

Imagine It!
Kindergarten Pacing Guide
2011-2012



Unit 1 Off to School

About the Unit: BIG IDEA—What is school about?

The **Getting Started** Section offers you an effective way to observe your students and evaluate what they already know as they enter kindergarten. This is perfect time to introduce and establish important management and learning routines and procedures. The unit **Off to School** helps students feel comfortable about their new environment. As students listen to stories and poems about school, they begin to relate their own feelings about experiences to those of the story characters.

Essential Learnings

Reading

Recognize and name capital and lower case letters. Continue assessing every other week until mastered. Inform parents of progress.

Writing:

Hold pencil and paper correctly.

Write capital and lower case letters with correct form and spacing.

Draw a picture to communicate information.

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS) Writing Strategies(WA) Writing Application	(L.S.) Listening/Speaking
1.6 1.4				1.4	

Writing

Pre Writing: Draw picture to communicate information.

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Dates	Unit 1 Off to School	Standards							Support Resource	Academic Vocabulary
		RW	RC	RL	WC	WS	WA	LS		
8/23 To 9/8	Getting Started (GS1 – GS67) Miss Bingergarten Get Ready for Kindergarten Fox Makes Friends	RW	RC	RL	WC	WS	WA	LS	Imagine It! penmanship: Level Appendix, pp.19-22 Social Studies: Unit 1, L1 Why do we follow rules? Unit 4 L5 What happens at school? Include with L6 Getting Started Imagine It Unit 4 L2 Land and Water (—Up above the WORLD so high— introduce globe and concept we live on planet Earth)	
		1.6				1.4				
9/9 To 9/15	Amelia’s Show and Tell Fiesta (fiction) Look Out Kindergarten, Here I Come! (fiction) Lesson 1 -5 (T2 – T101)	RW	RC	RL	WC	WS	WA	LS	Focus Letters: Aa, Bb, Cc, Dd, Ee Teach a and a Predecodable: #1 L2 The First Day of Kindergarten #2 L4 Apple Pie	supplies practice crafts vertical horizontal
		1.6				1.4				
9/16 To 9/22	Kindergarten Rocks(Poem) Boomer Goes to School (realistic fiction) The First Day of School (Poem) Lesson 6 -10 (T102 – T 187)	RW	RC	RL	WC	WS	WA	LS	Focus Letters: Ff, Gg, Hh, Ii Teach: g, g Predecodable: #3 L7 A Farm (a) #4 L9 The Lunch (the)	
		1.6 1.4				1.4				
9/23 To 9/30	On the Way to School(S.S. Link) Chrysanthemum (fiction) Lesson 11 – 15 (T188 – T275)	RW	RC	RL	WC	WS	WA	LS	Focus Letters: Jj, Kk, Ll, Mm Review: Gg, Mm Predecodable: #5 L12 School (and) #6 L15 Go Play! (go)	sharing
		1.4 1.6				1.4				
DIBELS Benchmark 1										

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Unit 2 Patterns

About the Unit: BIG IDEA---What is a pattern?

In unit about patterns, students will begin to see their world in an exciting new way. Stories and poems about patterns will encourage student to observe patterns everywhere they go and even to create their own. Shapes and colors will come alive as students begin to recognize the quality of patterns in their surroundings. They will learn that some patterns are unique and that some serve a purpose.

Essential Learnings:

Reading:

Identify rhyming words (assess; alternate quiz provided for reassessment).
 Recognize and name capital and lower case letters. Continue assessing every other week until mastered. Inform parents of progress.
 Know that texts tell us things (introduce—will be assessed in unit 5).

Reading/Writing:

Track left to right and top to bottom when reading and writing (introduce—reading will be assessed in unit 5, writing in portfolio review).

Writing:

Write capital and lower case letters with correct form and spacing.
 Dictate and trace words and /or sentences.

Listening /Speaking

Memorize and present rhyme, poem and/or song in front of class with small group, and listen while other students present.

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS) Writing Strategies (WA) Writing Application	(L/S) Listening/Speaking
1,2 1.3 1.6 1.10		1.3			1.0 2.0 2.2

Writing

Write capital and lower case letters with correct form and spacing.
 Dictate and trace words and /or sentences.

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Dates	Unit 2 Patterns	Standards							Support Resources <i>(Pre-decodable, HFW, Focus Letters)</i>	Academic vocabulary
		RW	RC	RL	WC	WS	WA	LS		
10/3 To 10/7	Lots and Lots of Zebras Stripes (Expository)	1.2				1.3		2.2	Houghton Mifflin Math , Ch. 5 and 6 Focus Letters: Bb, Oo, Pp, Qq, Rr Predecodables: #7 L2 The Zoo (had) #8 L4 Colors (he)	patterns curved shapes squares rectangles stripes
	Patterns in the Park (Expository)	1.3 1.6 1.10								
10/10 To 10/14	Lesson 1 – 5 (T2 – T 95)								Focus Letters: Ss, Tt, Uu, Vv Teach t and t Review: Nn, Ss Predecodables #9 L7 Shapes (I) #10 L9 Animal Tracks (see)	news
	Dainty Lady (poem) Old Bears Surprise Painting (Fiction) Mrs. Zebra (poem) Lesson 6 – 10 (T96 – T181)	1.2 1.3 1.6 1.10				1.3		2.2		
10/17 To 10/24	Smelly or Soft (Science Link)	1.2				1.3		2.2	Focus Letters: Ww, Xx, Yy, Zz Review: Tt, Zz Predecodables: #11 L12 The Tree (has) #12 L14 Flowers (you)	scientist, wild zoologist migrate natural marsh, prairie meadows flock, Earth
	Leaf Man (fantasy) Lesson 11- 15 (T182 – T271)	1.3 1.6 1.10								
Short Cycle Assessment for Units 1 -4 Due 10/28 Short Cycle Assessment for Unit 2 (small group) Due 10/28										

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Unit 3 Finding Friends

About the Unit: Big Idea What does it mean to be a friend?

The stories in this unit present some of the friendship issues with which kindergarteners struggle. By describing characters' actions, thoughts, and feelings, the stories offer models of how and why people act as they do. The stories give children a better understanding of how to find and keep a friend.

Essential Learnings

Reading:

Identify main character (“The story is about...” or “The main character is...”) and setting. (“The story happens...” or “The setting is...”)

Reading/Writing:

Know letter sounds, capital and lower case. Continue assessing every other week until mastered. Inform parents of progress.

Vocabulary: Use adjectives to describe objects and events.

Writing:

Copy environmental print legibly and with spaces between words and sentences.

Listening/Speaking:

Follow one and two step directions.

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS) (WA) Writing Application Writing Strategies	(L/S) Listening/Speaking
1.14 1.18	2.2 2.4 2.5	3.3			

Writing

Pre-Writing: Copy environmental print legibly and with spaces between words.

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Dates	Unit 3 Finding Friends	Standards							Support Resources <i>(Pre-decodables, Decodables, HFW, Focus Sounds)</i>	Academic Vocabulary
10/25 To 10/31	Big Al (Fantasy)	RW	RC	RL	WC	WS	WA	LS	Focus Sounds /s/, /m/ Predecodable: #13 L 5 We Go (we)	school
	Friendship (Photo Essay) Lesson 1 – 5 (T2 – T89)	1.14	2.2 2.4 2.5	3.3						
11/1 To 11/7	A Friend For Me (Poetry)	RW	RC	RL	WC	WS	WA	LS	Focus Sounds /d/, /p/ Predecodable: #14 L.10 We Carry (of)	
	Ginger (Realistic Fiction) Making Friends (Poetry) Lesson 6 – 10 (T 90 – T165)	1.14 1.18	2.2 2.4 2.5	3.3				1.1		
Short Cycle Assessment for Unit 3 (Monitoring Log) Due 11/21										
11/8 To 11/16	Benjamin Franklin (Social Studies Link)	RW	RC	RL	WC	WS	WA	LS	Focus Sound: /a/ Review: /s/, /m/, /d/, /p/ Predecodable: #15 L.13 In the Park (in) Decodable: #1 L.15 Sam and Pam (am)	inventor protect decision
	Don't Need Friends (Fantasy) Lesson 11- 15 (T166 – T 247)	1.14 1.18	2.2 2.4 2.5	3.3				1.1		

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Unit 4: By the Sea

About the Unit: BIG IDEA—How is life in and around the sea different from life on land?

The purpose of this unit is to help students focus on and investigate oceans and life in and around them. The informational sections help students discover many facts about the ocean, marine plant and animal life, and properties of ocean water and how it differs from the water we drink.

Essential Learnings:

Reading:

Read (recognize) 20 high frequency words (HFW).

While speaking, show that sentences are made of words (gesture to indicate each word, left to right).

Ask questions about books (introduce and practice).

Vocabulary: Classify and categorize words that go together into groups (“_____ and _____ are things that are green.” “_____ and _____ are things that are small.”).

Reading/Writing:

Know letter sounds, capital and lower case. Continue assessing every other week until mastered. Inform parents of progress.

Writing:

Write with sentence stems and cloze sentences. Use spaces, capitals and end marks correctly.

Listening /Speaking:

Recognize and speak in complete, coherent sentences.

Memorize and present rhyme, poem and/or song in front of class individually, and listen while others present.

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS) Writing Strategies (WA) Writing Application	(L.S) Listening/Speaking
1.12 1.14 1.17	2.5		1.1		1.0 2.0 2.2

Writing

Write with sentence stems and cloze sentences. Use spaces, capitals and end marks correctly.

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Dates	Unit 4 By the Sea	Standards							Support Resources (Focus Sounds, Decodable, HFW, and Social Studies)	Academic Vocabulary
11/17 To 11/28	Where Land Meets Sea (non-fiction)	RW	RC	RL	WC	WS	WA	LS	Focus Sounds /h/, /t/ Decodable: #2 L5 A Hat! (at, to) Social Studies: Unit 4 L2: Land and Water	seashore waves, form smooth tough, deep calmly surface
	The Ocean (non-fiction)	1.12	2.5		1.1			2.2		
	Lesson 1 – 5 (T2 – T87)	1.14 1.17								
11/29 To 12/5	The Sea's Treasure (poem)	RW	RC	RL	WC	WS	WA	LS	Focus Sounds: /n/, /l/ Decodable: #3 L10 Nan and Lad (as, have)	shallow narrow
	Humphrey (non-fiction)	1.12	2.5		1.1			2.2		
	The Seahorse (poem) Lesson 6 – 10 (T88 – T173)	1.14 1.17								
12/6 To 12/14	Water, Water, Everywhere! (Science Link)	RW	RC	RL	WC	WS	WA	LS	Focus Sound: /i/ Review Sounds: /h/, /t/, /n/, /l/, /i/ Decodable: #4 L15 Tim in Sand (is, it)	temperature evaporates fog experiment shore, tide
	Hello Ocean,	1.12	2.5		1.1			2.2		
	Hola Mar (realistic fiction) Lesson 11- 15 (T174 – T253)	1.14 1.17								
Two Short Cycle Assessments for Unit 4 Due 12/16 Repeat Short Cycle Assessment for Unit 2 Due 12/16										

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Unit 5: Stick to It

About the Unit: BIG IDEA—What does it take to reach a goal?

In this unit kindergarteners experience perseverance as they enter the world of different story characters. Through these characters, students learn the importance and satisfaction of sticking to any activity even though it may not be fun or have an immediate pay off. They will begin by asking questions and sharing personal experiences about sticking to a goal. They can create drawings of themselves sticking to something they wanted to learn in school as well as work as a group to produce a collage of pictures of people sticking to a goal.

Essential Learnings:

Reading:

Read (recognize) 30 high frequency words (HFW).

Make connections between texts and life experiences.

Make predictions about story content using sentence stems and cloze sentences.

Answer questions about plot (beginning, middle, end) (introduce and practice).

Retell a familiar story including character, setting and plot (beginning, middle, end) (introduce and practice).

Concepts about Print: Know that texts tell us things. Locate front cover, back cover, title, name of author, name of illustrator, title page, and table of contents. Inside book find letters, words, and indicate beginnings and endings of sentences. Track left to right and top to bottom when reading.

Writing:

Generate legible independent writing .Use correct spacing, capitals and end marks.

Listening /Speaking

Speak audibly in complete sentences.

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS) Writing Strategies (WA) Writing Application	(LS) Listening/Speaking
1.1	2.1	3.3			1.2
1.2	2.2				
1.3	2.3				
1.4	2.4				
1.5	2.5				

Writing for this Unit

Generate legible independent writing.
Use correct spacing, capitals and end marks.

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Dates	Unit 5 Stick to It	Standards							Support Resources <i>(Focus Sounds, Decodable, HFW)</i>	Academic Vocabulary
12/15 To 1/5	Bunny Cakes (fantasy)	RW	RC	RL	WC	WS	WA	LS	Focus sounds: /b/, /k/ (spelled Cc) Decodable: #5 L5 Cal Can Bat (can, his)	caterpillar
		1.1	2.1	3.3				1.2		
	Big Ol' Turnip (fiction)	1.2	2.2							
	Lesson 1 – 5 (T2 – T91)	1.3	2.3							
		1.4	2.4							
		1.5	2.5							
1/6 To 1/12	Whistling (poem)	RW	RC	RL	WC	WS	WA	LS	Focus sounds: /o/, /r/, /g/ Decodable: #6 L10 Ron Hops (him, on)	proper imagining patience concentrate
	Tillie and the Wall (fantasy)	1.1	2.1	3.3				1.2		
	To Catch a Fish (poem)	1.2	2.2							
	Lesson 6 – 10 (T92 – T167)	1.3	2.3							
		1.4	2.4							
		1.5	2.5							
1/13 To 1/24	People Just Like You and Me (RW	RC	RL	WC	WS	WA	LS	Focus sound: /g/ Review; /r/, /g/, /b/, /k/ (Cc), /o/ Decodable: #7 L15 Glad Pam (did girl)	country leader president speech justice project
	Social Studies Link)	1.1	2.1	3.3				1.2		
	Wanda's Roses (fiction)	1.2	2.2							
	Lesson 11- 15 (T168 – T247)	1.3	2.3							
		1.4	2.4							
		1.5	2.5							
Short Cycle Assessment for Unit 5 (Monitoring Log) Due 1/27 DIBELS Benchmark 2										

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Unit 6 My Shadow

About the Unit—Why do shadows come and go?

In this unit kindergartners explore the appearance and disappearance of shadows. The selections and investigations in the unit build upon children’s curiosity about shadows. Possible areas of exploration include where shadows go when the sun is shining and how they seem to disappear when the sun goes down or behind a cloud. As students learn more about the physical properties of shadows they will deepen their overall understanding of this phenomenon.

Essential Learnings

Reading:

- Read (recognize) 40 HFW.
- Generate rhyming words.
- Read C-V-C word and blend words of 2 to 6 sounds (ex.: if, sun, help, frog, stands,)
- Distinguish fantasy from reality in texts.

Reading/Writing:

Identify beginning and ending sounds.

Writing:

Generate legible independent writing of 3 to 5 sentences on a single topic.

Listening /Speaking

Deliver an original descriptive oral presentation in front of class (individual student)

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS) Writing Strategies (WA) Writing Application	(LS) Listening/Speaking (LA) Listening Application
1.9 1.10 1.11 1.13 1.15		3.1			1.1 2.1

Writing for this Unit

Generate legible independent writing of 3 to 5 sentences on a single topic.

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Dates	Unit 6 My Shadow	Standards							Support Resources (Focus Sounds, Decodable, HFW)	Academic Vocabulary
1/25 To 1/31	What Makes a Shadow? (Expository) Shadows (photo-essay) Lesson 1 – 5 (T2 – T81)	RW	RC	RL	WC	WS	WA	LS/SA	Focus Sounds: /j/, /f/ Decodable: # 8 L5 Jam Pot (for)	shadow cloudy discover
		1.9		3.1				1.1		
		1.10						2.1		
		1.11								
		1.15								
2/1 To 2/7	Shadow/Sombra (poem) Bear Shadow (fantasy) Hide-and-Seek) Lesson 6 – 10 (T82 – T157)	RW	RC	RL	WC	WS	WA	LS/SA	Focus Sounds: /u/, /ks/ (Xx), /z/ Decodable: #9 L10 Bud and Max (but, up)	cloud
		1.9		3.1				1.1		
		1.10						2.1		
		1.11								
		1.13								
1.15										
2/8 To 2/16	Sunny Sky, Starry Sky (Science Link) Nothing Sticks Like a Shadow (fantasy) Lesson 11- 15 (T158 – T241)	RW	RC	RL	WC	WS	WA	LS/SA	Focus Sounds: /z/, spelled s Decodable: #10 L15 Liz and Tad (all)	heat telescope planets galaxies burrow
		1.9		3.1				1.2		
		1.10						2.1		
		1.11								
		1.13								
1.15										
Short Cycle for Unit 1 - 4 Two Short Cycle Assessment for Unit 6 Due 2/27 DIBELS Benchmark 2										

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Unit 7 Teamwork

About the Unit—How does a team work?

In this unit kindergartners explore how people work together to get a job done. Students will explore cooperation and may identify the many ways that a team can get the job done when each person does their part. An overarching theme within this unit is teamwork, and the value of working together to reach a goal. Student understandings include how teams work, and personal appreciations for their own talents and as well as the talents of teammates.

Essential Learnings:

Focus Standards:

Track auditorily each word in a sentence and each syllable in a word.

Count the number of sounds in syllables and syllables in words.

Read simple one syllable and high frequency words.

Understand that as letters of words change, so do the sounds.

Retell familiar stories.(assess)

Ask and answer questions about essential elements of a text.(assess)

Identify characters, settings, and important events.(assess)

Writing: Generate legible independent writing of 3-5 sentences on a single topic with sentences that are varied in structure.

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS) Writing Strategies	(WA) Writing Application
1.12	2.4	3.3			
1.13	2.5				
1.15					
1.16					

Writing for this Unit

Generate legible independent writing of 3-5 sentences on a single topic with sentences that are varied in structure.

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Dates	Unit 7 Teamwork	Standards							Support Resources Focus Sounds, Decodable, HFW	Academic Vocabulary
2/17 To 3/1	Mr. McGill Goes to Town (rhyming fiction) Cooperation (photo-essay) Lesson 1 – 5 (T2 – T91)	RW	RC	RL	WC	WS	WA	LS	Focus sounds: /w/, /k/ (Kk) Decodable: #11 L5 Kim and Sam (look, with) Social Studies: Unit 6 Lesson 3 How have things changed? (Do lesson before Mr. McGill Goes to Town) Pictures needed to pre-teach vocabulary and concept of old/modern: scythe, modern harvester, water-driven mill, modern flour mill, horse and wagon, pickup truck (Google images)	cooperation teamwork band instruments
		1.12	2.4	3.3						
		1.13	2.5							
		1.15								
1.16										
3/2 To 3/8	Cleaning Up the Block (poem) Swimmy (fantasy) Cooperation (poem) Lesson 6 – 10 (T92 – T173)	RW	RC	RL	WC	WS	WA	LS	Focus sounds: /e/, /kw/ (qu), /y/ Decodable: #12 L10 Quin and the Jets (her, what)	
		1.12	2.4	3.3						
		1.13	2.5							
		1.15								
1.16										
3/9 To 3/16	Everyone Needs a Grocery Store (Social Studies Link) The Little Red Hen (fable) Lesson 11- 15 (T174 – T257)	RW	RC	RL	WC	WS	WA	LS	Focus sounds: /v/ Review: /y/, /v/, /w/, /k/, /e/, /kw/ (q) Decodable: #13 L15 Vic Yelps (was, were)	produce check ground
		1.12	2.4	3.3						
		1.13	2.5							
		1.15								
1.16										
Short Cycle Assessment for Unit 7 Due 3/21										

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Unit 8 Ready, Set, Grow

About the Unit—What makes living things grow?

In this unit kindergartners will explore the essential components that each living thing needs to grow. Students will read selections about living, growing things and make determinations about what it means to be alive. Plant life will be explored, along with the vital components for growth, such as food and water. Throughout the unit, students come to appreciate how plants grow and change.

Essential Learnings:

Reading:

Read long vowel words with “vowel-blank-e” pattern (hope, cave) (introduce).
When presented with 2 or 3 separate phonemes, track/order, count, and compare (same/different) sounds.
Manipulate sounds orally by adding, substituting, omitting, shifting, and repeating sounds.
Independently ask questions about a text.
Independently make predictions about a text.

Vocabulary: Classify and categorize science-related words (not pictures!) from Imagine It! units (ex.: “___ and ___ live in the ocean.” “___ and ___ can grow.”)

Writing:

Generate legible independent writing of 3-5 sentences on a single topic with sequential order.

Listening /Speaking

In front of the class, deliver a brief, individual oral presentation relating an experience or creative story in a logical sequence.

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS) Writing Strategies (WA) Writing Application	(L.S/L.A) Listening Speaking Listening Applications
1.7 1.8	2.2 2.5				2.3

Writing for this Unit

Generate legible independent writing of 3-5 sentences on a single topic with sequential order.

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Dates	Unit 8 Ready, Set, Grow	Standards							Support Resources	Academic Vocabulary
		RW	RC	RL	WC	WS	WA	LS LA		
3/19 To 3/23	What's Alive? (non-fiction) A Tree is a Plant (non-fiction) Lesson 1 – 5 (T2 – T89)								Focus Sounds: /a/ (long) Decodable: #14 L5 Jake Plants grapes(said, that) Science Link	seedling exploring sorting, roots, soil, branches blossoms trunk, bark
		1.7 1.8	2.2 2.5					2.3		
3/26 To 4/2	Trees (Poetry) Becoming Butterflies (fiction) Something about Me (Poetry) Lesson 6 – 10 (T90 – T169)								Focus Sounds: /a/ /i/ (long) Decodable: #15 L10 Mike and Spike (down, they)	hatch underneath fluttered growing
		1.7 1.8	2.2 2.5					2.3		
4/3 To 4/16	All Living Things (Science Link) Zinnia's Garden (fiction) Lesson 11- 15 (T170 – T249)	R1.7	RC	RL	WC	WS	WA	LS LA	Review /a/ i/ (long) Decodable: #16 L15 A Nut Pile (some, there)	seeds insects sprouts inspects measures buds
		1.8						2.3		
Short Cycle Assessments for Unit 8 Due 4/19										

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Unit 9 Red, White & Blue

About the Unit—Why do we love America?

In this unit kindergartners will explore patriotism and the reasons why we love the United States of America. Selections will inspire feelings of national pride. Particular areas of focus include the American Flag, patriotic parades, citizenship, and some of the country’s natural beauty. Students also examine the many ways that people express their patriotism.

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS) Writing Strategies	(WA) Writing Application
1.15		3.2	1.2	1.2	

Writing for this Unit

(District Writing Assessment) Generate legible independent writing with correct capitalization, punctuation and spacing. On a single topic, write 3 to 5 sentences that are varied in structure and in sequential order.

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Dates	Unit 9 Red, White & Blue	Standards							Support Resources	Academic Vocabulary
4/17 To 4/23	America Is... (non-fiction)	RW	RC	RL	WC	WS	WA	LS	Note: Teachers who wish to cover all 25 decodables may do 2 decodables per week in Units 9 & 10 Focus Sound /o/ (long) Decodable: #17 L5 An Old Flag (boy, out) Social Studies Link Unit 2 Lesson 1 Symbols Unit 6 Lesson 1: What is a holiday? (If not taught in Oct. for Columbus Day)	nation, pledge Americans, States stands for Pledge of Allegiance freedom
	F is for Flag (non-fiction) Lesson 1 – 5 (T2 – T87)	1.15		3.2	1.2	1.2				
4/24 To 4/30	Celebrate (poetry) Hats Off for the Fourth of July (realistic fiction)	RW	RC	RL	WC	WS	WA	LS	Focus sound /u/ (long) Decodable: #18 L10 Cute Little Mule (do, little)	
	America the Beautiful (poem) Lesson 6 – 10 (T88 – T165)	1.15		3.2	1.2					
5/1 To 5/11	Rules Keep Us Safe (Social Studies Link)	RW	RC	RL	WC	WS	WA	LS	Focus Sound review /o/, u/ (long) Decodable: #19 The Cutest Pet (when, then)	rules safe laws, fair citizens trials, judge declare, oath loyalty, liberty
	The American Wei (fiction) Lesson 11- 15 (T166 – T247)	1.15		3.2	1.2					
Short Cycle Assessment for Unit 1-4 Short Cycle Assessment for Unit 9 Due 5/15 DIBELS Benchmark 3										

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Unit 10 Windy Days

About the Unit—Why do we have wind?

In this unit kindergartners explore the many ways that wind keeps us cool. Students will learn how wind is created, how it changes, and how it can make our lives easier and more difficult. Through the use of kites, pinwheels, paper fans, and sailboats students explore the wind’s effect on their daily lives.

Essential Learnings:

Reading:

Read long vowel words with “vowel-blank-e” pattern (here, time) (assess).

Writing:

(District Writing Assessment) Generate legible independent writing with correct capitalization, punctuation and spacing. On a single topic, write 3 to 5 sentences that are varied in structure and in sequential order.

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS) Writing Strategies	(WA) Writing Application
1.115			1.2	1.11	

Writing for this Unit

Generate legible independent writing with correct capitalization, punctuation and spacing. On a single topic, write 3 to 5 sentences that are varied in structure and in sequential order.

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Dates	Unit 10 Windy Days	Standards							Support Resources	Academic Vocabulary
5/14 To 5/18	Can You See the Wind? (non-fiction)	RW 1.15	RC	RL	WC 1.2	WS 1.11	WA	LS	note: Teachers who wish to cover all 25 decodables may do 2 decodables per week in Unit 9 & 10) Focus Sounds: /e/ (long) Decodable: #20 L5 We Did It! (be, she)	fall
	Gilberto and Wind (fiction) Lesson 1 – 5 (T2 – T87)									
5/21 To 5/25	Go Wind (poem)	RW 1.15	RC	RL	WC 1.2	WS 1.11	WA	LS	Review sounds: review all long and short vowels sounds /a/, /e/, /i/, /o/, /u/	steam boiling
	What Happens When Wind Blows? (non-fiction) Crick! Crack! (Poem) Lesson 6 – 10 (T88 – T173)									
Short Cycle Assessment for Unit 10 Due 6/8										
5/29 To 6/8	So Much Is Moving (Science Lap Book non-fiction)	RW 1.15	RC	RL	WC 1.2	WS 1.11	WA	LS	Review sounds: review all long and short vowels sounds /a/, /e/, /i/, /o/, /u/	melody beat rhythm mist
	Wind Says Good Night (fiction) Lesson 11- 15 (T174 – T255)									

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Unit 1: *Back to School*

About the Unit:

Students will be introduced to children around the world and across time who have the common experience of going to school. They will read stories about the importance of school, the similarities and differences to students in other countries and at different time periods, as well as make personal connections to the selections read.

Reading Skills and Strategies to Focus on this Unit:

Skills: Making Connections, Visualize

Strategies: Reality vs Fantasy

Essential Learnings:

Students will become acclimated to the school environment by listening intently and following and restating two-step directions (LS 1.1/1.3)

Students will be able to identify a letter, a word, and a sentence (RW 1.3).

Students will be able to identify singular and plural nouns (WC 1.2).

Students will be able to identify the title of a selection (RW 1.2).

Students will be able to fluently read 20 HFW (RW 1.11)

Students will be able to write their first and last name.

Students will be able to recite poems, songs, rhymes, songs, and stories in the unit (LS 2.1).

***Introduce:** activating prior knowledge (RC 2.6), answering questions (RC 2.2), character, setting, plot (RC3.1)

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS)/(WA) Writing Strategies Writing Application	(LS) Listening and Speaking
1.3 1.11 (20 HFW) 1.2 (title)	2.2 2.6 3.1		1.2	WS 2.1/2.2 WA 1.2	1.1 1.3

Writing for this Unit:

WA 2.1/2.2 Introduce expository and narrative (teacher model/whole class writing)

WS 1.1 Introduce how to select a focus in writing

Suggested Writing Topics: “All About Me”, “My Autobiography”, “My School”, “My Classroom”, “My First Day of 1st Grade”

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Dates	Unit 1 : Back to School	Standards						Support Resources	Academic Vocabulary	Social Studies/SS
8/23/11 To 9/6/11	Getting Started (GS2 – GS83)									
Week 3 5 days	Read Aloud: “First Day Jitters”	RW	RC	RL	WC	WS/ WA	LS	*Suggested Skill Focus: Making Connections Decodables 5-8 Reteach pp. 1-12 Skills Practice pp. 15-28 EL Support, Unit 1 Lessons 1-5 Challenge pp. 1-6 Lesson/ Unit Assessment pp. 1-4	discovering science language lessons	S.S. 1.4 1.5
	“Back to School”* Lesson 1-5 (T2 – T137)	1.2 1.3 1.4 1.6 1.7	2.6							
Short Cycle Assessment # 1 <i>RW 1.3; RW 1.11 (12 words: see, the, is, up, have, I, a, there, can, on, am, and), write first and last name</i>										
Week 4 5 days	“Suki’s Kimono”* “Wolf!” Lesson 6-10 (T138 – T301)	RW	RC	RL	WC	WS/ WA	LS	*Making Connections *Reality vs Fantasy, Visualizing Decodables 9-13 Reteach pp. 13-24 Skills Practice pp. 29-42 EL Support, Unit 1 Lessons 6-10 Challenge pp. 7-12 Lesson/ Unit Assessment Book pp. 5-8	educated	S.S. 1.4.3.
		1.10 1.11	3.1	3.1	1.2					
Week 5 5 Days	“School Then and Now” Lesson 11-15 (T302 – T435)	RW	RC	RL	WC	WS/ WA	LS	*Making Connections Decodables 14-18 Reteach pp. 25-36 Skills Practice pp. 43-54 EL Support, Unit 1 Lessons 11-15 Challenge pp. 13-18 Lesson/Unit Assessment pp.9-12	social studies invented arithmetic illustrated	S.S. 1.1.2
		1.5 1.8 1.9	2.2							
Short Cycle Assessment # 2 <i>RW 1.2 (title); WC 1.2 (identify); LS 1.1, 1.3: RW 1.11 (8 words: did, in, it, had, him, said, has, at)</i>										

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Unit 2: Where Animals Live

About the Unit:

Students will learn about different animal habitats, as well as basic needs of animals such as food, water, shelter, and a place to raise their young.

Reading Skills and Strategies to Focus on this Unit:

Skills: Making and Confirming Predictions

Strategies: Classify and Categorize, Compare and Contrast

Essential Learnings: Phonemic Awareness

Students will be able to identify beginning, middle, and ending, and short vowel sounds of single-syllable words (RW 1.4, 1.5).

Students will be able to create and state rhyming words (RW 1.6).

Students will be able to add, delete, and change target sounds to change words (RW 1.7).

Students will be able to blend two to four phonemes into words (RW 1.8).

Students will be able to identify 20 HFW (RW 1.11).

Students will be able to identify and describe the role of an author in a selection (RL 3.2).

Students will be able to retell and respond to *who, what, when, where, and how* questions about a selection (RC 2.2).

Students will be able to recite poems, songs, rhymes, songs, and stories in the unit (LS 2.1).

***Introduce**: making predictions (RC 2.5); sequencing (RC 2.1); context clues (RC 2.4); classify and categorize (RW 1.17); sensory details (LS 2.4)

***Review**: character, setting, plot (RC 3.1)

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS)/(WA) Writing Strategies Writing Application	(LS) Listening and Speaking
1.2 (author)	2.1	3.2 (author)			2.2
1.4	2.2				2.4
1.5 (short vowels)	2.4				
1.6	2.5				
1.7	3.1				
1.8					
1.10					
1.11 (20)					
1.17					

Writing for this Unit:

WA 2.2 expository focus, WS 1.2 Use descriptions in writing

*Suggested writing topics: describe an animal, describe an animal habitat

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Dates	Unit 2 : Where Animals Live	Standards						Support Resources	Academic Vocabulary	Social Studies/SS
<p><i>Week 6</i> 5 days</p>	<p>Read Aloud: “Animal Habitats”</p> <p>“Red-Eye Tree Frog”* “Under the Ground”</p> <p>Lesson 1-5 (T2 – T147)</p>	RW	RC	RL	WC	WS/ WA	LS	<p>*Suggested skill and strategies to focus on: Predicting</p> <p>Decodables 19-25 Reteach pp. 37-48 Skills Practice pp. 55-68 EL Support, Unit 2 Lessons 1-5 Challenge pp. 19-24 Lesson/Unit Assessments pp. 25-28</p>	<p>poisonous rain forest iguana</p>	<p>Science 2.a 2.c 2.d</p>
		1.4 1.7 1.1	2.1 2.4 3.1							
<p><i>Week 7</i> 5 days</p>	<p>“Day and Night in* the Desert”</p> <p>“Animals Black and White”</p> <p>Lesson 6-10 (T148 – T289)</p>	RW	RC	RL	WC	WS/ WA	LS	<p>*Predicting</p> <p>*Classify and Categorize</p> <p>*Compare and Contrast</p> <p>Decodables 26-31 Reteach pp. 49-60 Skills Practice pp. 69-82 EL Support, Unit 2 Lessons 6-10 Challenge pp. 25-30 Lesson/Unit Assessments pp. 29-32</p>	<p>desert prey prediction confirmed protection</p>	<p>Science 2.a 4.b 4.c</p>
		1.5 1.6 1.10 1.17	2.5				2.4			
<p><i>Week 8</i> 5 days</p>	<p>“Polar Bears”</p> <p>“Barn” “Eggs”</p> <p>Lesson 11-15 (T290 – T413)</p>	RW	RC	RL	WC	WS/ WA	LS	<p>*Main Idea and Details – emphasis on answering Q’s</p> <p>Decodables 32-37 Reteach pp. 61-72 Skills Practice pp. 83-96 EL Support, Unit 2 Lessons 11-15 Challenge pp. 31-36 Lesson/Unit Assessments pp. 33-36</p>	<p>camouflage nests marsh</p>	<p>Science 2.a,2.b,2.c,3 S.S. 1.1.1, 1.4.3, 1.5.2</p>
		1.8 1.9 1.10	2.2				2.2 2.4			
<p>Short Cycle Assessment # 3</p> <p><i>RW 1.2 (author), 1.4, 1.5 (short vowels), 1.6, 1.7, 1.8, 1.10 (short vowels), RW 1.11 (20: call, look, was, what, big, got, to, ask, of, as, he, his, just, down, if, its, red, help, then, six); RC 2.2; RL:3.2 (author); LS 2.2</i></p>										

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Unit 3: I am Responsible

About the Unit:

Students gain an understanding of what responsibility is as they observe the actions of characters in the story and people around them. They gain a deeper understanding of what responsibility is and how we show we are responsible.

Reading Skills and Strategies to Focus on this Unit:

Skills: Clarifying, predicting, visualizing

Strategies: Cause and Effect, Reality and Fantasy

Essential Learnings:

Students will be able to segment single-syllable words into their components (RW 1.9)

Students will be able to identify 18 HFW (RW 1.11)

Students will be able to use knowledge of r-controlled letter-sound associations to read words (RW 1.12)

Students will be able to read common word families (RW 1.15)

Students will be able to use prior knowledge to better comprehend a selection (RC2.6)

Students will be able to identify and retell a story using basic story grammar such as character, setting, and plot (RC 3.1, LS 2.2).

Students will be able to identify and describe the role of an illustrator of a selection (RL 3.1)

Students will be able to capitalize the first word of a sentence, names of people, and the pronoun *I* (WC 1.7)

Students will be able to recite poems, songs, rhymes, songs, and stories in the unit (LS 2.1).

***Introduce:** types of sentences (WC 1.4); end marks (WC 1.5); descriptive words in speaking (LS 1.5); staying on topic while speaking (LS 1.4)

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS)/(WA) Writing Strategies Writing Application	(LS) Listening and Speaking
1.9 1.11 (18) 1.12 1.15	2.6 3.1	3.2 (illustrator)	1.4 1.5 1.7		1.4 1.5 2.2 (story grammar)

Writing for this Unit:

WA 2.1 narrative focus, LS 2.3 Introduce sharing narrative

Suggested writing topics: a time when they were proud of themselves, a time when they had to say sorry to someone, a time when they were responsible at home or school, a time when they did something because it was the right thing to do

Dates	Unit 3 : I am	Standards	Support Resources	Academic	Social
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	Responsible							Vocabulary	Studies/SS	
Week 9 5 days	Read Aloud: “Manana Iguana”	RW	RC	RL	WC	WS/ WA	LS	*Suggested skills and strategies: Clarifying Decodables 38-42 Reteach pp. 73-84 Skills Practice pp. 97-110 EL Support, Unit 3 L. 1-5 Challenge pp. 37-42 Lesson/Unit Assess. pp. 49-52	responsibility recycle respect obey	S.S. 1.1.1 1.1.2 1.5.1
	“Responsibility”* “What Does it* Mean to be Responsible?” Lesson 1-5 (T2 – T129)	1.12	2.6 3.1	3.2	1.7		1.5 2.2			
Week 10 5 days	“Arthur’s Pet Business”*	RW	RC	RL	WC	WS/ WA	LS	*predicting *reality and fantasy *visualizing Decodables 43-49 Reteach pp. 85-96 Skills Practice pp. 111-124 EL Support, Unit 3 L. 1-5 Challenge pp. 43-48 Lesson/Unit Assess. pp. 53-56	inspected	S.S. 1.6.2 1.1.2 1.3.1 1.3.2
	“Pigsty” Lesson 6-10 (T130 – T279)	1.12 1.9	3.1	3.2	1.4 1.5		1.4 2.2			
Week 11 5 days	“Talking about Our Environment”*	RW	RC	RL	WC	WS/ WA	LS	*clarifying *cause and effect *visualizing Decodables 50-55 Reteach pp. 97-108 Skills Practice pp. 125-138 EL Support, Unit 3 L. 1-5 Challenge pp. 49-54 Lesson/Unit Assess. pp. 57-60	environment industry pollute	S.S. 1.1.2
	“When I Get Up in the Morning”* Lesson 11-15 (T280 – T401)	1.15	2.6	3.2	1.4 1.5		1.5 2.2			
Short Cycle Assessment # 4										
<i>RW 1.9, 1.12, 1.15</i>										
<i>RW 1.11 (18: get, that, this, for, out, jump, little, went, will, when, girl, her, with, am, they, but, do, she),;</i>										
<i>RC 2.6, 3.1; RL 3.2 (illustrator); WC 1.7; LS (2.2)</i>										

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Unit 4: *Our Neighborhood at Work*

About the Unit:

Students will explore and discuss common jobs within the community, as well as explore their own desires for their role within their neighborhood. The selections in this unit will discuss many types of work and many kinds of workers. Students might make connections to the variety of jobs their parents and families have in the community, as well as jobs or chores they might have at home. They will learn about jobs that are paid, volunteer, and are centered on hobbies. Students will identify the importance of work.

Reading Skills and Strategies to Focus on this Unit:

Skills: Summarize, Asking Questions, Clarifying

Strategies: Main Idea/Details

Essential Learnings:

Students will be able to read 14 more HFW (RW 1.11)

Students will be able to read inflectional endings and root words (RW 1.14)

Students will be able to classify and categorize words within a selection (RW 1.17)

Students will be able to distinguish between declarative, exclamatory, and interrogative sentences (WC 1.4)

Students will be able to use descriptive words when speaking about life events and/or personal experiences (LS 1.5, 2.3)

Students will be able to recite poems, songs, rhymes, songs, and stories in the unit (LS 2.1).

***Introduce**: Retell main idea of a *narrative* passage (RC 2.7), beginning, middle, end of story (RC 3.1); clarifying and asking questions (LS 1.2)

***Review**: end marks (WC 1.5); speaking on topic (LS 1.4)

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS)/(WA) Writing Strategies Writing Application	(LS) Listening and Speaking
1.11 (14) 1.14 1.17	2.7 3.1		1.4 1.5		1.2 1.4 1.5 2.3

Writing for this Unit:

WA 2.1 narrative focus, LS 2.3*review sharing narrative

Suggested writing focus: “What I Want to be When I Grow Up”

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Dates	Unit 4 : Our Neighborhood at Work	Standards						Support Resources	Academic Vocabulary	Social Studies/SS
		RW	RC	RL	WC	WS/WA	LS			
Week 12 5 days	Read Aloud: “What I Want to Be”							*Suggestions for strategies and skills to focus on: Main Idea/Details Decodables 56-60 Reteach pp. 109-118 Skills Practice pp. 139-152 EL Support, Unit 4 L. 1-5 Challenge pp. 55-59 Lesson/Unit Assess. pp. 73-76	protecting steel	S.S. 1.4.3 1.6.2
	“Everybody Works” “Worksong” Lesson 1-5 (T2 – T127)		3.1		1.5		2.3			
Week 13 5 days	“Quinto’s Neighborhood”							*Asking Questions, Clarifying, Classify and Categorize, Summarize, and Main Idea/Details Decodables 61-64 Reteach pp. 119-128 Skills Practice pp. 153-164 EL Support, Unit 4 L. 6-10 Challenge pp. 60-64 Lesson/Unit Assess. pp. 77-80	equipment	S.S. 1.6.2 1.5.1
	“Firefighters” Lesson 6-10 (T128 – T269)	1.10 1.17	2.7		1.4 1.5		1.2 1.4 1.5			
Week 14 5 days	“A Busy Day at Mr. Kang’s Grocery Store”							*Summarize *Main Idea/Details Decodables 65-67 Reteach pp. 129-136 Skills Practice pp. 165-178 EL Support, Unit 4 L.11-15 Challenge pp. 65-68 Lesson/Unit Assess. pp. 81-84	arrange customs country	S.S. 1.5.2 1.6.2 1.6.1
	“Wake Up!” Lesson 11-15 (T270 – T377)	1.10 1.14 1.17			1.4 1.5		1.2			
Short Cycle Assessment # 5										
<i>RW: 1.11 (14: yes, all, were, ride, walk, we, will, make, you, go, like, after, over, them), 1.14, 1.17; WC 1.4; LS 1.5, 2.3*</i>										

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Unit 5: What's the Weather?

About the Unit:

Students will explore different weather in various locations. They will have a better understanding of what weather is, how it works, and how we measure it. They will discover that weather plays an important role in our lives, from what we wear to school to whether farmers will have good crops. Students will read selections that discuss different types of weather in the various seasons.

Reading Skills and Strategies to Focus on this Unit:

Skills: Clarifying, Summarizing

Strategies: Main Idea/Details, Compare/Contrast, Cause/Effect

Essential Learnings:

Students will be able to identify and blend long vowels sounds in single-syllable words (RW 1.5, 1.10)

Students will be able to read 20 more HFW (RW 1.11).

Students will be able to read compound words (RW 1.13).

Students will be able to use singular and plural nouns in writing and speaking (WC 1.2).

Students will be able to use appropriate end marks at the end of a sentence (1.5).

Students will be able to stay on topic and provide descriptions in speaking (LS 1.4, 2.4).

Students will be able to use descriptive words in writing (WS 1.2).

Students will be able to recite poems, songs, rhymes, songs, and stories in the unit (LS 2.1).

***Introduce:** main idea of *expository* passage (RC 2.7)

***Review:** sequencing (RC 2.1); context clues (RC 2.4); beginning, middle, end of a story (RC 3.1)

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS)/(WA) Writing Strategies Writing Application	(LS) Listening and Speaking
1.5 (long vowels)	2.1		1.2 (use S/P nouns)	WS 1.2	1.4
1.10 (long vowels)	2.4		1.5		2.4
1.11 (20)	2.7				
1.13 (compound words)	3.1				

Writing for this Unit:

WA 2.2 expository, WS 1.2*Use descriptions when writing

Suggested writing topics: describe your favorite season, describe what you might wear, do, feel in a type of weather; write a weather report for the week

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Dates	Unit 5: What's the Weather?	Standards						Support Resources	Academic Vocabulary	Social Studies/SS
		RW	RC	RL	WC	WS/WA	LS			
Week 15 5 days	Read Aloud: "I Call it Sky"		2.1 2.7		1.2	WS 1.2	1.4	<i>*Suggested skills and strategies to focus on:</i> *Clarifying *Main Idea/Details Decodables 68-70 Reteach pp. 137-144 Skills Practice pp. 179-192 EL Support, Unit 5 L. 1-5 Challenge pp. 69-72 Lesson/Unit Assess. pp. 97-100	funnel government shelter	Science 1.a 1.b 2.b 3.c
	"When a Storm Comes Up"									
Week 16 5 days	"Listen to the Rain" Lesson 1-5 (T2 – T129)							*Clarifying, Compare/Contrast, Summarize, Cause and Effect Decodables 71-74 Reteach pp. 145-152 Skills Practice pp. 193-206 EL Support, Unit 5 L. 6-10 Challenge pp. 73-76 Lesson/Unit Assess. pp. 101-104		Science 3.a, 3.b, 1.a, 1 4.b S.S. 1.2.4
	"On the Same Day in March: A Tour of the World's Weather"	1.5 1.13 1.10	2.1 2.4		1.5		2.4			
Week 17 5 days	"Clouds, Rain, Snow, and Ice"							*Clarifying, Main Idea/Details, Summarizing, Cause and Effect Decodables 75-78 Reteach pp. 153-160 Skills Practice pp. 207-220 EL Support, Unit 5 L. 11-15 Challenge pp. 77-80 Lesson/Unit Assess. pp. 105-108	tornado	Science 3.a 4.b
	"A Good Day for Kites" Lesson 6-10 (T130 – T253)									
Week 17 5 days	"Deserts"							*Clarifying, Main Idea/Details, Summarizing, Cause and Effect Decodables 75-78 Reteach pp. 153-160 Skills Practice pp. 207-220 EL Support, Unit 5 L. 11-15 Challenge pp. 77-80 Lesson/Unit Assess. pp. 105-108	tornado	Science 3.a 4.b
	"Snow is Good!"	1.10 1.13	2.1 2.7 3.1		1.5		1.4			
Short Cycle Assessment # 6										
<i>RW 1.5 (long vowels), 1.10 (long vowels), 1.11 (20: or, two, be, green, take, every, could, boy, some, going, here, day, way, sleep, don't, my, too, came, me, right), 1.13 (compound words); WC 1.2 (use S/P nouns), 1.5; LS 1.4, 2.4; WS 1.2</i>										

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Unit 6: *North, South, East, West*

About the Unit:

Students will learn how maps and globes help us find our way through the world. Students will also understand what maps are and how they are used. They will also grasp the concept that they can explore the world through reading.

This unit will feel less impacted than the previous 5 units. After heavily assessing students on phonemic awareness, use this unit to review missed concepts or gaps from the previous units. Also, in the next 3 units, students will be heavily assessed on reading comprehension. This unit was also lightened to create space for teachers to front-load skills and strategies that will be assessed in the coming units.

Reading Skills and Strategies to Focus on this Unit:

Skills: Visualize, Clarify, Asking Questions

Strategies: Main Idea/Details, Compare and Contrast, Sequencing

Essential Learnings:

Students will be able to read 9 more HFW (RW 1.11).

Students will be able to use knowledge of basic rules of punctuation and capitalization when writing (WC 1.6).

Students will be able to recite poems, songs, rhymes, songs, and stories in the unit (LS 2.1).

*Review: sequencing (RC 2.1); beginning, middle, and ending of a story (RC 3.1); narrative and expository writing (WA 2.1/2.2)

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS)/(WA) Writing Strategies Writing Application	(LS) Listening and Speaking
1.11 (9)	2.1 3.1		1.6	WA 2.1 WA 2.2	

Writing for this Unit:

WA 2.1/2.2 Review both types of writing based on need

Suggested writing topics: describe how to get to school from your house, describe how to get from classroom to another location on campus
 describe a place you would like to visit and tell how you would get there

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Dates	Unit 6: North, South, East, West	Standards						Support Resources	Academic Vocabulary	Social Studies/SS
		RW	RC	RL	WC	WS/WA	LS			
Week 18 5 days	Read Aloud: “The Captain Yankee’s”							<i>*Suggested skills and strategies to focus on:</i> *Clarifying, Compare & Contrast, Visualize Decodables 79-81 Reteach pp. 161-168 Skills Practice pp. 221-234 EL Support, Unit 6 L. 1-5 Challenge pp. 81-84 Lesson/Unit Assess. pp. 121-124	map, state earth street, town country world, globe	S.S. 1.2.1 1.2.2 1.2.4
	“Me on the Map” “Classroom Globe” Lesson 1-5 (T2 – T121)				1.6					
Week 19 5 days	“Looking at Maps and Globes”							*Asking Questions, Main Idea/Details, Visualize, Sequencing, Clarifying Decodables 82-84 Reteach pp. 169-176 Skills Practice pp. 235-244 EL Support, Unit 6 L. 6-10 Challenge pp. 85-88 Lesson/Unit Assess. pp. 125-128	equator capitol building	S.S. 1.2.1 1.2.2 1.3.3
	“A Trip to Grandma’s House” “The Special Day” Lesson 6-10 (T122 – T241)		2.1 3.1		1.6					
Week 20 5 days	“Sam’s Map”							*Asking Questions, Sequencing, Main Idea/Details Decodables 85-87 Reteach pp. 177-184 Skills Practice pp. 249-262 EL Support, Unit 6 L.11-15 Challenge pp. 89-92 Lesson/Unit Assess. Pp. 129-132	neighborhood north east south	S.S. 1.2.2 1.2.4
	“Our Class Trip” “The Zoo Trip” Lesson 11-15 (T242 – T349)		2.1 3.1		1.6					
Short Cycle Assessment # 7 WC 1.6; RW 1.11 (9: no, their, away, saw, blue, one, very, good, now)										

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Unit 7: *I Think I Can*

About the Unit:

Students will learn that a positive attitude and perseverance leads to success in school and life. Students will read stories about characters and real people who have persevered through trial and circumstances that are not easy.

Reading Skills and Strategies to Focus on this Unit:

Skills: Summarizing, Predicting, Asking Questions

Strategies: Sequencing, Cause and Effect

Essential Learnings:

Students will be able to read 17 more HFW (RW 1.11).

Students will be able to use knowledge of vowel diagraphs to read words (RW 1.12).

Students will be able to read common families (RW 1.15).

Students will be able to make and confirm predictions when reading unfamiliar text (RC 2.5).

Students will be able to retell the main idea of simple narrative passages (RC 2.7).

Students will be able to identify and describe (summarize) the beginning, middle, and ending of a selection (RC 3.1).

Students will be able to show mastery in writing a brief, focused narrative describing an experience (WA 2.1, WS 1.1)

Students will be able to recite poems, songs, rhymes, songs, and stories in the unit (LS 2.1).

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS)/(WA) Writing Strategies Writing Application	(LS) Listening and Speaking
1.11 (17) 1.12 (vowel diagraphs) 1.15	2.5 2.7 (narrative) 3.1			WA 2.1 (narrative) WS 1.1	

Writing for this Unit

WA 2.1 Students should show mastery of narrative writing as a focus

WS 1.1 Students should show mastery of selecting a focus when writing.

Suggested topics for writing: a story about a character who does not give up; a time when you kept trying something to reach your goal; a time when you saw someone persevere through something difficult

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Dates	Unit 7: I Think I Can	Standards						Support Resources		Academic Vocabulary	Social Studies/SS
Week 21 5 days	Read Aloud: “Franklin Rides a Bike” “The Kite” Lesson 1-5 (T2 – T123)	RW	RC	RL	WC	WS/ WA	LS	<i>*Suggestion for skills and strategies to focus on:*</i> Predicting, Summarizing			
		1.12 1.15	2.5 2.7					Decodables 88-91 Reteach 2 pp. 1-14 Skills Practice 2 pp. 1-22 EL Support, Unit 7 L. 1-5 Challenge 2 pp. 1-7 Lesson/Unit Assess.2, pp. 1-6	Leveled Readers: Strategic: “Nan Can Dance” BM: “Trying Something New” EL: “Nick’s Art” Adv.: “You Can Do It, Bao!”	strong wave	S.S. 1.4.3 1.5.3
Week 22 5 days	“The Little Engine that Could” “Riddles” Lesson 6-10 (T124 – T245)	RW	RC	RL	WC	WS/ WA	LS	<i>*Asking Questions, Summarizing</i>			
		1.12 1.15	2.7					Decodables 92-94 Reteach 2 pp. 15-26 Skills Practice 2 pp. 23-40 EL Support, Unit 7 L. 6-10 Challenge 2 pp. 8-13 Lesson/Unit Assess.2 pp.7-12	Leveled Readers: Strategic: “To the Moon!” BM: “Christopher Columbus Explores” EL: “Christopher Columbus” Adv.: “Sue Hendrickson”	mountain engine character	S.S. 1.4.2 1.2.4
Short Cycle Assessment # 8 <i>RW 1.11(10: are, brown, how, about, around, long, know, want, by, into), 1.15; RC 2.7;</i>											
Week 23 5 days	“The Itsy Bitsy Spider” “The Tortoise and the Hare” Lesson 11-15 (T246 – T359)	RW	RC	RL	WC	WS/ WA	LS	<i>*Summarizing, Cause/Effect, Predicting, Sequencing</i>			
		1.12	2.5 3.1					Decodables 95-98 Reteach 2 pp. 27-42 Skills Practice 2 pp. 41-60 EL Support, Unit 7 L.11-15 Challenge 2 pp. 14-21 Lesson/Unit Assess.2 pp.13-18	Leveled Readers: Strategic: “Alexander Graham Bell” BM: “The Wright Brothers” EL: “The First Airplane” Adv.: “What is in Space?”	spider dew hare pace waterspout	Science 1.a 1.b 3.c

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Dates	Unit 7	Standards						Support Resources			Academic Vocabulary	Social Studies/SS
Week 24 5 days	“Winners Never Quit!” Lesson 16-20 (T360 – T469)	RW	RC	RL	WC	WS/ WA	L S	*Predicting, Summarizing (review Character, Setting, Plot)				
		1.12	2.5 2.7 3.1					Decodables 99-101 Reteach 2 pp. 43-54 Skills Practice 2 pp. 61-78 EL Support, Unit 7 Lessons 16-20 Challenge 2 pp. 22-27 Lesson/Unit Assess.2 pp. 19-26	Leveled Readers: Strategic: “We Know We Can!” BM: “We Can Do It!” EL: “Keep Trying!” Adv.: “A Team Sport”		Science 4.3 S.S. 1.1.2	
<i>Short Cycle Assessment # 9</i> <i>RW 1.11 (7: before, yellow, old, any, from, water, come), 1.12 (vowel diagraphs); RC 2.5, 3.1; WA 2.1, WS 1.1</i>												

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Unit 8: Away We Grow!

About the Unit:

Students will learn discover more in-depth information about how plants grow and where they grow. The stories they read will allow them to explore various types of plants, including unique ones that they might not otherwise be exposed to. Students will gain a solid foundation that plants grow from seeds, and that they need soil, water, sunlight, and the proper environment to thrive.

Reading Skills and Strategies to Focus on this Unit:

Skills: Summarize, Clarify, Asking Questions

Strategies: Compare and Contrast; Sequencing; Classify and Categorize; Cause and Effect

Essential Learnings:

Students will be able to read 4 more HFW (RW 1.11).

Students will be able to read contractions and inflectional endings of a word (RW 1.13 and RW 1.14).

Students will be able to identify a text that uses sequencing or other logical order, such as cause/effect (RC 2.1).

Students will be able to retell the main ideas of a simple expository passage (RC 2.7).

Students will be able to identify and use contractions and singular possessive pronouns (WC 1.3).

Students will be able to show mastery of focused, expository writing using sensory details (WA 2.2, WS 1.1).

Students will be able to recite poems, songs, rhymes, songs, and stories in the unit (LS 2.1).

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS)/(WA) Writing Strategies Writing Application	(LS) Listening and Speaking
1.11 (4) 1.13 1.14	2.1 2.7 (expository)		1.3	WA 2.2 (expository) WS 1.1	

Writing for this Unit

WA 2.1 Students should show mastery of expository writing as a focus

WS 1.1 Students should show mastery of selecting a focus when writing.

Suggested writing topics: describe a new plant you learned this unit; describe how you would grow a plant; describe how a seed turns into a plant; describe a plant growing around your school or home; describe how animals use plants; describe what a plant needs to survive; describe how people use plants; write a summary of a selection in the unit

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Dates	Unit 8: Away We Grow!	Standards						Support Resources	Academic Vocabulary	Social Studies/SS
		RW	RC	RL	WC	WS/WA	LS			
Week 21 5 days	Read Aloud: “Cactus Hotel”							<i>*Suggested skills and strategies to focus on: Summarize, Compare & Contrast</i>		
	“How a Seed Grows” Lesson 1-5 (T2 – T113)	1.13	2.1 2.7					Decodable 102 Reteach 2 pp. 55-64 Skills Practice 2 pp. 79-90 EL Support, Unit 8 L. 1-5 Challenge 2 pp. 28-32 Lesson/Unit Assess. 2, pp.41-46	Leveled Readers: Strategic: “Wonderful Water Plants” BM: “Fruits with Seeds” EL: “Fruits Have Seeds” Adv.: “The Great Mushroom Hunt”	plants soil root shoots
Week 22 5 days	“The Garden”	RW	RC	RL	WC	WS/WA	LS	<i>*Summarize, *Sequencing (BME)</i>		
	“Saguaro” Lesson 6-10 (T114 – T215)		2.1					Decodable 103 Reteach 2 pp. 65-76 Skills Practice 2 pp. 91-104 EL Support, Unit 8 L. 6-10 Challenge 2 pp. 33-38 Lesson/Unit Assess.2, pp.47-52	Leveled Readers: Strategic: “Wonderful Water Plants” BM: “Fruits with Seeds” EL: “Fruits Have Seeds” Adv.: “The Great Mushroom Hunt”	flower
Short Cycle Assessment # 10-- RW 1.11(2: five, would, 1.13 (compound words); RC 2.1										
Week 23 5 days	“Green and Growing: A Book about Plants”	RW	RC	RL	WC	WS/WA	LS	<i>*Clarify, Classify and Categorize</i>		
	Lesson 11-15 T216 – T305)	1.14	2.1 2.7					Decodable 104 Reteach 2 pp. 77-88 Skills Practice 2 pp. 105-118 EL Support, Unit 8 L.11-15 Challenge 2 pp. 39-44	Leveled Readers: Strategic: “The Apple Man” BM: “George Washington Carver” EL: “The Plant Man” Adv.: “Luther Burbank	senses stems energy blooming

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								Lesson/Unit Assess.2, pp.53-58	Loved Plants”			
Week 24 5 days	“Flowers” “Flowers at Night” Lesson 16-20 (T306 – T399)	RW	RC	RL	WC	WS/ WA	LS	*Asking Questions, Compare and Contrast				
		1.14	2.1 2.7		1.3			Decodable 105 Reteach 2 pp. 89-100 Skills Practice 2 pp. 119-130 EL Support, Unit 8 L. 16-20 Challenge 2 pp. 45-50 Lesson/Unit Assess.2, pp.59-64	Leveled Readers: Strategic: “The Apple Man” BM: “George Washington Carver” EL: “The Plant Man” Adv.: “Luther Burbank Loved Plants”	pollen stamens pistil, buds, petals	S.S. 1.6.1 Science 2.a, 2.c, 4.b, 4.e	
Week 25 5 days	“Plants that Eat Animals” Lesson 21-25 (T400 – T497)	RW	RC	RL	WC	WS/ WA	LS	*Asking Questions, Cause and Effect				
			2.7					Decodable 106 Reteach 2 pp. 101-110 Skills Practice 2 pp. 131-142 EL Support, Unit 8 L. 21-25 Challenge 2 pp. 51-55 Lesson/Unit Assess.2, pp.65-70	Leveled Readers: Strategic: “Pumpkins!” BM: “These Plants Eat Bugs” EL: “A Fun Class Trip” Adv.: “Bread Is For Everyone”	wetlands insects liquid	Science 2.a 2.c 4.c, 4.b	
<p><i>Short Cycle Assessment # 11-- RW 1.11 (2: pretty, your), 1.13 (contractions), 1.14; WC 1.3/RW 1.13 (contractions); RC 2.7 (expository)</i></p>												

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Unit 9: *Home, Sweet Home*

About the Unit:

Students will learn that there are many shapes and sizes of homes, the reason for their different appearances, and various ways homes are constructed around the world. They will learn about home in different cultures, and also contrast and compare their homes to homes of animals. Students will identify the importance of homes.

Reading Skills and Strategies to Focus on this Unit:

Skills: Clarifying, Asking Questions

Strategies: Compare and Contrast, Classify and Categorize, Main Idea and Details

Essential Learnings:

Students will be able to read 3 final HFW, resulting in reading a total of 125 HFW in first grade (RW 11.1).

Students will be able to use context clues to resolve ambiguities of a word and sentence meaning (RC 2.4).

Students will be able to ask questions for clarifying and understanding (LS 1.2).

Students will be able to recollect, talk, and write about books read during the school year (RL 3.3).

Students will be able to recite poems, songs, rhymes, songs, and stories in the unit (LS 2.1).

Focus Standards for this Unit:

(RW) Word Analysis and Vocabulary Development	(RC) Reading Comprehension	(RL) Literary Response and Analysis	(WC) Written and Oral English Language Conventions	(WS)/(WA) Writing Strategies Writing Application	(LS) Listening and Speaking
11.1 (3)	2.4	3.3			1.2

Writing for this Unit:

REVIEW WA 2.1/2.2

*Reassess as needed

Suggested writing topics: describe your home; describe your favorite room in your home; describe your favorite room in the White House; describe the White House; summarize a selection in the unit; describe the home of your favorite animal; describe how to build a home; describe your dream home

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Dates	Unit 9: Home, Sweet Home	Standards						Support Resources	Academic Vocabulary	Social Studies/SS	
		RW	RC	RL	WC	WS/WA	LS				
Week 30 5 days	Read Aloud: “A House is a House for Me” “Homes” Lesson 1-5 (T2 – T107)							<i>*Suggested skills and strategies to focus on:*</i> Clarifying, Compare & Contrast			
			2.4					Decodable 107 Reteach 2 pp. 111-120 Skills Practice 2 pp. 143-154 EL Support, Unit 9 L. 1-5 Challenge 2 pp. 56-60 Lesson/Unit Asses. 2, pp.87-92	Leveled Readers: Strategic: “A Trip to the City” BM: “Neena’s New Home” EL: “A New Home” Adv.: “Going Home”	shelter Artic	S.S. 1.2.4
Week 31 5 days	“Home Around the World” “Building a House” Lesson 6-10 (T108 – T213)							RL 3.3-“discuss the selection”; Theme Connections, <i>*Clarifying, *Classify &Categorize</i>			
			2.4	3.3				Decodable 108 Reteach 2 pp. 121-132 Skills Pract. 2 pp. 157-170 EL Support, Unit 9 L. 6-10 Challenge 2 pp. 61-66 Lesson/Unit Assess. 2, pp.93-98	Leveled Readers: Strategic: “A Trip to the City” BM: “Neena’s New Home” EL: “A New Home” Adv.: “Going Home”	builders electrician	Science 4.b
Week 32 5 days	“The White House” “Snail’s Place” Lesson 11-15 (T214 – T305)							<i>*Asking Questions, *Main Idea and Details</i>			
			2.4				1.2	Decodable 109 Reteach 2 pp. 133-142 Skills Practice 2 pp. 171-186 EL Support, Unit 9 L. 11-15 Challenge 2 pp. 67-72 Lesson/Unit Assess. 2, pp.99-104	Leveled Readers: Strategic: “Now and Then” BM: “Animals in the Woods” EL: “Who Lives in the Woods?” Adv.: “Before Electricity”	White House symbol, president United States Washington, D.C. Oval Office	Science 4.b

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<i>Short Cycle Assessment # 12-- RW 1.11 (3: four, put, where)RC 2.4, LS 1..2</i>											
Week 33 5 days	“Finding Shelter”	RW	RC	RL	WC	WS/W A	LS	*Asking Questions, *Compare and Contrast			
	“Home” Lesson 16-20 (T306 – T405)							Decodable 110 Reteach 2 pp. 145-156 Skills Practice 2 pp. 187-200 EL Support, Unit 9 Lessons 16-20 Challenge 2 pp. 73-78 Lesson/Unit Assessment Book 2, pp.105-110	Leveled Readers: Strategic: “Now and Then” BM: “Animals in the Woods” EL: “Who Lives in the Woods?” Adv.: “Before Electricity”	hibernating thaw underground	Science 1.b, 2.a, 2.c, 4.d
Week 34 5 days	“The House is Made of Mud”	RW	RC	RL	WC	WS/W A	LS	*Asking Questions			
	Lesson 21-25 (T406 – T505)		2.4					Decodable 111 Reteach 2 pp. 157-168 Skills Practice 2 pp. 187-212 EL Support, Unit 9 Lessons 21-25 Challenge 2 pp. 79-84 Lesson/Unit Assessment Book 2, pp.111-132	Leveled Readers: Strategic: “Homes to Go” BM: “Homes Over Time” EL: “Homes Then and Now” Adv.: “Animals Underground”	mice share	S.S. 1.2.1
Short Cycle Assessment # 13: RC 2.4											