



**Brookhaven School District**  
**Pacing Guide 2019-20**  
**1<sup>st</sup> Grade ELA**

1 <sup>st</sup> NINE WEEKS				
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Taught Standards	Resources (textbooks, links, etc.)	Tested Standards
Aug. 6-16	<ul style="list-style-type: none"> <li>-Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>- Decode regularly spelled one-syllable words.</li> <li>-Read grade-level text with purpose and understanding.</li> <li>-Ask and answer questions about key details in a text.</li> <li>-Ask and answer questions about key details in a text.</li> <li>-Use common, proper, and possessive nouns.</li> <li>-Capitalize dates and names of people.</li> <li>-Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>-Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> </ul>	<ul style="list-style-type: none"> <li>RF.1.1a</li> <li>RF.1.2c</li> <li>RF.1.3b</li> <li>RF.1.4a</li> <li>RL.1.1</li> <li>RI.1.1</li> <li>L.1.1b (common nouns)</li> <li>L.1.2a (names of people only)</li> <li>L.1.2d</li> <li>L.1.5c</li> </ul>	<ul style="list-style-type: none"> <li>-Back to School books, school rules, class rules</li> <li>-Get-to-know activities</li> <li>-Saxon Phonics</li> <li>-Journeys lessons – Back to School Unit and What is a Pal?</li> <li>-ReadWorks website</li> <li>-Literature for Read Alouds</li> <li>-TPT supplemental materials for anchor text.</li> </ul>	<ul style="list-style-type: none"> <li>RF.1.1a</li> <li>RF.1.2c</li> <li>RF.1.3b</li> <li>RF.1.4a</li> <li>RL.1.1</li> <li>RI.1.1</li> <li>L.1.1b (common nouns)</li> <li>L.1.2a (names of people only)</li> <li>L.1.2d</li> <li>L.1.5c</li> </ul>
Test-What is a Pal?-16th	<ul style="list-style-type: none"> <li>-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).</li> <li>-Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>-Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>-Produce complete sentences when appropriate to task and situation.</li> </ul>	<ul style="list-style-type: none"> <li>SL.1.1a</li> <li>SL.1.1b</li> <li>SL.1.1c</li> <li>SL.1.2</li> <li>SL.1.3</li> <li>SL.1.5</li> <li>SL.1.6</li> </ul>		
Aug. 19-23	<ul style="list-style-type: none"> <li>-Identify the main topic and retell key details of a text.</li> <li>-Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> </ul>	<ul style="list-style-type: none"> <li>RI.1.2</li> <li>RL.1.2</li> </ul>	<ul style="list-style-type: none"> <li>-Saxon Phonics</li> <li>-Journeys lessons – The Storm</li> </ul>	<ul style="list-style-type: none"> <li>RI.1.2</li> <li>RL.1.2</li> <li>L.1.4a</li> </ul>



				people only) L.1.2b L.1.2d L.1.4a L.1.5c W.1.1
Sept. 9-13	<ul style="list-style-type: none"> <li>-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>-Use frequently occurring adjectives.</li> <li>-Know the spelling-sound correspondences for common consonant digraphs.</li> <li>-Print all upper- and lowercase letters.</li> <li>-Use personal, possessive, and indefinite pronouns (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	RL.1.4  RI.1.4  L.1.1f RF.1.3a  L.1.1a L.1.1d (personal pronouns)  W.1.8	Continued from the week before	RL.1.4 RI.1.4 L.1.1a L.1.1d (personal pronouns) L.1.1f W.1.8 RF.1.3a
Sept. 16-27	<ul style="list-style-type: none"> <li>-Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>-Use the illustrations and details in a text to describe its key ideas.</li> <li>-Know final –e and common vowel team conventions for representing long vowel sounds.</li> <li>-Read words with inflectional endings.</li> <li>-Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>-Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>-Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> </ul>	RL.1.7  RI.1.7  RF.1.3c  RF.1.3f L.1.1j (declarative sentences)  L.1.4b  L.1.5a	<ul style="list-style-type: none"> <li>-Saxon Phonics</li> <li>-Saxon Decodable Readers</li> <li>-Journeys lessons – Jack and the Wolf/Fables</li> <li>-Journeys leveled readers</li> <li>-Journeys decodable readers</li> <li>-Literature for read alouds</li> <li>-Moby Max computer programs</li> <li>-ReadWorks website</li> <li>-TPT supplemental materials for anchor text</li> </ul>	RL.1.7 RI.1.7 RF.1.3c RF.1.3f L.1.1j (declarative sentences) L.1.4b L.1.5a
Sept. 30-Oct. 8	<b>Review.</b> <b>1st 9 Weeks Test</b>		9 Weeks Assessment	RL.1.4 RL.1.7 RI.1.4 RI.1.7

				RF.1.3a RF.1.3c RF.1.3f L.1.1a L.1.1d (personal pronouns) L.1.1f L.1.1j (declarative sentences) L.1.4b L.1.5a W.1.8
<b>2<sup>nd</sup> NINE WEEKS</b>				
<b>Timeline (Specific Dates)</b>	<b>Concepts and Skills for the Time Period</b>	<b>Taught Standards</b>	<b>Resources (textbooks, links, etc.)</b>	<b>Tested Standard</b>
Oct. 9-18  <i>Oct. 15 Report Card Pick-Up</i>	-Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. -Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. -Distinguish long from short vowel sounds in spoken single-syllable words. -Know final –e and common vowel team conventions for representing long vowel sounds. -Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. -Recognize and read grade-appropriate irregularly spelled words.	RI.1.5  RL.1.5  RF.1.2a  RF.1.3c  RF.1.3d  RF.1.3g	-Saxon Phonics -Saxon Decodable Readers -Journeys lessons – How Animals Communicate -Journeys leveled readers -Journeys decodable readers -Literature for read alouds -Moby Max computer programs -ReadWorks website -TPT supplemental materials for anchor text	RI.1.5 RL.1.5 RF.1.2a RF.1.3c RF.1.3d RF.1.3g
Oct. 21-Nov. 1  Fall Break- Oct. 28-29	-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. -Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RI.1.6  RF.1.4b	-Saxon Phonics -Saxon Decodable Readers -Journeys lessons – Dr. Seuss -Journeys leveled	RI.1.6 L.1.5b RF.1.4b

	<p>-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).</p> <p>-Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>L.1.5b</p> <p>SL.1.4</p>	<p>readers</p> <p>-Journeys decodable readers</p> <p>-Literature for read alouds</p> <p>-Moby Max computer programs</p> <p>-ReadWorks website</p> <p>-TPT supplemental materials for anchor text</p>	
<p>Nov. 4-8</p> <p>Progress Reports-Nov. 8</p>	<p>-With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>-Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>-Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>-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).</p>	<p>RL.1.10</p> <p>L.1.1i</p> <p>L.1.2e</p> <p>L.1.6</p>	<p>-Saxon Phonics</p> <p>-Saxon Decodable Readers</p> <p>-Journeys lessons – The Cupcake Party.</p> <p>-Journeys leveled readers</p> <p>-Journeys decodable readers</p> <p>-Literature for read alouds</p> <p>-Moby Max computer programs</p> <p>-ReadWorks website</p> <p>-TPT supplemental materials for anchor text</p>	<p>RL.1.10</p> <p>L.1.1i</p> <p>L.1.2e</p> <p>L.1.6</p>
<p>Nov. 11-15</p>	<p><b>Review.</b></p> <p><b>Nov. 13 – 4.5 Weeks Test</b></p>		<p>4.5 Weeks Assessment</p>	<p><b>4.5 Weeks Test</b></p> <p>RI.1.5</p> <p>RI.1.6</p> <p>RL.1.5</p> <p>RL.1.10</p> <p>RF.1.2a</p> <p>RF.1.3c</p> <p>RF.1.3d</p> <p>RF.1.3g</p> <p>RF.1.4b</p> <p>L.1.5b</p> <p>L.1.1i</p> <p>L.1.2e</p> <p>L.1.6</p>
<p>Nov. 18-22</p>	<p>-Identify basic similarities in and differences between two</p>	<p>RI.1.9</p>	<p>-Saxon Phonics</p>	<p>RI.1.9</p>

<p>Thanksgiving- Nov. 25-29</p>	<p>texts on the same topic (e.g., in illustrations, descriptions, or procedures). -Use common, proper, and possessive nouns. -Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). -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. -Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>L.1.1b (proper nouns) L.1.4c W.1.5 RF.1.3e</p>	<p>-Saxon Decodable Readers -Journeys lessons – Sea Animals -Journeys leveled readers -Journeys decodable readers -Literature for read alouds -Moby Max computer programs -ReadWorks website -TPT supplemental materials for anchor text</p>	<p>L.1.1b (proper nouns) L.1.4c W.1.5 RF.1.3e</p>
<p>Dec. 2-6</p>	<p>-With prompting and support, read informational texts appropriately complex for grade 1. -Compare and contrast the adventures and experiences of characters in stories. -Use common, proper, and possessive nouns. -Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>RI.1.10 RL.1.9 L.1.1b (proper nouns) L.1.5a</p>	<p>-Saxon Phonics -Saxon Decodable Readers -Journeys lessons – How Leopard Got His Spots. -Journeys leveled readers -Journeys decodable readers -Literature for read alouds -Moby Max computer programs -ReadWorks website -TPT supplemental materials for anchor text</p>	<p>RI.1.10 RL.1.9 L.1.1b (proper nouns) L.1.5a</p>
<p>Dec. 9-13</p>	<p>-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. -Use illustrations and details in a story to describe its characters, setting, or events. -Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>RL.1.5 RL.1.7 W.1.2</p>	<p>-Saxon Phonics -Saxon Decodable Readers -Journeys lessons – Christmas Unit -Journeys leveled readers -Journeys decodable readers -Literature for read</p>	<p>RL.1.5 RL.1.7 W.1.2</p>

			alouds -Moby Max computer programs -ReadWorks website -TPT supplemental materials for anchor text	
Dec. 16-20	<b>Review.</b> <b>2<sup>nd</sup> 9 Weeks Test</b>		<b>2<sup>nd</sup> 9 Weeks Assessment</b>	RI.1.9 RI.1.10 RL.1.9 RL.1.5 RL.1.7 L.1.1b (proper nouns) L.1.4c L.1.5a RF.1.3e W.1.2 W.1.5
<b>3<sup>rd</sup> NINE WEEKS</b>				
<b>Timeline (Specific Dates)</b>	<b>Concepts and Skills for the Time Period</b>	<b>Taught Standards</b>	<b>Resources (textbooks, links, etc.)</b>	<b>Tested Standards</b>
Jan. 7-17  Martin Luther King Holiday- Jan. 20	-Ask and answer questions about key details in a text. -With prompting and support, read prose and poetry of appropriate complexity for grade 1 -Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). -Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	RI.1.1 RL.1.10  L.1.1c  L.1.4c	-Saxon Phonics -Saxon Decodable Readers -Journeys lessons – Seasons Unit -Journeys leveled readers -Journeys decodable readers -Literature for read alouds -Moby Max computer programs -ReadWorks website -TPT supplemental materials for anchor text	RI.1.1 RL.1.10 L.1.1c L.1.4c
Jan. 21-24	-Describe the connection between two individuals, events, ideas, or pieces, of information in a text. -Retell stories, including key details, and demonstrate	RI.1.3  RL.1.2	-Saxon Phonics -Saxon Decodable Readers	RI.1.3 RL.1.2 L.1.1e (present &

	<p>understanding of their central message or lesson.</p> <p>-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).</p>	L.1.1e (present and past tense)	<p>-Journeys lessons – The Big Race</p> <p>-Journeys leveled readers</p> <p>-Journeys decodable readers</p> <p>-Literature for read alouds</p> <p>-Moby Max computer programs</p> <p>-ReadWorks website</p> <p>-TPT supplemental materials for anchor text</p>	past tense)
<p>Jan. 27-Jan. 31</p> <p>Progress Reports-Jan. 31</p>	<p>-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.</p> <p>-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>-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.</p>	<p>RI.1.5</p> <p>RL.1.5</p> <p>W.1.6</p> <p>W.1.7</p>	<p>-Saxon Phonics</p> <p>-Saxon Decodable Readers</p> <p>-Journeys lessons – Animal Groups</p> <p>-Journeys leveled readers</p> <p>-Journeys decodable readers</p> <p>-Literature for read alouds</p> <p>-Moby Max computer programs</p> <p>-ReadWorks website</p> <p>-TPT supplemental materials for anchor text</p>	<p>RI.1.5</p> <p>RL.1.5</p> <p>W.1.6</p> <p>W.1.7</p>
Feb. 3-7	<p><b>Feb. 6 – 4.5 Weeks Test</b></p> <p>-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>-Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>RI.1.6</p> <p>L.1.1j (questions)</p>	<p>-Saxon Phonics</p> <p>-Saxon Decodable Readers</p> <p>-Journeys lessons – Let’s Go to the Moon</p> <p>-Journeys leveled readers</p> <p>-Journeys decodable readers</p> <p>-Literature for read alouds</p> <p>-Moby Max computer</p>	<p><b>4.5 Weeks Test</b></p> <p>RI.1.1</p> <p>RI.1.3</p> <p>RI.1.5</p> <p>RI.1.6</p> <p>RL.1.10</p> <p>RL.1.2</p> <p>RL.1.5</p> <p>L.1.1c</p> <p>L.1.4c</p> <p>L.1.1e</p> <p>L.1.1j</p>



			<p>programs</p> <ul style="list-style-type: none"> <li>-ReadWorks website</li> <li>-TPT supplemental materials for anchor text</li> </ul>	<p>W.1.6</p> <p>W.1.7</p>
Feb. 10-21	<ul style="list-style-type: none"> <li>-Identify the reasons an author gives to support points in a text.</li> <li>-Compare and contrast the adventures and experiences of characters in stories.</li> <li>-Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>-Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>-Use commas in dates and to separate single words in a series.</li> <li>-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.</li> <li>-Capitalize dates</li> </ul>	<p>RI.1.8</p> <p>RL.1.9</p> <p>L.1.1g</p> <p>L.1.1j</p> <p>L.1.2c</p> <p>L.1.5d</p> <p>L.1.2a</p>	<ul style="list-style-type: none"> <li>-Saxon Phonics</li> <li>-Saxon Decodable Readers</li> <li>-Journeys lessons – The Big Trip</li> <li>-Journeys leveled readers</li> <li>-Journeys decodable readers</li> <li>-Literature for read alouds</li> <li>-Moby Max computer programs</li> <li>-ReadWorks website</li> <li>-TPT supplemental materials for anchor text</li> </ul>	<p>RI.1.8</p> <p>RL.1.9</p> <p>L.1.1g</p> <p>L.1.1j</p> <p>L.1.2c</p> <p>L.1.5d</p>
Feb. 24-Feb. 28	<ul style="list-style-type: none"> <li>-Describe characters, settings, and major events in a story, using key details.</li> <li>-With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>-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).</li> <li>-Use determiners (e.g., articles, demonstratives).</li> <li>-Use frequently occurring prepositions (e.g., during, beyond, toward).</li> </ul>	<p>RL.1.3</p> <p>RL.1.10</p> <p>L.1.1e (future tense)</p> <p>L.1.1h</p> <p>L.1.1i</p>	<ul style="list-style-type: none"> <li>-Saxon Phonics</li> <li>-Saxon Decodable Readers</li> <li>-Journeys lessons – Little Rabbit’s Tale</li> <li>-Journeys leveled readers</li> <li>-Journeys decodable readers</li> <li>-Literature for read alouds</li> <li>-Moby Max computer programs</li> <li>-ReadWorks website</li> <li>-TPT supplemental materials for anchor text</li> </ul>	<p>RL.1.3</p> <p>RL.1.10</p> <p>L.1.1e (future tense)</p> <p>L.1.1h</p> <p>L.1.1i</p>
Mar. 2-6	<p><b>Review.</b></p> <p><b>3<sup>rd</sup> 9 Weeks Test</b></p>		<p><b>3<sup>rd</sup> 9 Weeks Assessment</b></p>	<p>RI.1.8</p> <p>RL.1.3</p> <p>RL.1.9</p>

March 9-13 Spring Break				RL.1.10 L.1.1e L.1.1g L.1.1h L.1.1i L.1.1j L.1.2c L.1.5d L.1.2a
<b>4<sup>th</sup> NINE WEEKS</b>				
<b>Timeline (Specific Dates)</b>	<b>Concepts and Skills for the Time Period</b>	<b>Taught Standards</b>	<b>Resources (textbooks, links, etc.)</b>	<b>Tested Standards</b>
Mar. 16-20	<ul style="list-style-type: none"> <li>-Ask and answer questions about key details in a text.</li> <li>-Ask and answer questions about key details in a text.</li> <li>-Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> </ul>	RI.1.1 RL.1.1 L.1.1d (personal pronouns)	<ul style="list-style-type: none"> <li>-Saxon Phonics</li> <li>-Saxon Decodable Readers</li> <li>-Journeys lessons – Poppleton</li> <li>-Journeys leveled readers</li> <li>-Journeys decodable readers</li> <li>-Literature for read alouds</li> <li>-Moby Max computer programs</li> <li>-ReadWorks website</li> <li>-TPT supplemental materials for anchor text</li> </ul>	RI.1.1 RL.1.1 L.1.1d (personal pronouns)
Mar. 23-27  Mar. 26- Report Card Pick-Up	<ul style="list-style-type: none"> <li>-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>-Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> </ul>	RI.1.6  L.1.1d	<ul style="list-style-type: none"> <li>-Saxon Phonics</li> <li>-Saxon Decodable Readers</li> <li>-Journeys lessons – Amazing Animals</li> <li>-Journeys leveled readers</li> <li>-Journeys decodable readers</li> <li>-Literature for read alouds</li> <li>-Moby Max computer programs</li> </ul>	RI.1.6 L.1.1d

			-ReadWorks website -TPT supplemental materials for anchor text	
Mar. 30-Apr. 3	-Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. -Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). -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.	RL.1.4 L.1.1d (possessive pronouns) W.1.3	-Saxon Phonics -Saxon Decodable Readers -Journeys lessons – Whistle for Willie -Journeys leveled readers -Journeys decodable readers -Literature for read alouds -Moby Max computer programs -ReadWorks website -TPT supplemental materials for anchor text	RL.1.4 L.1.1d (possessive pronouns) W.1.3
Apr. 6-17  Easter Holiday- Apr.-10,13	-Use the illustrations and details in a text to describe its key ideas. -Identify who is telling the story at various points in a text. -Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	RI.1.7 RL.1.6 L.1.1d (indefinite pronouns)	-Saxon Phonics -Saxon Decodable Readers -Journeys lessons – A Butterfly Grows -Journeys leveled readers -Journeys decodable readers -Literature for read alouds -Moby Max computer programs -ReadWorks website -TPT supplemental materials for anchor text	RI.1.7 RL.1.6 L.1.1d (indefinite pronouns)
Apr. 20-24  Apr. 22 4.5 Wk Test	-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. -Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	RF.1.4c L.1.1j (exclamatory sentences)	-Saxon Phonics -Saxon Decodable Readers -Journeys lessons – The Dot -Journeys leveled	RF.1.4c L.1.1j (exclamatory sentences)

			readers -Journeys decodable readers -Literature for read alouds -Moby Max computer programs -ReadWorks website -TPT supplemental materials for anchor text	
Apr. 27-May 1	-Describe the connection between two individuals, events, ideas, or pieces of information in a text. -Describe characters, settings, and major events in a story, using key details. -Use frequently occurring adjectives.	RI.1.3  RL.1.3  L.1.1f	-Saxon Phonics -Saxon Decodable Readers -Journeys lessons – The Kite -Journeys leveled readers -Journeys decodable readers -Literature for read alouds -Moby Max computer programs -ReadWorks website -TPT supplemental materials for anchor text	RI.1.3 RL.1.3 L.1.1f
May 4-8	Review skills  -Identify who is telling the story at various points in a text. -Identify who is telling the story at various points in a text. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. -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.	RI.1.3 RL.1.6 RF.1.4c  W.1.3	-Saxon Phonics -Saxon Decodable Readers -Journeys lessons – Winners Never Quit -Journeys leveled readers -Journeys decodable readers -Literature for read alouds -Moby Max computer programs -ReadWorks website -TPT supplemental materials for anchor	

			text	
May 11-15	<b>Review.</b> <b>4<sup>th</sup> 9 Weeks Test</b>		<b>4<sup>th</sup> 9 Weeks Assessment</b>	RI.1.3 RL.1.6 RF.1.4c W.1.3 L.1.1d (possessive and indefinite pronouns)
May 18-22		Step Up to 2 <sup>nd</sup> Grade		

2019-20 4.5 Week Test Dates

September 6 #1

November 13 #2

February 6 #3

April 22 #4