

ENGLEWOOD BAPTIST



# First Grade

2022-2023

PACING GUIDE

## OVERVIEW

Pacing Guides are grade level curriculum maps for core academic areas - English/Language Arts, Mathematics, Science, and Social Studies. The guides are based on local and state objectives.

Pacing Guides are beneficial to both teacher and student. They guide instructional planning through the school year keeping the teacher on schedule to cover all standards. The guides also help teachers coordinate between and among grade levels. Additionally, Pacing Guides are tools to help concentrate time, effort, and resources to maximize student learning. In short, the guides chunk the curriculum, put topics in a sensible order, determine what resources to draw on, and develop a good sense of how long different elements of instruction will take.

Since instruction is improved, so is student opportunity to learn.

King's Academy Pacing Guides are aligned with the North Carolina Standard Course of Study.



# ELA CURRICULUM AT-A-GLANCE

## Reading Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Text Complexity

## Reading Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading Level and Text Complexity

## Language Skills

- Conventions of Standard English- Command of conventions of standard English grammar and usage when writing or speaking
- Knowledge of Language- Use language and its conventions when writing, speaking, reading or listening
- Vocabulary Acquisition and Use- Determine/clarify the meaning of words /phrases

## Writing

- Text Types and Purposes
- Production and Distribution
- Research
- Range of Writing

## Speaking and Listening

- Comprehension and Collaboration- Collaborative conversations with diverse partners (partners, small/large groups) about grade topics
- Presentation of Knowledge and Ideas

## Foundational Skills

- Print Concept- Organization and basic features of print
- Phonological Awareness- Understanding of spoken words, syllables, and sounds (phonemes)
- Phonics and Word Recognition- Know and apply grade level phonics and word analysis skills in decoding words
- Fluency- Read with accuracy and fluency to support comprehension

See Also

Understanding the NC English Language Arts (ELA) Standard Course of Study: Grade 1

<https://www.dpi.nc.gov/media/3985/open>

## ELA FIRST NINE WEEKS

<p><b>Literature</b></p> <p>L.1- Ask and answer who, what, where, why and how questions to demonstrate understanding of key details</p> <p>L.2- Retell stories using key details to understand central message or lesson.</p> <p>L.3- Describe characters, setting, and major events using key details</p> <p>L.5- Explain differences between books that tell a story and books that give information</p> <p>L.7- Use illustrations and details to describe characters, setting, plot</p> <p>L.10- Read prose and poetry</p>	<p><b>Informational</b></p> <p>RI.1 Ask and answer who, what, where, why and how questions to understand key details</p> <p>RI.5 Know various text features: headings, table of contents, glossaries, electronic menus, icons) to locate facts in text.</p> <p>RI.7- Use illustrations and details to describe key ideas.</p> <p>RI.10 Read and comprehend informational texts</p>
<p><b>Language Skills</b></p> <p>L.1 a Print all upper and lowercase letters  1b- Use common and proper nouns 1c- Use singular and plural nouns 1d-Use personal pronouns  1f-Use adjectives  1j- Produce and expand simple declarative and interrogative sentences in response to a prompt</p> <p>L.2 Demonstrate conventions of capitalization, punctuation and spelling  2a-Capitalize dates and names of people  2b- Use end punctuation (period, question mark)</p>	<p><b>Foundational Skills</b></p> <p>FS.1 a Distinguish features in a sentence (capitalization of first word, punctuation at the end)</p> <p>FS.2- In single syllable words:  2a- Distinguish between long and short vowel sounds  2b. -Orally blend sounds and consonant blends  2c. - Isolate/pronounce initial, medial vowel, and final sounds 2d. - Segment words into individual sounds</p> <p>FS.3- Phonics and word analysis in single syllable words  3b- Decode regularly spelled words</p>

<p>2d –Use conventional spelling with common patterns of irregular words  2e-Spell untaught words phonetically using phonemic awareness and spelling conventions</p>	<p>3d-Every syllable must have a vowel sound to determine the number of syllables in a printed word  3g-Read and recognize irregularly spelled words</p> <p>FS.4a- Read on-level text with purpose and understanding</p>
<p><b>Speaking and Listening</b></p> <p>SL.1 Collaborative conversations with diverse partners about grade level topics  1a- Follow respectful rules for discussion  1b-Build on conversations by responding to comments  1c- Ask questions to clarify</p>	<p><b>Writing</b></p> <p>W.7-Research writing projects using “how to” books. Write a sequence of instructions on a given topic.</p>

## ELA SECOND NINE WEEKS

<p><b>Literature</b></p> <p>L.1- Ask and answer who, what, where, why and how questions to demonstrate understanding of key details</p> <p>L.2- Retell stories using key details to understand central message or lesson.</p> <p>L.3- Describe characters, setting, and major events using key details</p> <p>L.6- Identify who is telling the story</p> <p>L.7- Use illustrations and details to describe characters, setting, plot</p> <p>L.9-Compare and contrast adventures and experiences of characters</p> <p>L.10- Read prose and poetry</p>	<p><b>Informational</b></p> <p>RI.1- Ask and answer who, what, where, why and how questions to understand key details</p> <p>RI.2- Identify main topic and key details in a text.</p> <p>RI.4- Clarify meaning of words and phrases in a text.</p> <p>RI.5- Know various text features: headings, table of contents, glossaries, electronic menus, icons) to locate facts in text.</p> <p>RI.6- Distinguish between illustrations and written information in a text.</p> <p>RI.7- Use illustrations and details to describe key ideas.</p> <p>RI.10- Read and comprehend informational texts</p>
<p><b>Language Skills</b></p> <p>L.1c- Use singular and plural nouns with matching verbs              1e-Use verbs to convey past, present and future              1j- Produce and expand simple declarative, interrogative, imperative, and exclamatory sentences in response to a prompt</p> <p>L.2b- Use end punctuation (exclamation mark)              2c- Use commas in dates              2d -use conventional spelling with common patterns of irregular words</p>	<p><b>Foundational Skills</b></p> <p>FS.1a Distinguish features in a sentence (capitalization of first word, punctuation at the end)</p> <p>FS.2- In single syllable words:              2a- Distinguish between long and short vowel sounds              2b. -Orally blend sounds and consonant blends              2c. - Isolate/pronounce initial, medial vowel, and final sounds              2d. Segment words into individual sounds</p>

<p>L.4a- Use sentence level context to find the meaning of an unknown word or phrase  4c-Identify root words and their inflectional forms</p>	<p>FS.3- Phonics and word analysis in single syllable words:  3a- Spelling-sound correspondences for consonant digraphs  3b- Decode regularly spelled words  3c- Final e and vowel teams representing long vowel sounds  3d-Every syllable must have a vowel sound to determine the number of syllables in a printed word (two and three syllable words)  3f- Read with inflectional endings.  3g-Read and recognize irregularly spelled words</p>
<p><b>Speaking and Listening</b></p> <p>SL.2- Ask/answer detail questions from a read aloud text</p> <p>SL.4-Describe people, places, things, and events expressing ideas and feelings</p> <p>SL.6- Produce complete sentences appropriately</p>	<p><b>Writing</b></p> <p>W.1-Write opinion pieces: topic, statement of opinion, reason for their opinion, and closure</p> <p>W.5-With support, focus on a topic, respond to questions and suggestions. Add details to strengthen writing.</p>

## ELA THIRD NINE WEEKS

<p><b>Literature</b></p> <p>L.1- Ask and answer who, what, where, why and how questions to demonstrate understanding of key details</p> <p>L.2- Retell stories using key details to understand central message or lesson.</p> <p>L.3- Describe characters, setting, and major events using key details</p> <p>L.4-Identify words and phrases that suggest feelings or appeal to the senses.</p> <p>L.6- Identify who is telling the story</p> <p>L.7- Use illustrations and details to describe characters, setting, plot</p> <p>L.10- Read prose and poetry</p>	<p><b>Informational</b></p> <p>RI.1- Ask and answer who, what, where, why and how questions to understand key details</p> <p>RI.3- Describe connection of individuals, events, or ideas in a text</p> <p>RI.5- Know various text features: headings, table of contents, glossaries, electronic menus, icons) to locate facts in text.</p> <p>RI.7- Use illustrations and details to describe key ideas.</p> <p>RI.7- Use illustrations and details to describe key ideas.</p> <p>RI.9-Identify similarities and differences between two texts on same topic.</p> <p>RI.10 Read and comprehend informational texts</p>
<p><b>Language Skills</b></p> <p>L.1b- Use possessive nouns              1c- Use singular and plural nouns              1d-Use possessive pronouns              1h-Use determiners              1j- Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to a prompt</p> <p>L. 2c-Use commas to separate single words in a series</p>	<p><b>Foundational Skills</b></p> <p>FS.1a- Distinguish features in a sentence (capitalization of first word, punctuation at the end)</p> <p>FS.2- In single syllable words:              2a- Distinguish between long and short vowel sounds              2b. -Orally blend sounds and consonant blends</p> <p>FS.3- Phonics and word analysis in single syllable words:</p>

<p>L.5-Define words by category and by one or more attributes</p> <p>L.6- Use words and phrases to respond to text using conjunctions to signal relationships</p>	<p>3a- Spelling-sound correspondences for consonant digraphs 3b- Decode regularly spelled words 3c- Final e and vowel teams representing long vowel sounds 3d-Every syllable must have a vowel sound to determine the number of syllables in a printed word (two and three syllable words) 3e- Decode two syllable words into syllables using patterns 3g-Read and recognize irregularly spelled words</p> <p>FS.4a Read on-level text with purpose and understanding  4b- Read on level text orally with accuracy, appropriate rate and expression  4c- Use context to confirm/self-correct word recognition and understanding</p>
<p><b>Speaking and Listening</b></p> <p>SL.3- Ask and answer questions to clarify a topic</p>	<p><b>Writing</b></p> <p>W.2-Write informative/explanatory texts: topic, facts, closure</p> <p>W.8- Recall information from experiences or gather information to answer a question</p>

## ELA FOURTH NINE WEEKS

<p><b>Literature</b></p> <p>L.1- Ask and answer who, what, where, why and how questions to demonstrate understanding of key details</p> <p>L.2- Retell stories using key details to understand central message or lesson.</p> <p>L.3- Describe characters, setting, and major events using key details</p> <p>L.6- Identify who is telling the story</p> <p>L.7- Use illustrations and details to describe characters, setting, plot</p> <p>L.10- Read prose and poetry</p>	<p><b>Informational</b></p> <p>RI.1- Ask and answer who, what, where, why and how questions to understand key details</p> <p>RI.5- Know various text features: headings, table of contents, glossaries, electronic menus, icons) to locate facts in text.</p> <p>RI.7- Use illustrations and details to describe key ideas.</p> <p>RI.8- Identify reason an author gives support points in text</p> <p>RI.10 Read and comprehend informational texts</p>
<p><b>Language Skills</b></p> <p>L.4a- Use sentence level context to find the meaning of an unknown word or phrase              4b- Use affixes as a clue to the meaning of a word</p> <p>L.5d- Distinguish shades of meaning among verbs and adjectives</p>	<p><b>Foundational Skills</b></p> <p>FS.1a-Distinguish features in a sentence (capitalization of first word, punctuation at the end)</p> <p>FS.2- In single syllable words:              2a- Distinguish between long and short vowel sounds              2b. -Orally blend sounds and consonant blends</p> <p>FS.3- Phonics and word analysis in single syllable words              3b- Decode regularly spelled words              3c- Final e and vowel teams representing long vowel sounds              3d-Every syllable must have a vowel</p>

	<p>sound to determine the number of syllables in a printed word (two and three syllable words)  3e- Decode two syllable words into syllables using patterns  3g- Read and recognize irregularly spelled words</p> <p>FS.4-Read with accuracy and fluency to support comprehension  4a- Read on-level text with purpose and understanding</p>
<p><b>Speaking and Listening</b></p> <p>SL.1a- Follow respectful rules for discussion</p> <p>SL.5- Add drawings/displays to descriptions to clarify ideas, thoughts and feelings</p>	<p><b>Writing</b></p> <p>W.3- Write narratives: two or more sequenced events, details, and temporal words to signal event order.</p> <p>W.6- Use digital tools to produce and publish writing</p>

# MATH CURRICULUM AT-A-GLANCE

## Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

## Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

## Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data

## Geometry

- Reason with shapes and attributes.

## See Also

Building Conceptual Understanding and Fluency Through Games: Grade 1

<https://www.dpi.nc.gov/media/13072/open>

NC 1<sup>st</sup> Grade Math Unpacking, Rev 2022

<https://www.dpi.nc.gov/media/15044/open>

North Carolina Collaborative for Mathematics Learning:  
First Grade Framework

[https://www.nc2ml.org/wp-content/uploads/2018/08/Comm-InstrFrameworks\\_1-3.pdf](https://www.nc2ml.org/wp-content/uploads/2018/08/Comm-InstrFrameworks_1-3.pdf)

## MATH FIRST THROUGH FOURTH NINE WEEKS

<b>First Nine Weeks</b>	<b>Second Nine Weeks</b>
<p>NBT.1- Count to 150 starting with any number less than 150.</p> <p>NBT.2- Understand that two-digit numbers represent the tens and ones. Ten is a bundle of ten ones and counting groups of tens and leftovers to determine a two digit number.</p> <p>NBT.7- Read and write numerals to represent objects to 20.</p> <p>MD.4- Organize, represent, and interpret data up to three categories; answer questions about bar graphs</p> <p>OA.1- Addition word problems within 20 (add to/take from-change unknown; put together/take apart-addend unknown)</p> <p>OA.3- Apply the commutative and associative properties for solving addition problems.</p> <p>OA.6- Add within 20; decomposing, number lines, making 10, counting on, etc.</p> <p>OA.7- Understanding the equal sign in addition and subtraction equations</p> <p>OA.9- Demonstrate fluency with addition and subtraction within 10.</p>	<p>NBT.7- Read and write numerals to represent objects to 100</p> <p>NBT.3-Compare two digit numbers on the value of the tens and ones using <math>&lt;</math> , <math>&gt;</math> , <math>=</math>)</p> <p>MD.4-Organize, represent and interpret data up to three categories; answer questions about total, how many more, how many less- bar graphs, pictographs and tallies</p> <p>OA.1- Addition and subtraction word problems within 20 , with unknowns(add to/take from-change unknown; put together/take apart-addend unknown compare/difference unknown)</p> <p>OA.2- Represent and solve word problems with addition of three whole numbers whose sum in less than or equal to 20 (objects, drawings)</p> <p>OA.7- Apply understanding of the equal sign in addition and subtraction equations</p> <p>OA.8- Determine the unknown whole number in addition or subtraction equations involving three whole numbers</p> <p>MD.1- Order 3 objects by length; compare the length of two objects using the third</p> <p>MD.2- Measure lengths using non-standard units</p>

**Third Nine Weeks**

NBT.4- Add within 100 (two digit and one digit numbers/ a two digit number and a multiple of 10) Strategies include- concrete models, place value, properties.

NBT.5- Given a 2 digit number, mentally find 10 more or 10 less

NBT.6- Subtract multiples of 10 up to 100 (concrete models, number lines, place value, properties, relationship between addition and subtraction)

OA.1- Subtraction word problems within 20 (add to-take from-change unknown/put together-take apart-addend unknown/compare-difference unknown)

OA.3- Apply the commutative and associative properties for solving addition problems.

OA.7- Understanding the equal sign to determine if equations involving addition and subtraction are true

G.1 – Distinguish between defining and non-defining attributes build and draw shapes (triangles, rectangles, squares, trapezoids, hexagons, circles, cubes, rectangular prisms, cones, spheres, and cylinders)

G.2- Create two dimensional and three dimensional composite shapes

**Fourth Nine Weeks**

MD.3- Tell and write time in hours and half hours using analog and digital clocks

MD.5- Identify quarters, dimes, nickels, and relate their values to pennies

G.3- Partition circles and rectangles into two and four equal shares (halves, fourths,)

OA.1- Represent and solve addition and subtraction word problems within 20 (add to-take from-change unknown/put together-take apart-addend unknown/compare-difference unknown)

OA.2- Represent and solve word problems with 3 numbers whose sum is less than or equal to 20 using objects, drawings and equations with a symbol for the unknown to represent the problem

OA.3- Apply the commutative and associative properties for solving addition problems.

OA.4- Solve an unknown addend problem using addition strategies/subtraction problems (Fact Families)

OA.6- Add and subtract within 20; (counting on, making ten, decomposing, fact families, number line, creating equals)

OA.9- Demonstrate fluency with addition and subtraction within 10

## SCIENCE FIRST THROUGH FOURTH NINE WEEKS

Over time and through multiple and varied integrated experiences, children develop skills in scientific discourse. Science standards will, then be integrated with math and reading instruction. No separate science grade will be reported.

<p><b>First Nine Weeks: Living Science</b></p> <p><b>Ecosystems and Molecular Biology</b></p> <p>L.1-Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive</p> <ul style="list-style-type: none"> <li>L.1.1- Recognize animals need air, water, space and food</li> <li>L.1.2- Needs of different animals can be met by their environments</li> </ul> <p>L.2- Summarize the needs of living organisms for energy and growth</p> <ul style="list-style-type: none"> <li>L.2.2- Summarize basic needs (air, water, food) for growth and energy</li> </ul>	<p><b>Second Nine Weeks: Physical Science</b></p> <p><b>Forces and Motion</b></p> <p>1.E.1- Recognize features and patterns of the earth/sun and moon</p> <ul style="list-style-type: none"> <li>E.1.1- Recognize difference in the features of day and night sky and apparent movement of objects across the sky.</li> <li>E.1.2- Recognize patterns of changes in the moon appearance</li> </ul>
<p><b>Third Nine Weeks: Earth Science/Life Science</b></p> <p><b>Earth in the Universe</b></p> <p>1.P.1- Understand how forces (pushes/pulls) affect motion of an object.</p> <ul style="list-style-type: none"> <li>P.1.1-Importance of a push or pull to change motion of an object</li> <li>P.1.2- Forces can be used to make things move without touching them (magnets)</li> <li>P.1.3- Predict effect of forces including balanced forces</li> </ul>	<p><b>Fourth Nine Weeks: Earth Science/Life Science</b></p> <p><b>Molecular Biology and Earth Systems, Structures and Processes</b></p> <p>1.L.2- Summarize needs of living organisms for energy and growth</p> <p>L.2.1- Recognize plants need air, water, space and food</p> <p>L.1.2- Needs of different plants can be met through their environments</p>

L.1.3- Summarize how human protect and improve conditions for growth of plans and animals (Recycle- April)

E.2- Physical properties of Earth's materials make them useful in different ways

2.1-Physical properties of Earth: rocks, minerals, soils, and water

2.2-Compare soil samples: capacity to retain water, nourish and support plants

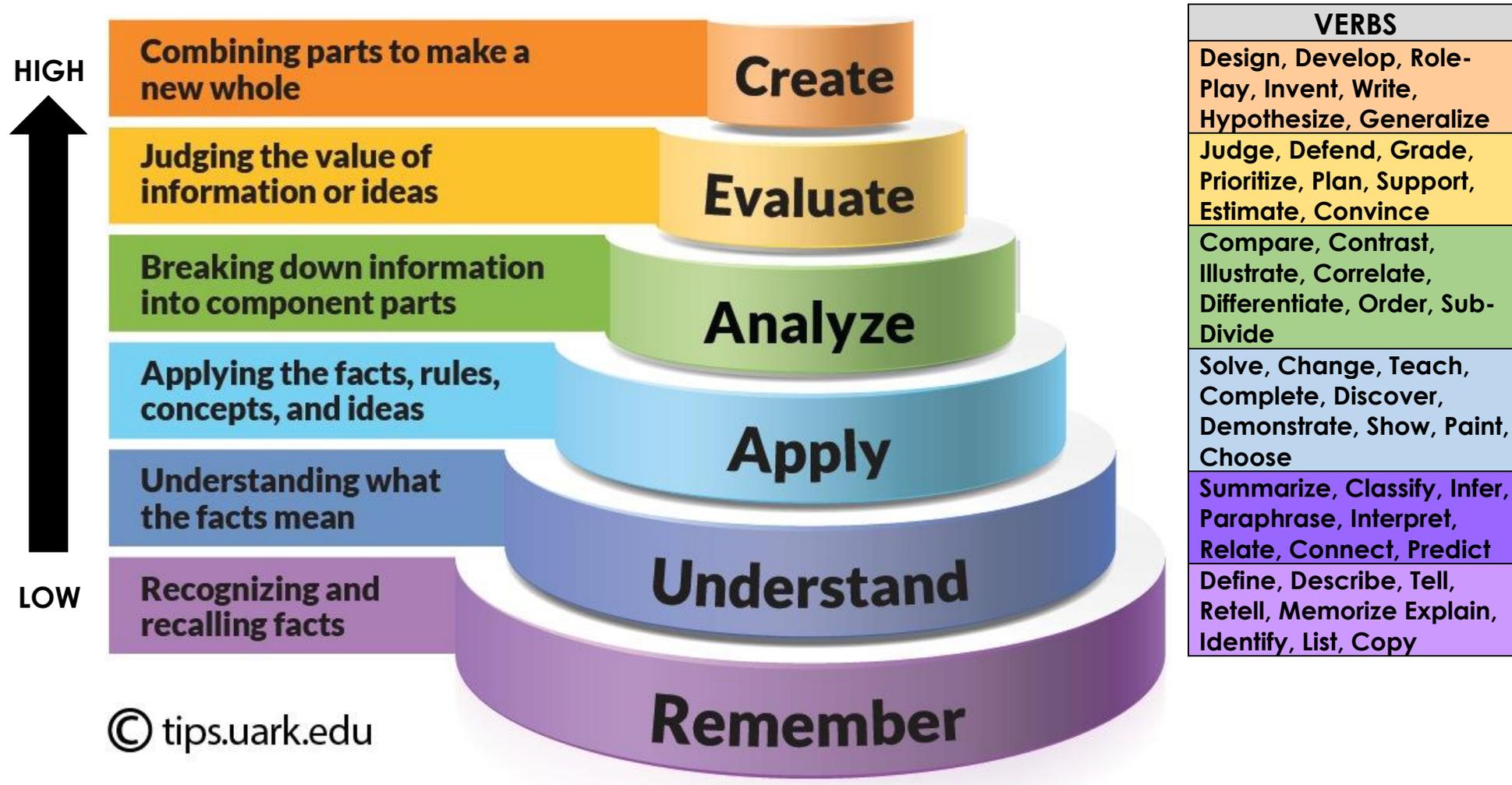
## SOCIAL STUDIES FIRST THROUGH FOURTH NINE WEEKS

Healthy vs fractured integration of social studies standards with English Language Arts standards will enrich student language acquisition, reading, writing, listening and speaking. The goal is to embed social studies standards in clear, concise, content-rich instruction that leads to deep understanding. No separate social study grade will be reported.

<p><b>First Nine Weeks: Civics &amp; Governance, History</b></p> <p>C&amp;G.1- Understand the purpose of rules              2.C&amp;G.1.1-Explain why rules are needed (home, school and community)              2.C&amp;G.1.2-Classify roles of authority figures (teacher, principal, mayor, etc.)              2.C&amp;G.1.3- Summarize ways conflicts can be resolved (homes, classrooms and communities)</p> <p>H.1- Understand history tells a story of how people and events changed over time              H.1.3-Why National Holidays are celebrated</p>	<p><b>Second Nine Weeks: Economical &amp; Financial Literacy, History</b></p> <p>E.1- Understand basic economic concepts              E.1.1- Summarize ways people earn and use money for goods and services              E.1.2- Identify goods and services in the home, school and community              E.1.3-Explain how supply and demand affects choices</p> <p>H.1- Understand history tells a story of how people and events changed over time              H.1.1- Explain why and how neighborhoods and communities change over time              H.1.2- Explain the importance of folklore and celebrations              H.1- Understand history tells a story of how people and events changed over time              H.1.3-Why National Holidays are celebrated</p>
<p><b>Third Nine Weeks: Culture, History</b></p> <p>C.1- Understand diversity of people in the community              C.1.1- Understand how businesses meet the needs and wants of consumers.              C.1.2- Compare languages, traditions, and holidays of different cultures</p>	<p><b>Fourth Nine Weeks: Geography &amp; Environmental Literacy, History</b></p> <p>G.1- Geographic representations, terms, and technology to process information from a spatial perspective              G.1.1- Use geographic tools to identify landforms and bodies of water              G.1.2- Give examples showing location of place</p>

<p>H.1- Understand history tells a story of how people and events changed over time  H.1.3-Why National Holidays are celebrated (ongoing throughout the year)</p>	<p>G.1.3-Basic elements of geographic representations (cardinal directions, map symbols)</p> <p>G.2- Effects of humans interacting with their environment.  G.2.1-Ways people change the environment natural resources to meet basic needs.  G.2.2- How people use natural resources in the environment G.2.3-How environment impacts people</p> <p>H.1- Understand history tells a story of how people and events changed over time  H.1.3-Why National Holidays are celebrated</p>
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# BLOOM'S TAXONOMY

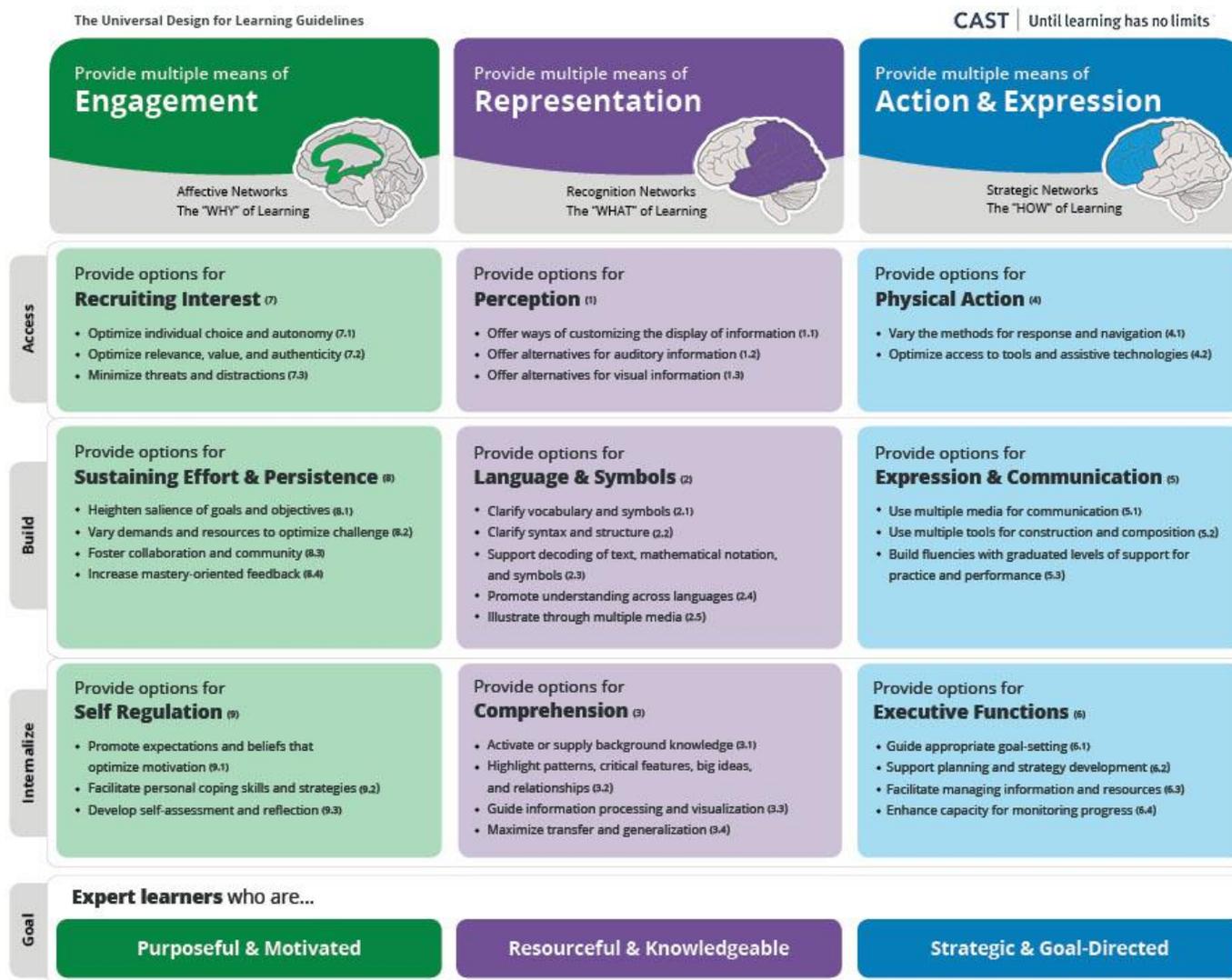


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## SOURCE

Retrieved 6 June 2022 from [https://tl.lincoln.ac.nz/teaching/preparing-to-teach/blooms\\_taxonomy\\_pyramid\\_cake-style-use-with-permission/](https://tl.lincoln.ac.nz/teaching/preparing-to-teach/blooms_taxonomy_pyramid_cake-style-use-with-permission/)

The **UDL Guidelines** are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The Guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.



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