

First Grade Pacing Guide!

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Common Core
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First Grade Pacing Guide
By week before, week beginning and ending week before

Week #	Week Dates	High Week	Reading Comprehension Strategies	Writing	Math	Science	Art	Music
1	August 27 - September 3	1	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
2	September 4 - September 10	2	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
3	September 11 - September 17	3	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
4	September 18 - September 24	4	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
5	September 25 - October 1	5	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
6	October 2 - October 8	6	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
7	October 9 - October 15	7	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
8	October 16 - October 22	8	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
9	October 23 - October 29	9	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
10	October 30 - November 5	10	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
11	November 6 - November 12	11	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
12	November 13 - November 19	12	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
13	November 20 - November 26	13	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
14	November 27 - December 3	14	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
15	December 4 - December 10	15	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
16	December 11 - December 17	16	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
17	December 18 - December 24	17	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
18	December 25 - January 1	18	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
19	January 2 - January 8	19	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
20	January 9 - January 15	20	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
21	January 16 - January 22	21	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
22	January 23 - January 29	22	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
23	January 30 - February 5	23	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
24	February 6 - February 12	24	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
25	February 13 - February 19	25	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
26	February 20 - February 26	26	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
27	February 27 - March 5	27	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
28	March 6 - March 12	28	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
29	March 13 - March 19	29	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
30	March 20 - March 26	30	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
31	March 27 - April 2	31	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
32	April 3 - April 9	32	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
33	April 10 - April 16	33	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
34	April 17 - April 23	34	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
35	April 24 - April 30	35	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
36	May 1 - May 7	36	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
37	May 8 - May 14	37	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
38	May 15 - May 21	38	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
39	May 22 - May 28	39	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
40	May 29 - June 4	40	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
41	June 5 - June 11	41	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
42	June 12 - June 18	42	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
43	June 19 - June 25	43	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
44	June 26 - July 2	44	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
45	July 3 - July 9	45	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
46	July 10 - July 16	46	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
47	July 17 - July 23	47	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
48	July 24 - July 30	48	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
49	July 31 - August 6	49	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
50	August 7 - August 13	50	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
51	August 14 - August 20	51	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.
52	August 21 - August 27	52	Identify the main idea and supporting details.	Write a story.	Counting.	Weather.	Art.	Music.



Classroom Resources

Pacing Guide For Common Core

Todd Stanley, Jana Alig



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State Standards for English language arts for grades 6-8 in this resource which focuses on areas of instruction, curriculum, assessment, and intervention. You'll also learn how to implement the CCSS within the powerful PLC at Work™ process. Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning.

Minding the Achievement Gap One Classroom at a Time Jane E. Pollock, Sharon M. Ford, Margaret M. Black, 2012 A companion to *Improving Student Learning One Teacher at a Time*, this book identifies small, specific adjustments to planning, teaching, and assessment practices that will support more effective learning in every student every day and help close the achievement gap on a classroom-by-classroom basis from publisher description. **The Ultimate Student Teaching Guide** Kisha N. Daniels, Gerrelyn C. Patterson, Yolanda L. Dunston, 2013-12-26 Concise and focused on practical strategies, this engaging, lighthearted guide provides teacher candidates a road map for negotiating the complex and diverse terrain of pre-K through 12 schools while providing opportunities to develop the skills of reflection that are crucial to becoming a successful practitioner. The Second Edition provides practical, research-based, field-tested strategies that student teachers can immediately apply as they encounter school concerns, solve classroom challenges, negotiate social conflicts, and new to this edition, navigate the job search and interview process. Concluding chapters challenge readers to view student teaching as a process and to use reflection as a tool for professional growth. Thoroughly updated throughout, the Second Edition includes expanded coverage of workplace professionalism, an introduction to accreditation, and the Common Core standards and more.

From Rigorous Standards to Student Achievement Laura Mc Cullough, Michael D. Rettig, Karen Santos, 2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students. At the same time, it demonstrates how to meet the needs of diverse learners. **The School Improvement Planning Handbook** Daniel L. Duke, Marsha Carr, William Sterrett, 2012-12-27 Developing and updating school improvement plans is an annual ritual for virtually all school principals and their school improvement committees. Still, large numbers of schools continue to produce disappointing outcomes. The authors believe that part of the problem is the result of plans that focus on the wrong targets and that rely on ineffective strategies for improvement. To help principals and their school improvement committees develop and implement plans with a greater likelihood of success, the authors offer a step-by-step process for school improvement planning. They go on to pinpoint specific school improvement goals, including raising reading and mathematics achievement, building robust school cultures, addressing the needs of English language learners, improving instruction, and reducing absenteeism and dropouts. For each goal, a variety of objectives and proven strategies is presented along with sample school improvement plans. The book addresses the differences in planning to turn around a low-performing school, planning to sustain improvements over time, and planning to move a good school to a great school. **Deliberate and Courageous Principal** Rhonda J. Roos, 2021-10-15 Fully step into your power as a school principal. By delving deep into five essential leadership actions and five essential leadership skills, you will learn how to grow in your role and accomplish incredible

outcomes for your students and staff Author Rhonda J Roos provides clear direction for establishing a vision reframing conflict leaning into the positive and much more Study the five essential actions and five essential skills all leaders must adopt to develop successful high achieving schools Discover how to create a collective vision and learn next steps to move progress forward Observe strategies to maintain a positive outlook as you hone your leadership skills Review the most effective ways to manage time organize meetings and address other common concerns shared by principals at every level Receive reflection questions next steps and reproducible templates to deepen understanding of effective leadership Contents Introduction Part 1 Essential Leadership Actions Chapter 1 Establish a Vision Focused on Learning Chapter 2 Clarify the Essential Work Chapter 3 Create Teams to Move the Work Forward Chapter 4 Take Action Instead of Being Busy Chapter 5 Lead Effective Meetings Part 2 Essential Leadership Skills Chapter 6 Build Relationships Chapter 7 Reframe Conflict Chapter 8 Hold People Accountable Chapter 9 Lean Into the Positive Chapter 10 Turn Inward Closing References and Resources Index

Common Core English Language Arts in a PLC at Work®, Grades 3-5 Douglas Fisher, Nancy Frey, 2012-10-25 Explore strategies for integrating the Common Core State Standards for English language arts for grades 3 5 in this interdisciplinary resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning

Common Core English Language Arts in a PLC at Work®, Grades 9-12 Douglas Fisherr, Nancy Frey, 2013-01-09 Explore strategies for integrating the Common Core State Standards for English language arts for grades 9 12 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning

Teacher Perception of Pacing Guide Use in the Secondary Classroom Donna Michele Smith Turner, 2015 Historically teachers have exercised considerable autonomy in the day to day learning that occurs in their classrooms Now it is growing increasingly rare for a teacher to experience this type of professional freedom In response to high stakes testing national and state academic content standards and most recently the common core standards pacing guides are one of the more recent devices schools are using to implement and monitor curriculum The purpose of this research project is to investigate teacher opinion toward these pacing guides An online survey called the Pacing Guide Survey was delivered to secondary regular and special education teachers in core subject areas of mathematics science social studies and language arts The teachers were asked about whether or not they use pacing guides their attitude and comfort level in using pacing guides as well as Information concerning the population of their high school such as demographics enrollment and single or multiple high schools Building level factors such as professional development initiatives methods of curriculum monitoring and pacing guide development and revisions processes teacher factors such as years teaching years using pacing guides confidence in content area and

educational background Administrators were also interviewed to form a complete picture of pacing guide development and implementation in the secondary education environment Quantitative data were analyzed using bivariate Spearman s rank order correlation and qualitative data were analyzed using a combination of thematic data analysis and quasi statistical methods Recommendations based on the data collected are Teachers should be provided with the flexibility to address student needs in the classroom Teacher input into pacing guide development implementation and revision process is necessary to ensure that student needs are addressed Team autonomy is key and teacher teams need to be provided with the necessary support structure to provide meaningful learning experiences for their students

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