

Grade One
MCCSC English/Language Arts Pacing Guide by Strand



1	2	3	4	Standard	Vertical Alignment
Reading Foundations: Print Concepts					
				1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	
		IDM		1.RF.2.4 Learn and apply knowledge of alphabetical order.	←K.RF.2.4 →N/A
Reading Foundations: Phonological Awareness					
IDM				1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi- syllable words.	←K.RF.3.2 →N/A
ID	M			1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.	←K.RF.3.3 →N/A
				1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.	
				1.RF.3.5 Segment the individual sounds in one-syllable words.	
Reading Foundations: Phonics					
I	D	M		1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., <i>ai</i>) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., <i>cat, go, black, boat, her</i>), independent of context.	←K.RF.4.1 →N/A
				1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.	
				1.RF.4.3 Apply knowledge of final -e and common vowel teams (vowel digraphs) for representing long vowel sounds.	
I	D	M		1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., <i>have, said</i>).	←K.RF.4.4 →2.RF.4.4
				1.RF.4.5 Read words in common word families (e.g., -at, -ate).	
				1.RF.4.6 Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., <i>look, -ed, -ing, -s, -er, -est</i>), and simple compound words (e.g., <i>cupcake</i>) and contractions (e.g., <i>isn't</i>).	
Reading Foundations: Fluency					
I	D	D	M	1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	←K.RF.5 →2.RF.5

Grade One
MCCSC English/Language Arts Pacing Guide by Strand



Reading Literature: Key Ideas and Textual Support					
				1.RL.2.1 Ask and answer questions about main idea and key details in a text.	
I	D	M		1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	←K.RL.2.2 →2.RL.2.2
ID	M			1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.	←K.RL.2.3 →2.RL.2.3
				1.RL.2.4 Make and confirm predictions about what will happen next in a story.	
Reading Literature: Structural Elements and Organization					
				1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., <i>fairy tales</i> , <i>nursery rhymes</i> , <i>storybooks</i>).	
				1.RL.3.2 Identify who is telling the story at various points in a text.	
Reading Literature: Connection of Ideas					
				1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events.	
				1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories.	
Reading Nonfiction: Key Ideas and Textual Support					
	I	D	M	1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.	
				1.RN.2.2 Retell main ideas and key details of a text.	←K.RN.2.2 →2.RN.2.1
				1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	

Grade One
MCCSC English/Language Arts Pacing Guide by Strand



Reading Nonfiction: Features & Structures				
				<p>1.RN.3.1 Know and use various text features (e.g., <i>table of contents, glossary, illustrations</i>) to locate and describe key facts or information in a text.</p> <p>1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., <i>sequential</i>) or to explain a simple cause and effect relationship.</p>
Reading Nonfiction: Connection of Ideas				
				<p>1.RN.4.1 Identify the reasons the author gives to support points in a text.</p> <p>1.RN.4.2 Identify basic similarities in and differences between two texts on the same topic.</p>
Reading Vocabulary: Vocabulary Building				
				<p>1.RV.2.1 Demonstrate understanding that context clues (e.g., <i>words and sentence clues</i>) and text features (e.g., <i>glossaries, illustrations</i>) may be used to help understand unknown words.</p> <p>1.RV.2.2 Define and sort words into categories (e.g., <i>antonyms, living things, synonyms</i>).</p> <p>1.RV.2.4 Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.</p>
Reading Vocabulary: Vocabulary in Literature and Nonfiction Texts				
				<p>1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).</p> <p>1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.</p>
Writing: Handwriting				
I	D	M		<p>1.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words</p>
				<p>←K.W.2.1 →2.W.2.1</p>

Grade One
MCCSC English/Language Arts Pacing Guide by Strand



Writing: Genres (Persuasive, Informative, Narrative)					
I	D	D	M	<p>1.W.3.1 Persuasive Write logically connected sentences to make a proposal to a particular audience (e.g., a <i>parent, classmate, etc.</i>) and give reasons why the proposal should be considered.</p> <p>1.W.3.2 Informative Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.</p> <p>1.W.3.3 Narrative Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.</p>	<p>←K.W.3.3 →2.W.3.3</p>
Writing: The Writing Process					
				<p>1.W.4 With support, apply the writing process to develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., <i>sentence structure</i>); edit writing for format and conventions (e.g., <i>correct spelling of frequently used words, basic capitalization, end punctuation</i>); and provide feedback to other writers. Use available technology to publish legible documents.</p>	
Writing: Finding, Assessing, Synthesizing, and Reporting Information					
				<p>1.W.5 With support, conduct simple research on a topic. Identify several sources of information and indicate the sources. Organize information, using graphic organizers or other aids. Make informal presentations on information gathered.</p>	
Writing: Grammar and Usage					
I	D	D	M	<p>1.W.6.1 Demonstrate command of English grammar and usage, focusing on</p> <p>A. Nouns/Pronouns: Writing sentences that include common and proper nouns and personal pronouns.</p> <p>B. Verbs: Writing sentences using verbs to convey a sense of past, present, and future</p> <p>E. Usage: Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>←K.W.6.1 →2.W.6.1</p>
Writing: Capitalization, Punctuation, and Spelling					
I	D	D	M	<p>1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on</p>	<p>←K.W.6.2 →2.W.6.2</p>

Grade One
MCCSC English/Language Arts Pacing Guide by Strand



			<p>A. Capitalization: Capitalizing the first word of a sentence, dates, names of people, and the pronoun <i>I</i>.</p> <p>B. Punctuation: Correctly using a period, question mark, and exclamation mark at the end of a sentence. Using commas in dates and to separate items in a series.</p> <p>C. Spelling: Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. Correctly spelling words with common spelling patterns. Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.</p>	
Speaking and Listening: Discussion and Collaboration				
			<p>1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>1.SL.2.3 Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>1.SL.2.4 Ask questions to clarify information about topics and texts under discussion.</p> <p>1.SL.2.5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	
Speaking and Listening: Comprehension				
			<p>1.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1.SL.3.2 Ask and answer questions about what a speaker says to clarify something that is not understood.</p>	
Speaking and Listening: Presentation of Knowledge and Ideas				
			<p>1.SL.4.1 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p> <p>1.SL.4.2 Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> <p>1.SL.4.3 Give and follow three- and four-step directions.</p>	

Grade One
MCCSC English/Language Arts Pacing Guide by Strand



Media Literacy				
				<p>1.ML.2.1 Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.</p>

I=Introduced D=Developing M=Mastery

Yellow Highlight = MCCSC EL/Priority

No Highlight = Additional State Standard to be taught

Cluster = Combining skills on scale, assessed together, and reported together

Paced Together = Taught within the same quarter and COULD be assessed on the same common assessment

- There should be multiple growth points between the formative assessment (CFA, Form A) and the summative assessment (CSA, Form B). These regular "temp checks" allow for monitoring of progress and re-teaching OR enrichment in a timely manner.
- Writing, fluency, and comprehension are enduring skills that should be taught throughout the year.