

GRADE 1 PACING CHART FOR COMPREHENSION

First marking period:

Use the following six specific objectives. Plan to recycle them several times during the marking period for use with various picture books.

1. **A-2:** Who is the most important character (or most important characters) and why?
2. **A-2:** What is _____'s main problem in the story and how did the problem get solved?
Give details from the story to support your answer. (gr. K)
3. **A-2:** How did _____ change from the beginning to the end of the story? (fiction)
4. **A-4:** Predict what will happen next in this story. (fiction) (gr. K)
5. **B-1:** What happened at the beginning, in the middle, and at the end of the story?
(fiction) (gr. K)
6. **B-3:** Prove that [character/person] is very _____. (fiction, nonfiction) (gr. K)

Second marking period

Add 3 more specific objectives to the original six; now you have nine. Teach them over and over with various picture books.

7. **A-1:** What would be another title for this story/text? And why?
8. **A-1:** What lesson does _____ learn in this story? (gr. K)
9. **A-1:** What is the big idea (theme) of this text? (theme (f.), main idea (n.f.))

Third marking period

Add 3 more specific objectives to the nine you are already teaching; now you have twelve. Teach them over and over with various picture books.

10. **B-3:** Which facts show that _____? (fiction, nonfiction)
11. **C-1:** Think about someone who was [helpful]. Tell how that experience was like the experience of _____ in the story. (connecting to an experience)
12. **C-2:** Which part of this [story/article] was most interesting or surprising to you? Why?
(fiction, nonfiction)