

Nine Week 1 ACPS First Grade English Pacing Guide 2011-2012

Old Standards will be taught to mastery and will be SOL tested in 2011-2012. New Standards will be introduced and field tested in 2011-2012.

New standards will be fully implemented and SOL tested in 2012-2013.

New standard and essential knowledge which need to be taught is underlined and in green if you have a color copy.

Oral Language	Reading	Grammar / Writing
1.1a The student will listen to and respond to a variety of <u>electronic</u> media, including books, audiotapes, videos, and other age-appropriate materials.	1.5a The student will track print from left to right and from top to bottom	1.11 The student will print legibly
	1.5c The student will identify letters, words, sentences, and ending punctuation.	1.12 The student will write to communicate ideas. <ul style="list-style-type: none"> • The student will write to generate ideas. • The student will focus on one topic.
<u>1.2a The student will expand understanding and use of word meanings.</u> <ul style="list-style-type: none"> • <u>Increase listening and speaking vocabularies</u> • The student will use action words (verbs), including mark, circle, color, and draw, to give directions orally. 	1.5 The student will apply knowledge of how print is organized and read. <ul style="list-style-type: none"> • The student will recognize spaces between words and sentences. • The student will locate capital letters in sentences. 	
1.3d & e The student will follow and give simple two-step directions.	1.5b The student will match spoken word to print.	
1.3 The student will adapt or change oral language to fit the situation. <ol style="list-style-type: none"> a. Initiate conversation with peers and adults. b. Follow rules for conversation. c. Use appropriate voice level in small-group settings. d. Ask and respond to questions in small-group settings. 		

Nine Week 1 ACPS First Grade English Pacing Guide 2011-2012 (continued)

Oral Language	Reading	Grammar/Writing
<p>1.4e The student will add or delete phonemes (sounds) orally to change syllables or words.</p> <ul style="list-style-type: none"> • The student will isolate and manipulate phonemes. • The student will segment words by saying each sound. • The student will identify whether the middle vowel sound is the same or different in a set of one-syllable words. 		
<p><u>1.4 The student will orally identify, produce, and manipulate sounds within words to produce various units of speech.</u></p> <ul style="list-style-type: none"> • The student will sort picture cards by beginning and ending phonemes. 		
<p>1.4a The student will create rhyming words orally.</p>		

Nine Week 2 ACPS First Grade English Pacing Guide 2011-2012

Oral Language	Reading	Grammar / Writing
<p>1.1b The student will tell and re-tell stories and events in logical order (including dramatic and creative storytelling).</p> <p><u>1.1d Participate in creative dramatics</u></p>	<p>1.5a The student will read from left to right and from top to bottom.</p> <ul style="list-style-type: none"> The student will follow print from one line to the next line (return sweep), 	<p>1.11 The student will print legibly</p>
<p><u>1.2a The student will expand understanding and use of word meanings.</u></p> <ul style="list-style-type: none"> <u>Increase listening and speaking vocabularies</u> The student will use words of time and positions, including first, second, next, on, under, beside, and over, giving directions orally. 	<p>1.5c The student will identify letters, words and sentences, and ending punctuation.</p> <ul style="list-style-type: none"> The student will recognize that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point. 	<p>1.12 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> The student will write to generate ideas. The student will focus on one topic. The student will use descriptive words when writing about people, places, things, and events. The student will use complete sentences in final copies. The student will begin each sentence with a capital letter and use ending punctuation in final copies
<p><u>1.4b Count phonemes (sounds) in one syllable words.</u></p>	<p>1.6a The student will use beginning and ending consonants to decode and spell single-syllable words.</p>	
	<p>1.6b The student will use two-letter consonant blends to decode and spell single-syllable words.</p>	
	<p>1.6c The student will use beginning consonant digraphs to decode and spell single syllable word.</p>	
	<p><u>1.7a The student will use words, phrases, and sentences.</u></p> <p>1.7b The student will use title and pictures.</p> <ul style="list-style-type: none"> The student will use titles and pictures to make predictions about the text. 	
	<p>1.9a The student will preview the selection.</p> <ul style="list-style-type: none"> The student will preview reading material by looking at the book's cover and illustrations and by reading titles and heading. 	

Nine Week 2 ACPS First Grade English Pacing Guide 2011-2012 (continued)

Oral Language	Reading	Grammar / Writing
	1.9b The student will set a purpose for reading. <ul style="list-style-type: none">The student choose a purpose for reading by looking at illustrations, determining prior knowledge, and predicting the outcome of the selection.	
	1.9d The student will make <u>and confirm</u> predictions about content. <ul style="list-style-type: none">The student will make and confirm predictions based on illustrations or portions of the text.	
	1.9g The student will retell stories and events, using beginning, middle, and end.	

Nine Week 3 ACPS First Grade English Pacing Guide 2011-2012

Oral Language	Reading	Grammar / Writing
<p>1.2b The student will begin to ask for clarification and explanation of words and ideas.</p> <ul style="list-style-type: none"> The student will ask for meanings and clarifications of unfamiliar words and ideas 	<p>1.6f The student will use word patterns to decode unfamiliar words.</p> <ul style="list-style-type: none"> The student will use onsets and rimes to create, read, and spell new words that include blends, such as the l and r blends, and digraphs, including ch, sh, th, and wh. 	<p>1.12 The student will print legibly. 1.12c The student will use the alphabetic code to write unknown words phonetically.</p>
<p>1.4 The student will orally identify, produce, and manipulate sounds within words to produce various units of speech.</p> <ul style="list-style-type: none"> The student will identify the onset and rime of words. 	<p>1.6g The student will recognize and use simple compound words.</p>	<p>1.13 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> The student will write to generate ideas. The student will focus on one topic. The student will use descriptive words when writing about people, places, things, and events. The student will use complete sentences in final copies. The student will begin each sentence with a capital letter and use ending punctuation in final copies. The student will use correct spelling of high frequency sight words and phonetically spelled regular words and final copies.
	<p>1.6d The student will use short vowels to decode and spell single syllable words.</p>	
	<p>1.7b The student will use titles and pictures.</p> <ul style="list-style-type: none"> The student will use pictures to confirm vocabulary choice. 	
	<p>1.7f The student will reread and self-correct when text does not make sense.</p>	
	<p>1.6f The student will use word patterns to decode unfamiliar words.</p> <ul style="list-style-type: none"> The student will use onsets and rimes to create, read, and spell new words that 	<p>1.12 The student will print legibly.</p>

Nine Week 3 ACPS First Grade English Pacing Guide 2011-2012 (continued)

Oral Language	Reading	Grammar / Writing
	<p>include blends, such as the l and r blends, and digraphs, including ch, sh, th, and wh.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fiction.</p> <ul style="list-style-type: none"> • The student will extend the story orally or with drawings. • The student will read various fiction and nonfiction forms, including letters, lists, recipes, newspapers, and magazines 	
	<p>1.9f The student will identify characters, setting, and important events.</p>	
	<p><u>1.10 The students will read and demonstrate comprehension of a variety of nonfiction texts.</u></p> <p><u>1.10a Preview the selection.</u></p> <p><u>1.10b Use prior and background knowledge as context for new learning.</u></p> <p><u>1.10c Set a purpose for reading.</u></p> <p><u>1.10d Identify text features such as pictures, headings, charts, and captions.</u></p> <p><u>1.10e Make and confirm predictions.</u></p> <p><u>1.10f Ask and answer who, what, where, when, why, and how questions about what is read.</u></p> <p><u>1.10g Identify the main idea.</u></p> <p><u>1.10h Read and reread familiar passages with fluency, accuracy, and meaningful expression.</u></p>	
	<p>1.10a The student will use knowledge of alphabetical order by first letter.</p> <ul style="list-style-type: none"> • The student will alphabetize a list of five to eight words by the first letter. 	
	<p>1.10b The student will use a picture dictionary to locate unfamiliar words.</p>	

Nine Week 4 ACPS First Grade English Pacing Guide 2011-2012

Oral Language	Reading	Grammar / Writing
<p>1.2d Use vocabulary from other content areas.</p> <p>1.2e The student will use singular and plural nouns appropriately.</p> <ul style="list-style-type: none"> The student will use common irregular plural forms, such as man/men, child/children, and mouse/mice. 	<p>1.5c The student will identify letters, words, sentences, and ending punctuation.</p> <ul style="list-style-type: none"> The student will locate periods, question marks, and exclamation points, speech bubbles, and quotation marks. 	<p>1.13 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> The student will use familiar writing forms, including lists, letters, stories, reports, messages, and poems. The student will use correct spelling of high frequency sight words and phonetically spelled regular words in final copies. The student will share writing with others. The student will use available technology to publish writing.
<p>1.4c The student will blend sounds to make one-syllable words.</p> <p>1.4d Segment one-syllable words into individual speech sounds (phonemes).</p>	<p>1.5d The student will read his/her own writing.</p>	<p>1.14 The student will use available technology for reading and writing.</p>
<p>1.4e The student will add or delete phonemes (sounds) to make new words</p>	<p>1.6h The student will read and spell common, high-frequency sight words, including the said, and come.</p>	
	<p>1.6f The student will use word patterns to decode unfamiliar words.</p> <ul style="list-style-type: none"> The student will use vowel pattern CVVC to decode and spell some single-syllable words. 	
	<p>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> The student will use knowledge of the story or topic to make predictions about vocabulary and text. 	

<i>Nine Week 4 ACPS <u>First Grade</u> English Pacing Guide 2011-2012 (continued)</i>		
Oral Language	Reading	Grammar/Writing
	<p>1.7d The student will use knowledge of sentence structure.</p> <ul style="list-style-type: none"> • The student will use intonation, pauses, and emphasis that signal the structure of the sentence when reading. • The student will use clues of punctuation to guide their reading, and recognize complete sentences when reading <p><u>1.7e The student will use knowledge of story structure.</u></p> <p><u>1.8 The student will expand vocabulary.</u></p> <p>a) <u>Discuss meanings of words in context.</u></p> <p>b) <u>Develop vocabulary by listening to and reading a variety of texts.</u></p> <p>c) <u>Ask for the meaning of unknown words.</u></p> <p>d) <u>Use text clues such as words or pictures.</u></p> <p>e) <u>Use vocabulary from other content areas.</u></p> <p>1.8 The student will read aloud familiar poems, stories, and passages with fluency, expression and intonation.</p> <ul style="list-style-type: none"> • The student will practice reading the text on their independent reading levels to develop accuracy, fluency, and expression 	
	<p>1.9d The student will make <u>and confirm</u> predictions about content.</p> <ul style="list-style-type: none"> • The student will draw on prior knowledge and experiences to make predictions before and during reading. 	
	<p>1.9e The student will answer simple who, what, when, where, why, and how questions about a selection.</p>	
	<p>1.9h The student will identify the <u>theme</u> or main idea of a fiction or nonfiction selection.</p>	
	<p><u>1.9i Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</u></p>	
	<p><u>1.11 The student will use simple reference materials.</u></p> <p><u>1.11a Use knowledge of alphabetical order by first letter.</u></p> <p><u>1.11b Use a picture dictionary to find meanings of unfamiliar words.</u></p>	