

<p align="center"><u>Reading (Fictional Text) RL</u></p> <p>Assess</p> <ul style="list-style-type: none"> • RL.1.4 Recognize a poem. (1, 2*) • RL.1.4 Give an example of each of the 5 senses (touch, taste, etc). (2*,3,4) 	<p align="center"><u>Speaking and Listening</u></p> <p>Assess</p> <ul style="list-style-type: none"> • SL.1.3 Ask questions about what a speaker says in order to gather information or understand more. (1, 2*, 3, 4*) 	<p align="center"><u>Science/Social Studies (Informational Text) RI</u></p> <p>Introduce</p> <ul style="list-style-type: none"> • RI.1.5 Use the tables of contents to locate key facts in a text. (2, 3,4*) <p>Assess</p> <ul style="list-style-type: none"> • RI.1.2 Tell you what the article/text is about including key details. (1, 2*, 3*, 4*) • RI.1.7 Find key details. (1, 2*, 3, 4) • RI.1.7 Give details to explain the text. (2* 3, 4*) • RI.1.5 Use the glossary to locate key words in a text. (2*(begin assessing last three weeks of 2nd nine weeks),3*, 4*)
<p align="center"><u>Language</u></p> <p>Introduce</p> <ul style="list-style-type: none"> • L.1.4 Figure out the meaning of a word and groups of words by reading the entire sentence. (2,3,4*) • L.1.1 Identify and use prepositions. (2, 3, 4*) <p>Assess</p> <ul style="list-style-type: none"> • L.1.2 Practice using correct end punctuation for sentences. (1,2*,3*,4) • L.1.5 Recognize adjectives that mean the same thing that are somewhat different. (2*, 3, 4) 	<p>1st Grade</p> <p>Weekly Pacing Matrix</p> <p>2nd Nine Weeks – Week 8 (Introduced and Assessed Skills)</p> <p>Plan for Introduced, Ongoing and Assessed skills</p>	<p align="center"><u>Academic (Tier 2) Vocabulary</u></p>
<p align="center"><u>Writing</u></p> <p>Introduce</p> <ul style="list-style-type: none"> • W.1.7 Help research a project (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (2, 3, 4*) • W.1.8 With guidance and support: Gather information from sources to answer a question. (2, 3, 4*) • W.1.7 With guidance and support: Can help write a project. (2, 3, 4*) 	<p align="center"><u>Reading Foundational Skills RF</u></p> <p>Assess</p> <ul style="list-style-type: none"> • RF.1.2c.3 Identify the middle sound of a one syllable word. (1*, 2*) • RF.1.3c.2 Use final e rules for long vowel sounds. (2*, 3*) • RF.1.3.d.3 Divide words into syllables. (2*, 3, 4*) • RF.1.3f.3 Read words that have inflectional endings (-s, -es, -ed, or -ing). (2*, 3, 4*) • RF.1.3g.2 Use and find irregularly spelled words. (1*, 2*, 3*, 4*) 	<p align="center"><u>Domain Specific (Tier 3) Vocabulary</u></p>