

**Language Arts Pacing Guide & Assessment Map—Grade 1**  
**June, 2005**

Month	Resources & Materials	Standard & Benchmarks	Grade Level Indicators	Assessments/Evidence Collection
<b>September</b>	<p>Letters are the symbols that stand for sounds.</p> <p>Scholastic Assessments</p> <ul style="list-style-type: none"> <li>• <a href="#">Book 1 Hello!</a></li> <li>• <a href="#">Book 2 Problem Patrol</a></li> <li>• <a href="#">Book 3 Team Spirit</a></li> <li>• <a href="#">Book 4 Imagine That</a></li> </ul> <p>Guided Reading Observ. Checklists</p> <p><a href="#">Set A</a></p> <p><a href="#">Set B</a></p> <p><a href="#">Set C</a></p> <p><a href="#">Set D</a></p>	<p><b>Phonemic Awareness, Word Recognition &amp; Fluency</b></p> <p>A. Use letter-sound correspondence knowledge and structural analysis to decode words</p> <p>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.</p>	<p>1. Identify and distinguish between letters, words and sentences.</p> <p>2. <u>Identify and say the beginning and ending sounds in words.</u></p> <p>3. <u>Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters.</u></p> <p>8. <u>Demonstrate a growing stock of sight words.</u></p>	<p><b>PA#s1, 2, 3, 8—Performance Assessment &amp; Personal Communication</b></p> <ul style="list-style-type: none"> <li>• DIBELS (3 benchmark assessments in September, January and May).</li> </ul> <p><a href="#">1st grade alphabet assessment</a></p> <p><a href="#">1st grade skills checklist (phonemic. Awareness)</a></p> <p><a href="#">PA #1 ODE Observation Assessment</a></p> <p><a href="#">PA #1, 5 and 6 Obs. Assessment</a></p> <p><a href="#">Phonics Assessment Record for PA 1_5_6</a></p> <p><a href="#">WCS Sight Word List test</a></p> <p><a href="#">Dolch List 1</a> (Excel file)</p> <p><a href="#">Dolch List 2</a> (Excel File)</p> <p><a href="#">Dolch List 3</a> (Excel File)</p> <p><a href="#">Dolch List 4</a> (Excel File)</p> <p><a href="#">Dolch List 5</a> (Excel File)</p>
		<p><b>Writing Process</b></p> <p>A. Generate ideas for written compositions.</p> <p>B. Develop audience and purpose for self-selected and assigned writing tasks.</p>	<p>1. Generate writing ideas through discussions with others.</p> <p>3. Determine purpose and audience.</p>	<p><b>WP#1, 3—Personal Communication</b></p> <ul style="list-style-type: none"> <li>• Observation skills checklist during class discussions.</li> </ul> <p><a href="#">WP #1 ODE Observation Assessment</a></p>
		<p><b>Writing Conventions</b></p> <p>B. Spell grade appropriate words correctly.</p>	<p>3. Spell high-frequency words correctly.</p>	<p><b>WC#3—Performance Assessment/Personal Communication</b></p> <p><a href="#">13 True Sight Words List</a></p>

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<b>September</b>	<a href="#">Story Retell Frame</a>	<b>Communication: Oral and Visual</b> D. Speak clearly and at an appropriate pace and volume. E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.	4. Speak clearly and understandably.  6. Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	<b>C 4, 5—Observation and Personal Communication</b> <ul style="list-style-type: none"> <li>• Observation during class discussions.</li> </ul> Guided Reading story retell activities

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<b>October</b>	<a href="#">Story Prediction Checklist</a> <a href="#">Weekly Reading Log</a> <a href="#">Plot Diagram</a> <a href="#">Venn Diagram</a>	<b>Reading Process: Concepts of Print, Comprehension &amp; Self Monitoring</b> A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. B. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).	1. Describe the role of authors and illustrators. 4. <u>Make predictions while reading and support predictions with information from the text or prior experience.</u> 7. Create and use graphic organizers such as Venn diagrams or verbs with teacher assistance, to demonstrate comprehension. 8. <u>Answer literal questions.</u> 11. Independently read books for various purposes (e.g., for enjoyment, literary experience).	<b>RP# 1, 4, 7, 8 &amp; 11—Personal Communication &amp; Performance Assessment</b> <ul style="list-style-type: none"> <li>• Guided Reading observation checklist to track evidence of behaviors.</li> <li>• Weekly reading log sheet sent home to parents and checked by teacher. This will contain title read and amount of time.</li> </ul> <a href="#">Reading Behaviors Checklist</a> <a href="#">RP #1 ODE Observation Assessment</a> <a href="#">RP #7 ODE Observation Assessment</a>
	<a href="#">Similarities and Differences Map</a>	<b>Reading Application: Literary</b> C. Recognize the defining characteristics and features of different types of literary forms and genres.	4. Identify differences between stories, poems and plays. 5. Recognize predictable patterns in stories and poems.	<b>RA: L 4 &amp; 5—Personal Communication &amp; Performance Assessment</b> <ul style="list-style-type: none"> <li>• Writing in journals</li> <li>• Guided Reading Activities...have students orally finish a story.</li> </ul> <a href="#">RA #4 and 5 ODE Obsv Assessment</a>

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<b>October</b>		<b>Writing Process</b> A. Generate ideas for written compositions. C. Use organizers to clarify ideas for writing assignments.	2. Develop a main idea for writing. 5. Organize writing to include beginning and end (add *middle in_____). 7. Mimic language from literature when appropriate.	<b>WP 2, 5 &amp; 7—Personal Communication &amp; Performance Assessment</b> <ul style="list-style-type: none"> <li>• Student writing journals using writing rubric.</li> <li>• ODE diagnostic test (rewrite the story prompts).</li> <li>• Writing map/graphic organizer activities</li> </ul> <p>Have students reading the book <i>Only One, A House Is A House for Me</i> and/or <i>It Looks Like Spilled Milk</i> and utilize a connected writing activity.</p>
	Reader's Theatre	<b>Communication</b> C. Follow multi-step directions. E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.	3. Follow simple oral directions. 7. Deliver dramatic presentations (e.g., recite poems, rhymes, songs and stories).	<b>C 1 &amp; 7—Observation and Personal Communication</b> <ul style="list-style-type: none"> <li>• Classroom observation of following oral directions.</li> </ul>

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<b>November</b>		<b>Phonemic Awareness, Word Recognition &amp; Fluency</b> A. Use letter-sound correspondence knowledge and structural analysis to decode words	7. Add, delete or change sounds in a given word to create new or rhyming words.	<b>PA #7—Performance Assessment</b> <ul style="list-style-type: none"> <li>Whole class assessment using dry erase board and/or letter tiles.</li> </ul>
	<a href="#">Word Classification Materials</a>	<b>Acquisition of Vocabulary</b> D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.	3. Classify words into categories (e.g., colors, fruits, vegetables).	<b>V #3—Performance Assessment</b>
		<b>Reading Process: Concepts of Print, Comprehension and Self Monitoring</b> A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.	4. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.	Create class newsletter using student made photos or illustrations. Students write captions or short summaries to describe activities of class shown in photos and illustrations.  <a href="#">RP #3 ODE Observation Assessment</a>
		<b>Writing Process</b> D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail.	11. Use resources (e.g., a word wall, beginner’s dictionary, word bank) to select effective vocabulary.	<b>WP #11 &amp; WA #4—Observation and Performance Assessment</b> <ul style="list-style-type: none"> <li>Observation during group and guided reading lessons using common checklist.</li> <li>Student writing journals</li> </ul>
		<b>Writing Applications</b> C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.	4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	<a href="#">WP #11 ODE Observ Assessment</a>  <a href="#">WA #4 ODE Observ Assessment</a>

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November		<b>Writing Conventions</b> C. Use conventions of punctuation and capitalization in written work.	4. Create phonetically-spelled written work that can usually be read by the writer and others.  5. Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.	
		<b>Communication</b> A. Use active listening strategies to identify the main idea and to gain information from oral presentations.	1. Use active listening skills, such as making eye contact or asking questions.	

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<b>December</b>	Multi-step directions	<b>Phonemic Awareness, Word Recognition &amp; Fluency</b> A. Use letter-sound correspondence knowledge and structural analysis to decode words.	3. <u>Demonstrate understanding of letter-sound correspondence by saying the sounds from short vowels (matching letters).</u> 4. <u>Decode by using letter-sound matches.</u> 6. Blend two to four phonemes (sounds) into words.	Make a gingerbread man following directions.  Read theme literature and monitor comprehension by answering and asking questions.  Write a step book (or how-to book)  <a href="#">PA # 6 ODE Observation Assessment</a>  <a href="#">PA #6 ODE Observ Assessment B</a>
		<b>Reading Process</b> A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. F. Apply and adjust self-monitoring strategies to assess understanding of text.	2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).  9. Monitor comprehension of independently or group-read texts by asking and answering questions.	<b>RP #2 and #9—Personal Communication</b> <ul style="list-style-type: none"> <li>This will be assessed during guided reading groups using a common checklist.</li> </ul> <a href="#">RP #2 ODE Observation Assessment</a>  <a href="#">RP #2 ODE Observ Assessment B</a>  <a href="#">Reading Behaviors Checklist</a>
		<b>Reading Application: Informational</b> E. Evaluate two- and three-step directions for proper sequencing and completeness.	6. Follow multiple-step directions.	<a href="#">RA #6 ODE Observation Assessment</a>
		<b>Writing Process</b> E. Edit to improve sentence fluency, grammar and usage.	6. Construct complete sentences with subjects and verbs.	
		<b>Writing Conventions</b> C. Use conventions of punctuation and capitalization in written work.	7. Use correct capitalization (e.g., first word in sentence, names and the pronoun “I”).	

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<b>December</b>		<b>Communication</b> B. Connect prior experiences, insights and ideas to those of a speaker.	2. Compare what is heard with prior knowledge and experience.	

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<b>January</b>	<ul style="list-style-type: none"> <li>Authors use descriptive language to help the readers visualize and/or experience certain emotions and feelings.</li> </ul>	<b>Reading Process</b> C. Draw conclusions from information in the text. D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.	5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.  6. <u>Recall the important ideas in fictional texts.</u>	After having read a class story, each student picks a character from the story and writes a journal entry about their experiences, feelings (1st person experience perspective).  Students then trade journal entries to edit/proofread each others work and identify who the character they described was.  For further assessment...students could then write a response to the journal entry to the other student.  <a href="#">RP #5 ODE Observation Assessment</a>
		<b>Reading Application: Literary</b>  A. Compare and contrast plot across literary works.	1. <u>Provide own interpretation of story, using information from the text.</u>	
		<b>Acquisition of Vocabulary</b> B. Read accurately high-frequency sight words. C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.	6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop). 4. Recognize common sight words	<b>V #4 and #6—Personal Communication</b> <ul style="list-style-type: none"> <li>Students will be periodically evaluated using an agreed upon sight word list.</li> </ul>
		<b>Writing Applications</b>  A. Write responses to literature that demonstrate an understanding of a literary work.	2. Write responses to stories that include simple judgments about the text.	

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<b>January</b>		<b>Writing Conventions</b>  B. Spell grade-appropriate words correctly. C. Use conventions of punctuation and capitalization in written work. D. Use grammatical structures in written work.	2. Spell words with regular, short vowel patterns. 3. Spell high frequency words correctly. 6. Use end punctuation correctly, including questions marks, exclamation points and periods.  8. Use nouns, verbs and adjectives (descriptive words).	
		<b>Writing Process</b>  E. Edit to improve sentence fluency, grammar and usage.	12. Proof read writing to improve capitalization.	<a href="#">#12 WP ODE Observ Assessment</a>  <a href="#">#12 WP ODE Observ Assessment B</a>

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February		<b>Acquisition of Vocabulary</b> A. Use context clues to determine the meaning of new vocabulary. C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning. D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.	1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. 2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). 7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).	<a href="#">AV #7 ODE Observation Assessment</a>
		<b>Reading Process: Concepts of Print, Comprehension and Self Monitoring</b> C. Draw conclusions from information in the text	6. <u>Recall the important ideas in non-fictional text.</u> 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations.	
		<b>Reading Application: Informational</b> C. Identify the central ideas and supporting details of informational text.	2. <u>Identify the sequence of events in informational text.</u>	

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<b>February</b>		<p><b>Writing Process</b></p> <p>C. Use organizers to clarify ideas for writing assignments.</p> <p>D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail.</p> <p>E. Edit to improve sentence fluency, grammar and usage.</p>	<p>4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.</p> <p>10. Add descriptive words and details.</p> <p>12. Proofread writing to improve conventions (<u>punctuation</u>).</p>	
		<p><b>Communication</b></p> <p>E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.</p>	<p>6. Deliver brief, informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p>	

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<b>March</b>		<b>Phonemic Awareness , Word Recognition and Fluency</b> A. Use letter-sound correspondence knowledge and structural analysis to decode words	3. <u>Demonstrate understanding of letter-sound correspondence by saying the sounds from (matching letters) consonant blends.</u>  5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	
		<b>Acquisition of Vocabulary</b> E. Use resources to determine the meanings and pronunciations of unknown words.	9. Determine the meaning of unknown words using a beginner’s dictionary.	
		<b>Reading Application: Literary</b> B. Use supporting details to identify and describe main ideas, characters and setting.	2. <u>Identify characters, setting and events in a story.</u>	
		<b>Reading Process: Concepts of Print, Comprehension and Self-Monitoring</b> E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).	8. <u>Answer simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</u>	

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<b>March</b>		<b>Writing Processes</b>  D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail. E. Edit to improve sentence fluency, grammar and usage.	5. Organize writing to include a beginning, middle and end. 9. Reread own writing for clarity. 12. Proofread writing to improve conventions ( <u>grammar</u> ).	
		<b>Writing Applications</b>  A. Compose writings that convey a clear message and include well-chosen details. C. Write friendly letters, and invitations complete with date, salutation, body, closing and signature.	1. Write simple stories with a beginning, middle and end that include descriptive words and details. 3. Write friendly letters or invitations that follow a simple letter format.	

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<b>April</b>		<b>Phonemic Awareness, Word Recognition &amp; Fluency</b> A. Use letter-sound correspondence knowledge and structural analysis to decode words. B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.	3. <u>Demonstrate understanding of letter-sound correspondence by saying the sounds from (matching letters) a variety of letter patterns and long vowel patterns.</u> 9. <u>Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.</u>	
		<b>Acquisition of Vocabulary</b> D. Know the meaning of specialized vocabulary by apply knowledge of word parts, relationships and meanings.	5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).	
		<b>Reading Process: Concepts of Print, Comprehension and Self-Monitoring</b>	11. Independently read books to gain information or to perform a task.	
		<b>Writing Conventions</b> A. Print legibly using appropriate spacing.	1. Print legibly and space letters, words and sentences appropriately.	

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<b>April</b>		<p><b>Reading Applications:</b>  <b>Informational</b></p> <p>A. Use text features and structures to organize content, draw conclusions and build text knowledge.</p> <p>C. Identify the central ideas and supporting details of informational text.</p> <p>D. Use visual aids as sources to gain additional information from text.</p>	<p>1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.</p> <p>4. <u>Identify central ideas and supporting details of informational text with teacher assistance.</u></p> <p>5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.</p>	<p><a href="#">RP #1 and 5 ODE Observ Assessment</a></p>
		<p><b>Writing Process</b></p> <p>E. Edit to improve sentence fluency, grammar and usage.</p> <p>F. Apply tools to judge the quality of writing.</p>	<p>12. Proofread writing to improve conventions (<u>spelling</u>).</p> <p>13. Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.</p>	<p><a href="#">WP #12 &amp;13 ODE Observ Assessmnt</a></p>

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		<p><b>Communication</b></p> <p>E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.</p>	<p>5. Deliver brief informational presentations that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic;</li> <li>b. include and sort relevant information and details to develop topic;</li> <li>c. organize information with a clear beginning and ending; and</li> <li>d. express opinions.</li> </ul>	

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<p style="text-align: center;"><b>May/June</b></p>		<p><b>Phonemic Awareness, Word Recognition and Fluency</b></p> <p>A. Use letter-sound correspondence knowledge and structural analysis to decode words.</p> <p>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.</p>	<p>3. <u>Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.</u></p> <p>8. Read root words and their inflectional endings (e.g., walk, walked, walking).</p> <p>10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and understanding of meaning.</p>	
		<p><b>Reading Applications: Informational</b></p> <p>B. Ask clarifying questions concerning essential elements of information text.</p>	<p>3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).</p>	
		<p><b>Reading Applications: Literary</b></p> <p>A. Compare and contrast plot across literary works.</p>	<p>3. <u>Retell the beginning, middle and ending of a story, including its important events.</u></p>	

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<b>May/June</b>		<b>Writing Conventions</b> B. Spell grade appropriate words correctly.	2. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).	
		<b>Writing Process</b> E. Edit to improve sentence fluency, grammar and usage.	12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).	
		<b>Research</b> A. Generate questions for investigation and gather information from a variety of sources. B. Retell important details and findings.	1. Discuss ideas for investigation about a topic or area of personal interest. 2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources). 3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance. 4. Recall important information about a topic with teacher assistance. 5. Report information to others.	

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Grade Level Indicators Not on the Pacing Guide & Assessment Map

**Phonemic Awareness, Word Recognition and Fluency**

None

**Acquisition of Vocabulary**

8. Read root words and their inflectional endings (e.g., walk, walked, walking).

**Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

None

**Reading Applications: Informational, Technical and Persuasive Text**

None

**Reading Applications: Literary Text**

None

**Writing Process**

8. Use available technology to compose text.  
14. Rewrite and illustrate writing samples for display and for sharing with others.

**Writing Applications**

None

**Writing Conventions**

None

**Research**

None

**Communication**

None