1.1h Use determiners(e.g. articles, demonstratives)</p> <p>RL.7 Use information gained from illustrations and details in a story (words in a print or digital text) to describe (and demonstrated understanding of) its characters, setting, or events.(plot)</p>	<p>Understand and use the articles a, an, the, in given sentences.</p> <p>Understand that characters can use dialogue in a text.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>use articles ( a, an, the) when writing</li> <li>point to the pictures and the text that describe parts of a story</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>Activity pages 138, 144</li> <li>Activity pages 141, 142</li> <li>Students pretend they are a character in the story and create an invitation for the other characters.</li> </ul>	Oct. 31-Nov.4
Unit 3 Lesson 1	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>Comparing and contrasting two selected texts.</p> <p>Comparing and contrasting the animals in two given texts.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>tell the things that are the same and different between two texts on the same topic</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>Read two non-fiction books about the ocean.</li> <li>Read two texts about water animals.</li> <li>Create Venn Diagrams to compare and contrast texts and animals.</li> </ul>	Nov.7-11

Unit 3 Lesson 2	<p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>L.1.1j Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>Understand the differences between nonfiction and fiction texts.</p> <p>Understand and create imperative sentences.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• tell the difference between nonfiction and fiction texts</li> <li>• write imperative sentences</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>• Analyze the two texts, locate features that determine if a text is fiction or nonfiction.</li> <li>• Identify imperative sentences from groups of sentences.</li> <li>• Create imperative sentences.</li> </ul>	Nov. 14-18
Unit 3 Lesson 3	<p>RI.1.3 Describe the connection between individuals, events, ideas, or information in a text.</p> <p>L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>Understand how characters, settings, and events in the texts are related.</p> <p>Demonstrate how to write sentences with subject-verb agreement.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• tell how parts of a story are connected</li> <li>• use nouns and verbs that agree</li> <li>• Read the two featured texts.</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>• Complete the graphic organizer that shows cause and effect of the weather in relation to seasons.</li> </ul>	Nov. 28-Dec. 2
Unit 3 Lesson 4	RI.1.1 Ask and answer questions about key details	Use text evidence and prior knowledge to draw conclusions about a story.	The students will complete the following activities:	The following skills will be used on classroom activity pages,	

	L.1.1e Use verbs to convey sense of past, present, and future.	<p>Infer and predict while reading a story to aid in comprehension.</p> <p>Learn about past and present verbs.</p>	<ul style="list-style-type: none"> <li>ask and answer questions about a text I have read</li> <li>use verbs to show when something happens</li> </ul>	<p>homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>Complete a Venn Diagram comparing and contrasting the text and graphic features in the text.</li> <li>Activity pages 199, 205</li> </ul>	Dec. 5-9
Unit 3 Lesson 5	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Use the graphic and text features to formulate questions about the text.	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>ask and answer questions to figure out the meaning of words and phrases</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>Create and complete a chart about the animals featured in the text. By formulating questions about the animals, they will look for the answers and complete the chart.</li> <li>Work with partners to formulate and answer questions about the text.</li> </ul>	Dec. 12-16
Benchmark Screening and Review based	To be determined by Spring STAR screening.				Dec.

on Screening Results					12-20
Unit 4 Lesson 1	<p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Analyze parts of the text to determine the author's purpose.</p> <p>Identify and write first grade level questions.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• tell what the author is thinking and why</li> <li>• write and punctuate questions</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>• Work in groups to write evidence of the author's purpose in our weekly texts.</li> <li>• Create questions for other students about the weekly text.</li> </ul>	Jan. 9-13
Unit 4 Lesson 2	<p>RL.1.9 Compare and contrast adventures and experiences of characters.</p> <p>L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Compare and contrast characters in the stories.</p> <p>Use conjunctions to create compound sentences.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• compare and contrast characters in stories</li> <li>• create compound sentences</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>• By using graphic organizers, students will compare and contrast the characters and their feelings.</li> <li>• Write compound sentences about the two main characters in the story.</li> </ul>	Jan. 17-20



Unit 4 Lesson 3	L.1.2a Capitalize names and dates of people. (c) Use commas in dates and to separate words in a series. (d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  RL.1.4 Identify words and phrases that suggest feelings or appeal to senses. RI.1.4 Ask and answer questions to determine or clarify the meaning of words or phrases.	Identify and use months, days, and holidays with proper capitalization.  Read on-level texts fluently with expression, feeling and purpose. Identify real-life connections between words and their use.	The students will complete the following activities: <ul style="list-style-type: none"> <li>point out words and phrases in text that show feeling</li> <li>capitalize days of the week, months of the year, and people's names</li> </ul>	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: <ul style="list-style-type: none"> <li>Activity pages 35, 41</li> <li>Create posters about senses, using foods presented in the text.</li> </ul>	Jan. 23-27
Unit 4 Lesson 4	RI.1.4 Ask and answer questions to determine or clarify the meaning of words or phrases.	Understand the text by asking and answering questions during and after the reading of the text.	The students will complete the following activities: <ul style="list-style-type: none"> <li>ask and answer questions to figure out the meaning of words and phrases</li> </ul>	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: <ul style="list-style-type: none"> <li>Activity pages 50,57</li> </ul>	Jan. 30-Feb. 3
Unit 4 Lesson 5	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. (a) Read on-level text with purpose and understanding. (b)Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (c)Use context to confirm or self-correct work recognition and understanding, rereading as necessary.	Demonstrate fluent and accurate reading.  Use expression when reading the texts.  Understand the text by correctly answering questions about the texts.	The students will complete the following activities: <ul style="list-style-type: none"> <li>read with fluency, accuracy, understanding, and expression</li> </ul>	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test: <ul style="list-style-type: none"> <li>Practice reading a variety of texts and leveled readers at home, with partners, and as a group.</li> </ul>	Feb. 6-10
Unit 5 Lesson 1	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	Understand the nonfiction text by comparing and contrasting information within the text.	The students will complete the following activities:	The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:	Feb.13-17

			<ul style="list-style-type: none"> <li>• read grade appropriate nonfiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Read text about garden plants and animals.</li> <li>• Share information about their own experiences with these plants and animals and site facts about the plants and animals. Compare and contrast the plants and animals.</li> </ul>	
Unit 5 Lesson 2	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Use text and prior knowledge to draw conclusions.	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• use pictures and words to tell what a book is about</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>• Complete graphic organizers with details from the text, then formulate ideas about the conclusion.</li> </ul>	Feb. 21-24
Unit 5 Lesson 3	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension. (a) Read on-level text with purpose and understanding.</p> <p>L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>Identify and understand the cause and effect relationship.</p> <p>Correctly identify and use possessive pronouns.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• read with purpose and understanding</li> <li>• use personal and possessive pronouns</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>• Create a cause and effect flow chart including the events from the text and what caused those events.</li> </ul>	Feb. 27-Mar. 3

				<ul style="list-style-type: none"> <li>Activity pages 112, 118</li> </ul>	
Unit 5 Lesson 4	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>Demonstrate understanding of the text by illustrating and labeling the information in the text.</p> <p>Correctly identify and use indefinite pronouns.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>clearly and accurately describe people, places, things, and events</li> <li>use indefinite pronouns</li> <li>Present diagrams of the trees.</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>Activity page 128</li> <li>Illustrate and label trees as they look in each of the seasons.</li> <li>Draw a tree, label each part of the tree.</li> <li>Activity pages 127, 133</li> </ul>	Mar. 6-10
Unit 5 Lesson 5	<p>W.1.3 Write narratives in which they recount two or more (a well elaborated) appropriately sequenced events (or short sequence of events), include some details (to describe actions, thoughts and feelings) regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Produce a narrative including a beginning, middle, and an ending.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>write about a topic or a book and tell how I feel about it</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>Based on stories read during the week, create a narrative about one the characters.</li> </ul>	Mar. 13-17
Unit 6 Lesson 1	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>Produce an opinion piece including the topic sentence, 3 details and the ending sentence.</p>	<p>The students will complete the following activities:</p>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>Create an opinion paper about the best pet to own,</li> </ul>	Mar. 20-24

				including the topic sentence about the kind of pet, three details and the ending sentence.	
Unit 6 Lesson 2	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Continued	Produce an opinion piece including the topic sentence, 3 facts about the topic, and the ending sentence.	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• write about a topic or a book and tell how I feel about it, based on facts I have read</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>• Based on the leveled readers about kinds of sports, choose the best sport and give facts from the texts.</li> </ul>	April 3-7
Unit 6 Lesson 3	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Use the illustrations, graphs, and photos to answer questions about the text.	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• understand the difference between the information in a picture and in words</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>• Complete graphic organizers by comparing the fiction and nonfiction texts for the week by analyzing the illustrations and photos and graphs.</li> </ul>	April 10-14
Unit 6 Lesson 4	RF.1.4b Read on-level text orally with accuracy, appropriate rate, and	Use strategies to recognize and read irregular spelled or	The students will complete the following activities:	The following skills will be used on classroom activity pages,	April 17-21



	expression on successive readings.	unfamiliar words with fluency and accuracy.	<ul style="list-style-type: none"> <li>read with fluency, accuracy, and expression</li> </ul>	homework, the chapter review, and the chapter test: <ul style="list-style-type: none"> <li>Read a collection of poems stories fluently, using appropriate expression.</li> </ul>	
Unit 6 Lesson 5	RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>Use the summarizing strategy to improve comprehension while reading a story.</p> <p>Use decoding strategies for words with prefixes, suffixes, and longer words.</p>	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>use context clues to correct my reading. I can reread if necessary</li> </ul>	<p>The following skills will be used on classroom activity pages, homework, the chapter review, and the chapter test:</p> <ul style="list-style-type: none"> <li>Read a collection of fiction and nonfiction stories.</li> <li>Complete comprehension activities.</li> </ul>	April 24-28
Review of concepts based on results from the spring STAR Assessment		Review/reteach Grade 1 skills and introduce Grade 2 skills as determined needed by Spring STAR screening.			May 1-18

