

<p style="text-align: center;"><b><u>Reading (Fictional Text) RL</u></b></p> <ul style="list-style-type: none"> <li>• RL.1.1. Ask and answer questions about key details in a text.</li> <li>• RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• RL.1.3. Describe characters, settings, and major events in a story, using key details.</li> <li>• 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.</li> <li>• RL.1.6. Identify who is telling the story at various points in a text.</li> </ul>	<p style="text-align: center;"><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>• SL.1.6. Produce complete sentences when appropriate to task and situation.</li> </ul>	<p style="text-align: center;"><b><u>Science/Social Studies (Informational Text) RI</u></b></p> <ul style="list-style-type: none"> <li>• RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>• RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ul>
<p style="text-align: center;"><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> </li> </ul>	<p><b>1<sup>st</sup> Grade</b></p> <p><b>Weekly Pacing Matrix</b></p> <p><b>4th Nine Weeks – Weeks 1-3</b></p> <p>All Skills Should be Introduced prior to 4<sup>th</sup> 9 weeks</p> <p><b>Teach All Skills To Mastery</b></p>	<p style="text-align: center;"><b><u>Academic (Tier 2) Vocabulary</u></b></p>
<p style="text-align: center;"><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p style="text-align: center;"><b><u>Reading Foundational Skills</u></b></p> <ul style="list-style-type: none"> <li>• RF.1.1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Domain Specific (Tier 3) Vocabulary</u></b></p>