

<p style="text-align: center;"><u>Reading (Fictional Text) RL</u></p> <p>Introduce</p> <ul style="list-style-type: none"> • RL.1.1 Answer a question about important details in a text. (1, 2*, 3, 4*) • RI.1.10 With prompting and support: Read nonfiction books with help approaching Lexile level of 450. (1,2,3 4*) • RL.1.4 Find a phrase. (1, 2, 3*, 4) • RL.1.4 Recognize a poem. (1, 2*) • RL.1.10 Identify and read poetry approaching Lexile level of 450. (1,2*, 3*, 4*) <p>Assess</p> <ul style="list-style-type: none"> • RL.1.2 Tell in my own words what happened in the story. (1*,2*,3*,4*) Text difficulty will increase each nine weeks. • RL.1.5 Understand what is real. (1*, 2, 3, 4) • RL.1.5 Explain make believe/pretend. (1*, 2) 	<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>Introduce</p> <ul style="list-style-type: none"> • SL.1.4 Tell what people, places, and things look like using key details in a text. (1*) • SL.1.4 Tell about people, places, things and events using key details. (1*) <p>Assess</p> <ul style="list-style-type: none"> • SL.1.2 Answer questions about a text read aloud or information presented orally or through other media. (1*, 2, 3, 4) • SL.1.5 Create a drawing to show how I feel. (1*) 	<p style="text-align: center;"><u>Science/Social Studies (informational Text) RI</u></p> <p>Introduced</p> <ul style="list-style-type: none"> • RI.1.1 Answer who and what the text is about. (1, 2*middle, 3, 4,) • RI.1.1 Answer when and where the text happens. (1,2, 3*middle, 4) • RI.1.2 Tell you what happened first, second, etc. t in the article/text. (1, 2*, 3* 4*) • RI.1.5 Demonstrate understanding of ABC order (1, 2*,3, 4) • RI.1.5 Find the heading in a text. (1, 2, 3*, 4) • RI.1.5 Find the glossaries in a text. (1, 2*(test in first three weeks of 2nd nine weeks), 3, 4) • RI.1.5 Find the table of contents in a text. (1*, 2, 3, 4) <p>Assess</p> <ul style="list-style-type: none"> • RI.1.2 Tell what the book is about, by looking at the cover of the book. (1*, 2, 3, 4) • RI.1.7 Find illustrations. (1*, 2, 3, 4)
<p style="text-align: center;"><u>Language</u></p> <p>Introduce</p> <ul style="list-style-type: none"> • L.1.1 Identify and write a declarative sentence. (1, 2*) • L.1.2 Use an uppercase “I” when the “I” stands alone. (1*, 2, 3, 4) • L.1.2 Identify a period, question mark, and exclamation mark. (1*, 2, 3, 4) • L.1.1 Identify and write an interrogative sentence. (1,2*, 3) <p>Assess</p> <ul style="list-style-type: none"> • L.1.2 Spell first grade words by using spelling patterns. (1*, 2*, 3*, 4*) 	<p>1st Grade</p> <p>Weekly Pacing Matrix</p> <p>1st Nine Weeks – Week 3 (Introduced and Assessed Skills)</p> <p>Plan for Introduced, Ongoing and Assessed Skills</p>	<p><u>Academic (Tier 2) Vocabulary</u></p>
<p style="text-align: center;"><u>Writing</u></p> <p>Assess</p> <ul style="list-style-type: none"> • W.1.1 Write the name or topic of the book I am reading. (1*) 	<p style="text-align: center;"><u>Reading Foundational Skills RF</u></p> <p>Introduce</p> <ul style="list-style-type: none"> • RF.1.1a.9 Use correct ending punctuation. • RF.1.1a.10 Use words to write sentences. • RF.1.2a.1 Give an example of a single syllable word. • RF.1.2c.3 Identify the middle sound of a one syllable word. • RF.1.2c.4 Identify the ending sound of a one syllable word. • RF.1.3f.1 Identify the ending sound in a word. 	<p><u>Domain Specific (Tier 3) Vocabulary</u></p>

Reading Foundational Skills RF

Assess

- RF.1.1a.2 Identify a sentence.
- RF.1.1a.5 Find the end of a sentence by a period.
- RF.1.1a.7 Find the end of a sentence by an exclamation point.
- RF.1.2b.1 Read and say a single syllable word by blending sounds
- RF.1.2c.1 Tell each sound in a word
- RF.1.2d.1 Divide single syllable words into separate sounds.
- RF.1.3b.1 Sound out one syllable words.
- RF.1.3f.1 Identify the ending sound in a word.