

**JONES COUNTY SCHOOL DISTRICT PACING GUIDE
FIRST GRADE ENGLISH LANGUAGE ARTS (ELA)
FOURTH NINE WEEKS**

College and Career Readiness Standards	Date Introduced	Retought skill
<p>(I): Introduced (A): Assessed (Formative and/or Summative) All I Can Statements noted (A) for the 4th 9 weeks should be assessed prior to the 4th week of the grading period. Each grade level standard must be assessed before the end of the 4th 9 weeks. (O): Ongoing</p>		
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.1.1.1 Discuss important parts of the story. (1, 2* 3*, 4*) • RL.1.1.2 Answer a question about important details in a text. (1, 2*, 3, 4*) • RL.1.1.3 Ask a question about important details in a text. (1, 2* 3, 4*) <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.1.2.1 Tell in my own words what happened in the story. (1*,2*,3*,4*) Text difficulty will increase each nine weeks. • RL.1.2.2 Tell the difference between beginning, middle, and end of a story. (3,4*) • RL.1.2.3 Tell what happened in the beginning, middle, and end of the story. (1, 2*, 3, 4) • RL.1.2.4 Tell why the author wrote a story. (1, 2*, 3*, 4*) • RL.1.2.5 Identify (say, name) the main idea of the story. (1, 2, 3*,4*) • RL.1.2.6 Read between the lines (infer). (1, 2, 3, 4*) <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.1.3.1 Identify the characters in the story. (1*, 2, 3, 4) 		

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- RL.1.3.2 Describe the characters in the story. (1,2*)
- RL.1.3.3 Tell where the story takes place. (1, 2*, 3, 4)
- RL.1.3.4 Describe where the story takes place. (1, 2*, 3*, 4)
- RL.1.3.5 Discuss details in the story. (1, 2, 3*, 4)
- RL.1.3.6 Ask who and what in the story. (1, 2*, 3, 4)
- RL.1.3.7 Ask who, what, when, and where in a story. (1, 2, 3*, 4) RL.1.3.8 Ask who, what where how, and why in a story (1, 2, 3, 4*)
- RL.1.3.9 Understand the plot, problem, and solution. (1, 2, 3, 4*)

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

I Can:

- RL.1.4.1 Identify rhyming words. (1*, 2, 3, 4)
- RL.1.4.2 Recognize a poem. (1, 2*)
- RL.1.4.3 Find a phrase. (1, 2, 3*, 4)
- RL.1.4.4 Identify the following kinds (genre) of text (story, poems, nursery rhymes, Informational text, Realistic Fiction. (Prior to this statement, ensure students understand the difference between a story and a poem). (3,4*)
- RL.1.4.5 Tell the difference between a story and a poem.
(1, 2, 3, 4*)
- RL.1.4.6 Give an example of each of the 5 senses (touch, taste, etc). (2*,3,4)
- RL.1.4.7 Tell in my own words how a story and poem relates to the five senses. (1,2, 3*, 4*)
- RL.1.4.8 Express my feelings about a poem. (1,2*)
- RL.1.4.9 Read a poem and explain how it makes me feel. (3, 4*)
- RL.1.4.10 Read a story and explain in my own words how it makes me feel (3*, 4*)

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.

I Can:

- RL.1.5.1 Understand what is real. (1*, 2, 3, 4)
- RL.1.5.2 Explain make believe/pretend. (1*, 2)
- RL.1.5.3 Explain the different types of texts (fables & folktales). (2, 3*, 4)

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- RL.1.5.4 Compare and contrast the difference between fantasy and realistic fiction. (1, 2*, 3, 4)
- RL.1.5.5 Classify familiar text into the appropriate genre (what kind) story books, poems, nursery rhymes, informational text (nonfiction), or realistic fiction. (1, 2, 3*)

RL.1.6. Identify who is telling the story at various points in a text.

I Can:

- RL.1.6.1 Identify the meaning of said, replied, asked, etc. (2, 3*)
- RL.1.6.2 Tell who narrates the story. (2, 3*)
- RL.1.6.3 Identify who is telling the story at the beginning, middle, and end of the story (different times in the story) (3, 4*)

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

I Can:

- RL.1.7.1 Name characters by looking at the pictures/details in a story. (1*, 2)
- RL.1.7.2 Name the setting by looking at pictures/details in a story. (1*, 2)
- RL.1.7.3 Show specific parts in a story to describe the character, place, and events. (3*,4)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

I Can:

- RL.1.9.1 Identify what happens to each character in the story, poem, etc. (Where it applies). (1, 2, 3*, 4*)
- RL.1.9.2 Tell the similarities between characters' adventures and experiences in a story, poem, etc. (1, 2, 3*, 4)
- RL.1.9.3 Tell the differences between characters' adventures and experiences in a story, poem, etc. (1, 2, 3*, 4)

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

I Can:

- RL.1.10.1 With prompting and support:
- RL.1.10.2 Identify and **read** prose approaching Lexile level of 420. (2, 3*, 4*)

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- RL.1.10.3 Identify and **read** poetry approaching Lexile level of 420. (1, 2*, 3*, 4*)

RI.1.1. Ask and answer questions about key details in a text.

I Can:

- RI.1.1.1 Answer who and what the text is about. (1, 2*, 3, 4,)
- RI.1.1.2 Answer when and where the text happens. (1, 2, 3*, 4)
- RI.1.1.3 Answer why and how the events in the text take place. (1, 2, 3, 4*)
- RI.1.1.4 Ask who and what the text is about. (2, 3, 4*)
- RI.1.1.5 Ask when and where the text happens. (2, 3, 4*)
- RI.1.1.6 Ask why and how the events in the text take place. (1, 2, 3*,4)
- RI.1.1.7 Ask questions about what I'm reading (1, 2, 3* 4)

RI.1.2. Identify the main topic and retell key details of a text.

I Can:

- RI.1.2.1 Tell what the book is about, by looking at the cover of the book. (1*, 2, 3, 4)
- RI.1.2.2 Tell what the article/text is about including key details. (1, 2*, 3*, 4*)
- RI.1.2.3 Tell what happened first, second, etc. in the article/text. (1, 2*, 3* 4*)
- RI.1.2.4 Identify the main idea of a paragraph/text. (1, 2, 3, 4*)

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

I Can:

- RI.1.3.1 Give an example of how two individuals, events, ideas, or pieces of information in a text are alike in a text. (2, 3, 4*)
- RI.1.3.2 Compare two individuals, events, ideas, or pieces of information in a text by telling how they are the same. (2, 3*, 4)

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

I Can:

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- RI.1.4.1 Answer questions to help figure out what a word or group of words means in a text. (1, 2*,3*,4)
- RI.1.4.2 Ask questions to figure out what a word or group of words mean in a text. (2, 3*,4)
- RI.1.4.3 Learn the meaning of words I do not know. (1, 2, 3, 4*)

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.

I Can:

- RI.1.5.1 Find the table of contents in a text. (1*, 2, 3, 4)
- RI.1.5.2 Demonstrate understanding of ABC order (1, 2*,3, 4)
- RI.1.5.3 Find the heading in a text. (1, 2, 3*, 4)
- RI.1.5.4 Find the glossaries in a text. (1, 2*(test in first three weeks of 2nd nine weeks), 3, 4)
- RI.1.5.5 Use the glossary to locate key words in a text. (2*(begin assessing last three weeks of 2nd nine weeks),3*, 4*)
- RI.1.5.6 Use the tables of contents to locate key facts in a text. (2, 3, 4*)
- RI.1.5.7 Use the heading to locate information in a text. (2, 3*,4)

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

I Can:

- RI.1.6.1 Describe information in pictures/illustrations. (1*, 2)
- RI.1.6.2 Compare and contrast information in pictures. (1, 2*)
- RI.1.6.3 Compare and contrast information in words. (1, 2, 3*, 4)
- RI.1.6.4 Uncover (infer) the information in the words of a text. (2, 3*, 4)

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

I Can:

- RI.1.7.1 Find illustrations. (1*, 2, 3, 4)
- RI.1.7.2 Find key details. (1, 2*, 3, 4)
- RI.1.7.3 Give an example to describe the key ideas. (2, 3*, 4)

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- RI.1.7.4 Give details to explain the text. (2* 3, 4*)

RI.1.8. Identify the reasons an author gives to support points in a text.

I Can:

- RI.1.8.1 Tell why an author writes the text (author's purpose). (1, 2, 3, 4*)
- RI.1.8.2 Name the details from the text that support author's purpose. (3, 4*)
- RI.1.8.3 Connect the details from the text to the main idea that support the author's purpose. (1, 2, 3*, 4*)

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

I Can:

- RI.1.9.1 Classify two books that are alike or different. (1, 2*)
- RI.1.9.2 Tell how two books, on the same topic, are alike (e.g., in illustrations, descriptions, or procedures). (2, 3*, 4*)
- RI.1.9.3 Tell how two books, on the same topic, are different (e.g., in illustrations, descriptions, or procedures). (2, 3*, 4*)

RI.1.10. With prompting and support read informational texts appropriately complex for grade.

I Can:

With prompting and support:

- RI.1.10.1 Read nonfiction books with help approaching Lexile level of 420. (1, 2, 3, 4*)

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).

I Can:

- RF.1.1a.1 Point to words from left to right, top to bottom, and page by page. (1*, 2)
- RF.1.1a.2 Identify a sentence. (1*, 2*)
- RF.1.1a.3 Find the first word of a sentence. (1*)
- RF.1.1a.4 Capitalize the first word of a sentence. (1*, 2*, 3, 4)

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- RF.1.1a.5 Find the end of a sentence by a period. (1*, 2)
- RF.1.1a.6 Find the end of a sentence by a question mark. (1, 2*) *suggestion for verb usage- locate, recognize or select*
- RF.1.1a.7 Find the end of a sentence by an exclamation point. (1*,2*)
- RF.1.1a.8 Identify and tell the difference between uppercase and lowercase letters.(distinguish when to use uppercase letters ex. Names, months, etc. (1*, 2*, 3, 4))
- RF.1.1a.9 Use correct ending punctuation. (1,2*,3*,4*)
- RF.1.1a.10 Use words to write sentences. (1, 2, 3*,4)

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes).
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

I Can:

- RF.1.2a.1 Give an example of a single syllable word. (1*,2*)
- RF.1.2a.2 After listening to a one syllable word, tell the whether the vowel is long or short. (1*,2,3*)
- RF.1.2a.3 List long and short vowels in one syllable words (1, 2*)
- RF.1.2b.1 Read and say a single syllable word by blending sounds (1*, 2*)
- RF.1.2c.1 Tell each sound in a word (1*)
- RF.1.2c.2 Identify the beginning sound of a one syllable word.(1*)
- RF.1.2c.3 Identify the middle sound of a one syllable word. (1*,2*)
- RF.1.2c.4 Identify the ending sound of a one syllable word. (1*,2*)
- RF.1.2d.1 Divide single syllable words into separate sounds. (1*,2*)

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

I Can:

- RF.1.3a.1 Identify a digraph (1,2,3*(assess in first three weeks of 3rd nine weeks)
- RF.1.3a.2 Give an example of a digraph (1,2,3*(assess in first three weeks of 3rd nine weeks)
- RF.1.3a.3 Read words with consonant digraphs(, 2*, 3*, 4*)
- RF.1.3a.4 Make a word using a digraph. (2, 3*)
- RF.1.3a.5 Spell words with consonant digraphs.(2, 3*)
- RF.1.3b.1 Sound out one syllable words.(1*, 2*)
- RF.1.3c.1 Identify vowel teams (diagraphs).(2, 3*)
- RF.1.3c.2 Use final e rules for long vowel sounds. (2*,3*)
- RF.1.3c.3 Read words with r controlled vowels (ar,ur, er, ir, or) (1,2,3*)
- RF.1.3c.4 Read words with diphthongs. (ou, ow) (3*,4)
- RF.1.3c.5 Name the vowels and their sound.(A,E,I,O,U) (1*2,3,4)
- RF.1.3d.1 Identify that each syllable has a vowel sound.(1,2*(assess at end of 2nd nine weeks)
- RF.1.3d.2 Count the number of syllables in a word.(1,2*(assess first three weeks of 2nd nine weeks)
- RF.1.3d.3 Divide words into syllables.(2*,3,4*)
- RF.1.3e.1 Sound out two syllable words.(1,2*)
- RF.1.3f.1 Identify the ending sound in a word.(1,2*)
- RF.1.3f.2 Name suffixes. (2,3,4*assess first three weeks of 4th 9 weeks)
- RF.1.3f.3 Read words that have inflectional endings (-s, -es, -ed, or -ing) (2*,3,4,*)
- RF.1.3g.1 Read/memorize sight words. (1*,2*,3*,4*)
- RF.1.3g.2 Use and find irregularly spelled words (1*, 2*, 3*, 4*)

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I Can:

- RF.1.4a.1 Use clues to check for understanding. (1*,2*,3*,4*)

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- RF.1.4b.1 Read first grade texts aloud fluently. (1*,2*,3*,4*)
- RF.1.4b.2 Understand what I read. (1*,2*,3*,4*)
- RF.1.4b.3 Read with expression. (1*,2*,3*,4*)
- RF.1.4b.4 Read aloud so that my classmates and I can understand. (1*,2*,3*,4*)
- RF.1.4c.1 Use context clues to correct mistakes when reading. (1*,2*,3*,4*)
- RF.1.4c.2 Reread if I do not understand. (1*,2*,3*,4*)

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.

I Can:

- W.1.1.1 Tell the difference between fact and opinion. (1, 2*)
- W.1.1.2 Write the name or topic of the book I am reading. (1*)
- W.1.1.3 Write an opinion about a book or topic. (2, 3*)
- W.1.1.4 Write reasons to support my opinion about the book I am reading. (1, 2, 3*)
- W.1.1.5 Restate/Rewrite my opinion on the topic I am writing providing a sense of closure (see grade level standard). (2, 3, 4*)

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

I Can:

- W.1.2.1 Choose an informative topic to write about.
- (1, 2, 3, 4*)
- W.1.2.2 Explain the topic you are writing about.
- (1, 2, 3, 4*)
- W.1.2.3 List facts about the topic I chose (brainstorming).
- (1, 2, 3, 4*)
- W.1.2.4 Write a beginning (topic) sentence. (1, 2, 3, 4*)
- W.1.2.5 Write detail sentences about listed facts. (2, 3, 4*)
- W.1.2.6 Write an ending sentence to conclude my paragraph.
- (2, 3, 4*)
- W.1.2.7 Write text that informs about and explains a topic. (2, 3, 4*)

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W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

I Can:

- W.1.3.1 Recall and write about two or more events that happened in order. (1, 2*, 3, 4)
- W.1.3.2 Sequence the events in a story. (2, 3*)

W.1.3.3 Use the signal words: first, next, last, etc. in my short story. (1, 2, 3*, 4)

- W.1.3.4 Add details to make my story more descriptive. (2, 3*, 4*)
- W.1.3.5 Write an ending sentence to conclude my story. (2, 3*, 4)
- W.1.3.6 Write a short story with a beginning, middle, and end. (2, 3, 4*)

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

I Can:

- W.1.5.1 With guidance and support:
 - Answer questions from my peers about my topic. (1, 2, 3*, 4*)
- W.1.5.2 With guidance and support:
 - Use peer suggestions to add details to my writing. (2,3,4*)
- W.1.5.3 With guidance and support:
 - Add details to make my writing better. (2, 3, 4*)

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

I Can:

- W.1.6.1 With guidance and support:
 - Write my story using a digital tool, such as a computer.
- W.1.6.2 With guidance and support:
 - Publish my story from the using a digital tool.. (2, 3, 4*)
- W.1.6.3 With guidance and support:

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- Discuss my story with my classmates (peer collaboration). (2, 3, 4*)

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

I Can:

- W.1.7.1 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.1.7.2 Can help write a project. (2, 3, 4*)

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

I Can:

- W.1.8.1 With guidance and support from adults:
 - Recall information from experiences. (1, 2*, 3, 4)
- W.1.8.2 With guidance and support from adults:
 - Gather information from sources to answer a question. (2, 3, 4*)
- W.1.8.3 With guidance and support from adults:
 - Write an answer to a question from given sources, with support from my teacher. (3, 4*)
- W.1.8.4 With guidance and support from adults:
 - Write about information recalled from an experience, with support from my teacher. (3, 4*)

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

I Can:

- SL.1.1a.1 Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one

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<p>at a time about the topics and texts under discussion) (1, 2*, 3, 4)</p> <p>SL.1.1a.2 Talk about the topics and text. (1, 2*, 3*, 4*)</p> <ul style="list-style-type: none">• SL.1.1b.1 Express my feelings about something. (1*, 2*, 3, 4*)• SL.1.1c.1 Ask questions if I am confused or do not understand. (1*, 2*, 3, 4) <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>I Can:</p> <ul style="list-style-type: none">• SL.1.2.1 Answer questions about a text read aloud or information presented orally or through other media. (1*, 2, 3, 4)• SL.1.2.2 Ask questions about a text read aloud or information presented orally or through other media. (1, 2, 3*, 4) <p>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.</p> <p>I Can:</p> <ul style="list-style-type: none">• SL.1.3.1 Answer questions about what the speaker says in order to gather more information or understand more. (1, 2*, 3, 4*)• SL.1.3.2 Ask questions about what a speaker says in order to gather information or understand more. (1, 2*, 3, 4*) <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>I Can:</p> <ul style="list-style-type: none">• SL.1.4.1 Tell what people, places, and things look like using key details in a text. (1*)• SL.1.4.2 Tell about people, places, things and events using key details. (1*)• SL.1.4.3 Describe and tell how I feel about things that have happened in my life such as holidays, vacations, etc. (1*) <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and</p>		
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feelings.

I Can:

- SL.1.5.1 Create a drawing to show what I am thinking. (1*)
- SL.1.5.2 Create a drawing to show how I feel. (1*)
- SL.1.5.3 Use drawings or objects to describe my thoughts, ideas, or feelings. (1, 2*, 3, 4)

SL.1.6. Produce complete sentences when appropriate to task and situation.

I Can:

- SL.1.6.1 Identify complete sentences. (1, 2*, 3*, 4*)
- SL.1.6.2 Use complete sentences when speaking to others.(1*, 2*, 3*, 4*)

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

I Can:

- L.1.1a.1 Print all upper and lowercase letters. (1*)
- L.1.1b.1 Identify and use common nouns. (1,2*, 3)
- L.1.1b.2 Identify and use proper nouns. (1,2, 3*)
- L.1.1b.3 Identify and use possessive nouns. (1,2, 3*)
- L.1.1c.1 Tell the difference between singular and plural nouns. (1,2*, 3)

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- L.1.1c.2 Use singular and plural nouns with the correct verb. (2,3*,4*)
 - L.1.1d.1 Identify and use personal pronouns. (1,2,3*,4*)
 - L.1.1d.2 Identify and use possessive pronouns. (1,2,3*,4*)
 - L.1.1d.3 Identify and use indefinite pronouns. (1,2,3*,4*)
 - L.1.1d.4 Use a pronoun to replace a noun. (1,2*,3*,4*)
 - L.1.1e.1 Identify verbs. (1, 2*,3*, 4)
 - L.1.1e.2 Use verbs in the past tense. (2,3*, 4)
 - L.1.1e.3 Use verbs in the present tense. (2,3*4)
 - L.1.1e.4 Use verbs in the future tense. (2,3*,4)
 - L.1.1f.1 Give an example of an adjective. (2,3*,4)
 - L.1.1f.2 Identify and use an adjective correctly. (3*,4)
 - L.1.1g.1 Identify and use conjunctions. (2, 3*, 4)
 - L.1.1h.1 Identify and use articles. (2, 3*(assess the first three weeks of 3rd nine weeks), 4)
 - L.1.1i.1 Identify and use prepositions. (2, 3, 4*)
 - L.1.1j.1 Write a simple sentence. (1*)
 - L.1.1j.2 Identify and write a declarative sentence. (1, 2*)
 - L.1.1j.3 Write a compound declarative sentence. (3*,4*)
 - L.1.1j.4 Identify and write an interrogative sentence. (1, 2*, 3)
 - L.1.1j.5 Identify and write exclamatory sentence. (1, 2*, 3*)
 - L.1.1j.6 Identify and write imperative sentence. (2, 3*, 4)
 - L.1.1j.7 Write the four types of sentences. (2, 3, 4*)
 - L.1.1j.8 Write a compound sentence. (2, 3*, 4*)
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

I Can:

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- L.1.2a.1 Use capitalization when writing dates. (1, 2*, 3)
- L.1.2a.2 Apply capitalization when writing names of people. (1*, 2*, 3, 4)
- L.1.2b.1 Identify a period, question mark, and exclamation mark. (1*, 2, 3, 4)
- L.1.2b.2 Practice using correct end punctuation for sentences. (1,2*,3*,4)
- L.1.2c.1 Use commas when writing dates. (1,2*,3,4)
- L.1.2c.2 Use commas to separate words in a sentence. (2, 3*,4*)
- L.1.2d.1 Spell first grade words by using spelling patterns. (1*, 2*, 3*, 4*)
- L.1.2e.1 I can spell words using phonics (1* ,2* ,3* ,4*)

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

I Can:

- L.1.4a.1 Use clues in a sentence to figure out the meaning of unknown words. (1, 2, 3*, 4*)
- L.1.4b.1 Identify prefixes (--pre, --un, --re, --dis). (2, 3*,4*)
- L.1.4b.2 Identify suffixes (--ful, --ed, --ing, --less, --ness, --s, --ly, --es.) (2, 3*,4*)
- L.1.4b.3 Use common prefixes and suffixes to figure out the meaning of a word and groups of words. (2, 3, 4*)
- L.1.4c.1 Identify root (base) words. (1, 2*,3*,4)
- L.1.4c.2 Use root words and endings --s, --es, --ed, and --ing) to figure out the meaning of a word and groups of words. (2, 3, 4*)

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

I Can:

- L.1.5a.1 Sort words into like groups. (1, 2*)
- L.1.5b.1 Tell the meaning of a word by its category and one or more of its characteristics. (1, 2*)
- L.1.5c.1 Tell the relationship between words and their use in real life. (1, 2, 3, 4*)
- L.1.5d.1 Recognize verbs that mean the same thing that are somewhat different. (2*, 3, 4)
- L.1.5d.2 Use verbs that mean the same thing that are somewhat different. (2, 3, 4*)
- L.1.5d.3 Recognize adjectives that mean the same thing that are somewhat different. (2*, 3, 4)
- L.1.5d.4 Use adjectives that mean the same thing that are somewhat different. (2, 3, 4*)

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

I Can:

- L.1.6.1 Use words and phrases that I have learned by speaking and reading and/or being read to. (1, 2, 3*, 4)
- L.1.6.2 Use common conjunctions when I talk. (1, 2*, 3*, 4)