

# Language Arts Pacing Guide

## Grade 1

To successfully complete first grade the learner will

### Core Standard 1: Word Recognition, Fluency, and Vocabulary Development

- Read aloud smoothly and easily in familiar text.
- Build a reading vocabulary of common sight words.
- Use increasing semantic, phonetic, and structural skills to become an effective reader. Have command of phonemic awareness skills: identify, manipulate, blend, and delete letter sounds.
- See and translate letter patterns, having both long and short vowel sounds, into spoken language.

### Essential Question:

- *What do good readers do to figure out words they don't know?*

1.1.15 Read aloud smoothly and easily in familiar text.

1.1.11 Read common sight words (words that are often seen and heard).

1.1.14 Read common word patterns (-ite, -ete).

1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.

1.1.16 Use context (the meaning of the surrounding text) to understand word and sentence meanings.

1.1.12 Use phonic and context clues as self-correction strategies when reading.

1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).

1.1.5 Recognize different vowel sounds in orally stated single-syllable words.

1.1.6 Recognize that vowels' sounds can be represented by different letters.

1.1.8 Add, delete, or change sounds to change words.

1.1.9 Blend two to four phonemes (sounds) into recognizable words.

1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend these sounds into recognizable words.

# 4th Grade Tennessee Language Arts Pacing Guide

**Jin-Ying Zhang**



#### **4th Grade Tennessee Language Arts Pacing Guide:**

**Resources in Education** ,1993      **Pacesetters in Innovation Fiscal Year 1969** United States. Office of Education,1969      *Resources in Education* ,1996      **Subject Guide to Books in Print** ,1997      **Research in Education** ,1972      Bunting and Lyon's Guide to Private Independent Schools Bunting & Lyon, Incorporated,Bunting and Lyon,1980-05      *Guide to Four-Year Colleges 1988* Peterson,1987-07      **Who's who in American Education** ,1990      Comparative Guide to American Colleges ,1989      **Comparative Guide to American Colleges** James Cass,Max Birnbaum,1989      **Instructor** ,1977      *ERIC Educational Documents Index* Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education      **New England Journal of Education** Thomas Williams Bicknell,Albert Edward Winship,Anson Wood Belding,1893      **Learning** ,1974-08      **Subject Guide to Children's Books in Print 1997** Bowker Editorial Staff,R R Bowker Publishing,1996-09      **Journal of Education** ,1893      Reaching the Goal of Readiness for School Southern Regional Education Board. Commission for Educational Quality,1989      The Cosmopolitan ,1917      **Cosmopolitan** ,1917      **School Library Journal** ,2004

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is used to determine if two population means are equal. 2 Sample t-Test (1 tailed) Suppose we have two samples of ceramic sherd thickness collected from an archaeological site, where the two samples are easily distinguishable by the use of. Two sample t-test: SAS instruction Note that the test is two-sided (sides=2), the significance level is 0.05, and the test is to compare the difference between two means ( $\mu_1 - \mu_2$ ) against 0 ( $H_0 \dots$