**Shirley Hills Elementary School**

**Essential Standards Unit Pacing Guide**

Use this document to backward plan their units of instruction, including specific lessons and assessments.

| **Grade Level: 1st** | **Subject Area: Reading** | **Dates Taught: September 19th-November 17th** |
| --- | --- | --- |

| **Critical Question 1: What do we want the students to know and be able to do? Identify the essential standards and the support standards for the unit.** | |
| --- | --- |
| Essential Standards:  **RF3** - Know and apply grade-level phonics and word analysis skills in decoding words.  a. Know the spelling-sound correspondences for common consonant digraphs.  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.  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. | |
| Supporting Standards:  ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| End of Unit Assessment: [RF3 Assessment](https://drive.google.com/drive/folders/1vYUtoKvFjrhSbmDTPWw726Lpgon--UWG?usp=drive_link) | |
| Prior-Year Standard Connection:  **Kinder** - Know and apply grade-level phonics and word analysis skills in decoding words.  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the  primary or many of the most frequent sounds for each consonant.  b. Associate the long and short sounds with common spellings (graphemes) for the five major  vowels.  c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  Next-Year Standard Connection:  **Second Grade** - Know and apply grade-level phonics and word analysis skills in decoding words.  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  b. Know spelling-sound correspondences for additional common vowel teams.  c. Decode regularly spelled two-syllable words with long vowels.  d. Decode words with common prefixes and suffixes.  e. Identify words with inconsistent but common spelling-sound correspondences.  f. Recognize and read grade-appropriate irregularly spelled words | |

| **Critical Question 2: How do we know if they have learned it? What evidence will tell us they have met the standards by the end of the unit? Discuss evidence of the end in mind (end-of-unit measure)- How will team members know if students achieve the standard(s)? What type of task could students perform or complete by the end of the unit to show achievement? With what level of proficiency should students perform it? What type of problem or text (stimulus) should students receive?** | | | |
| --- | --- | --- | --- |
| **Knowledge Targets** | **Reasoning Targets** | **Performance Skills Targets** | **Product Targets** |
| Recognize common consonant  digraphs.  Know the sound produced by that  consonant digraph.  Decode regularly spelled one-  syllable words.  Know the rules for final –e and  vowel teams that form long vowel  sounds.  Know that words have syllables.  Identify that each syllable contains  a vowel.  Identify the number of syllables in  printed words.  Determine the syllable parts of a  two-syllable word.  Know basic patterns to break  words into syllables.  Read two-syllable words by using  decoding and/or syllabication  skills.  Recognize words with inflectional  endings. | Distinguish between inflectional  endings and words that may  contain those same letters as  common inflectional endings. | Read words with inflectional  endings. |  |
| **Big Ideas:**  • We read to develop as people and citizens in our global society.  • We make interpretations and draw conclusions both from what we read and experience in life. | **Assessment Items:**  Word features assessment F&P (abbreviated and edited)  Word endings assessment F&P (edited)  Syllables F&P | **Academic Language or Vocabulary:**  base word, blends, compound word, consonant, contraction, digraphs, high frequency word, identify, long vowel, onset, phoneme, prefix, recognize, rhyme, rhyming, rime, sequence, short vowel, sight words, phonics, decoding, syllable, final e, vowel team, inflectional endings, irregularly spelled words, word, sound, letter, vowel, sort | |

| **Student-Friendly Learning Targets:**  • How can sounds help me understand a word?  • How can recognizing grade level words help me be a better reader?  I can read words with short and long vowels.  I can read one syllable words.  I can read words with blends, digraphs, vowel teams.  I can read words with inflectional endings. |
| --- |
| **Critical Question 3: How will we respond when some students do not learn it?**  **Critical Question 4: How will we extend the learning for students who have demonstrated proficiency?** |
| | **Learning Ladder** | | **Scaffolding Strategies** | | --- | --- | --- | | **Extensions** | Compound words  Contractions  Prefixes and suffixes  Diphthongs | Visual Aids  Practice Opportunities  Feedback  Questioning  DIfferentiated Instruction | | **Grade-Level Standard** | Blends  Digraphs  Endings (Inflectional endings)  Syllables  Vowel Teams  Long Vowel/Short Vowel  Multisyllabic words  Decode | **Small Group**  Words their Way Sorts  Primary Bliss Instruction | | **Prior-knowledge Standards/Prerequisite Skills** | Letter ID & Sounds  Letter/Word (difference between)  Consonant/Vowels  Blending  Segmenting |  |  | **Supports** | | --- | | **Tier 1 - Primary Bliss Instruction** | | **Tier 2 -** Primary Bliss Instruction, Small group UFLI, Words Their Way Sorts, Fluency Word and Sentence strips (Graap has), Decodables (UFLI Library), | |

| **Sequential Plan for Providing Unit Instruction and Monitoring Learning**  Things to consider:  Days (Progression)  Lessons or Activities (What learning targets will we teach? How will we teach them?)  Embedded Assessment Checkpoints (What are formative and summative assessment checkpoints?) | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Week 1**  **Sept.**  **19 - 22** | **RL2** | Unit 2, Day 6 - Slide 90  **I can read words with digraphs. sh, th**  **Beginning s blends** | Unit 2, Day 7 - Slide 104  **I can read words with digraphs. sh, th**  **Beginning s blends** | Unit 2, Day 8 - Slide 118  **I can read words with digraphs. sh, th**  **Beginning qu, r, l blends** | Unit 2, Day 11 - Slide 160  **I can read words with digraphs. ch, tch**  **Beginning qu, r, l blends** |
| **Week 2**  **Sept.**  **25 - 29** | Unit 2, Day 12 - Slide 174  **I can read words with digraphs. ch, tch**  **Beginning qu, r, l blends** | One on One Reading words with digraph  **CFA - Words big through with**    **Final Blends** | **Respond to CFA**  **Final Blends** | **Respond to CFA**  **Final Blends** | Unit 3, Day 1 - Slide 8  I can read words with s blends.  **Two-Syllable Words** |
| **Week 3**  **Oct**  **02 - 05** | Unit 3, Day 2 - Slide 30  I can read words with s blends.  **Two-Syllable Words** | Unit 3, Day 3 - Slide 54  I can read words with s blends.  **Bossy e** | Unit 3, Day 4 - Slide 77  I can read words with s blends.  **Bossy e** | One on One Reading words with s blends  **CFA - Words slot through stop**  **ee and ea** | HOLIDAY |
| **Week 4**  **Oct**  **16 - 20** | **Respond to CFA**  **ee and ea** | **Continue response in small group as needed**  **ai and ay** | Unit 3, Day 6 - Slide 123  **I can read words with r blends and l blends.**  **ai and ay** | Unit 3, Day 7 - Slide 149  **I can read words with l and r blends.**  **Suffix -ed** | Unit 3, Day 8 - Slide 174  **I can read words with r blends and l blends.**  **Suffix -ed** |
| **Week 5**  **Oct**  **23 - 27** | Unit 3, Day 9 - Slide 199  **I can read words with r blends and l blends.**  **Suffix -ed** | Unit 3, Day 10 - 224  **I can read words with r blends and l blends.**  **Suffix -ing** | One on One Reading words with r blends and l blends  **CFA - Words black through crab**  **Suffix -ing** | **Respond to CFA**  **Suffix -er** | **Respond to CFA**  **Suffix -er** |
| **Week 6**  **Oct 30 - Nov 03** | Unit 5, Day 1 - Slide 9  **I can read words with inflected endings. (ed)**  **Suffix -es** | Unit 5, Day 2 - Slide 27  **I can read words with inflected endings. (ed)**  **Glued sounds -nk** | Unit 5, Day 3 - Slide 40  **I can read words with inflected endings. (ed)**  **Glued sounds -nk** | Unit 5, Day 4 - Slide 53  **I can read words with inflected endings. (ed)**  **Glued sounds -ng** | Unit 5, Day 6 - Slide 79  **I can read words with -es, -er, -ing**  **Glued sounds -ng** |
| **Week 7**  **Nov**  **06 - 09** | Unit 5, Day 7 - Slide 95  **I can read words with -es, -er, -ing** | Unit 5, Day 8 - Slide 110  **I can read words with es,er,ing.** | Unit 6, Day - Slide  **I can read words ending in y.** | Unit 6, Day - Slide  **I can read words ending in y.** | **HOLIDAY** |
| **Week 8**  **Nov**  **13 - 17** | One on One inflectional endings  **CFA** | Syllables - Sorts (lizzy) (Heggerty Lessons)  **Respond to CFA in small groups** | Syllables - Sorts (lizzy) (Heggerty Lessons)  **Respond to CFA in small groups** | Syllables - Sorts (lizzy) (Heggerty Lessons) | **Summative - Syllable Assessment and any parts that are not yet mastered** |

| **Week 1**  **Sept.**  **19 - 22** | IRA -  SR- Not Now | IRA - One Leaf Rides the Wind  SR- Not Now | IRA - Knuffle Bunny: A Cautionary Tale  SR- Ripples in the Sea | IRA - Knuffle Bunny Too: A Case of Mistaken Identity  SR- Ripples in the Sea | IRA - Don’t Let the Pigeon Drive the Bus  SR- Dance and Twirl! |
| --- | --- | --- | --- | --- | --- |
| **Week 2**  **Sept.**  **25 - 29** | IRA - Elephants Cannot Dance  SR- Dance and Twirl! | IRA - I Am Invited to a Party!  SR- Clippity Clop | IRA - Mama Panya’s Pancakes: A Village Tale from Kenya  SR- Clippity Clop | IRA - Wilfrid Gordon McDonald Partridge  SR- Emily: The Cat Who Thought She Was a Dog | IRA - Mice and Beans  SR- Emily: The Cat Who Thought She Was a Dog |
| **Week 3**  **Oct**  **02 - 05** | IRA - Now One Foot, Now the Other  SR- Woof! Woof! | IRA - Pet Show!  SR- Woof! Woof! | IRA - Imogene’s Antlers  SR- Up, Up, and Away | IRA - That’s Good! That’s Bad!  SR- Up, Up, and Away | HOLIDAY |
| **Week 4**  **Oct**  **16 - 20**  **NONFICTION** | IRA - Milk: From Cow to Carton  SR-The Elephant | IRA - Ice Bear: In the Steps of the Polar Bear  SR- The Elephant | IRA - On the Go!  SR- The Hippo | IRA - Moja Means One: Swahili Counting Book  SR- The Hippo | IRA - Be My Neighbor  SR- The Giraffe |
| **Week 5**  **Oct**  **23 - 27** | IRA - Tools  SR- The Giraffe | IRA - Water: Up, Down, and All Around  SR- The Flamingo | IRA - What if You Had Animal Teeth?  SR- The Flamingo | IRA - Surprising Sharks  SR- Zip, Zip, Zip | IRA - What Do You Do When Something Wants to Eat You>  SR- Zip, Zip, Zip |
| **Week 6**  **Oct 30 - Nov 03** | IRA - Animals Black and White  SR- Captain Brock: The FireFighter | IRA - Best Foot Forward: Exploring Feet, Flippers, and Claws  SR- Captain Brock: The FireFighter | IRA - A Cool Summer Tail  SR- Boomer’s Checkup | IRA - What Do You Do With a Tail Like This!  SR- Boomer’s Checkup | IRA - Bat Loves the Night  SR- The Hungry Fly |
| **Week 7**  **Nov**  **06 - 09** | IRA - One Tiny Turtle  SR- The Hungry Fly | IRA - Big Blue Whale  SR- Not Ladybugs! | IRA - To Be a Kid  SR- Not Ladybugs! | IRA - Sea Turtles  SR- Garden Helpers | **HOLIDAY** |
| **Week 8**  **Nov**  **13 - 17** | IRA -  SR- Garden Helpers | IRA -  SR- | IRA -  SR- | IRA -  SR- | IRA -  SR- |