

ACPS utilizes Thinking Maps in order for students to create mental visual patterns for thinking based on the fundamental thinking processes. Suggested maps have been included. These can be expanded upon based on teacher discretion.

**Nine Weeks 1**

**ACPS First Grade English Pacing Guide** (revised June 2016)

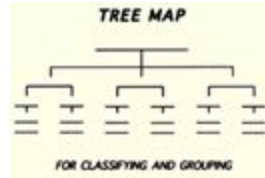
Oral Language	Reading	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Additional Reading Resources	Writing Focus: Handwriting/Sentence Structure
<p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b></p> <p>1.1a Listen and respond (introduce)</p> <p>1.1b Tell and retell stories (introduce)</p> <p>1.1c Oral language activities (introduce)</p> <p>1.1d Creative dramatics (introduce)</p> <p>1.1e Express ideas orally (introduce)</p> <p><b>1.2 The student will expand understanding and use of word meanings.</b></p> <p>1.2a Listening/speaking voc. (introduce)</p> <p>1.2c Single/plural nouns (introduce)</p> <p>1.2d Content vocabulary (introduce)</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b></p>	<p><b>1.5 The student will apply knowledge of how print is organized and read.</b></p> <p>1.5a Read left to right/top to bottom</p> <p>1.5b Match words with print</p> <p>1.5c Identify letters/ words/ sentences/ending punctuation</p> <div data-bbox="646 818 905 992" data-label="Diagram"> </div> <p>1.5d Read own writing (introduce)</p> <p><b>1.6 The student will apply phonetic principles to write and spell.</b></p> <p>1.6a Use beginning/ending consonants</p>	<p><b><u>Letters, Words, Punctuation (1.5c)</u></b></p> <p>TE1 Lesson 1 <i>What is a Pal?</i> Activity T38</p> <p><b><u>Letter Sounds (1.6 a, d)</u></b></p> <p>TE1 Lesson 3 <i>Curious George at School</i></p>	<p><b><u>Punctuation (1.5c)</u></b></p> <p><i>Punctuation Takes a Vacation by Robin Pulver</i></p> <p><i>Yo! Yes? By Chris Raschka</i></p> <p>The Full Stop Game <a href="http://www.roythezebra.com/reading-games-sentence-level.html">http://www.roythezebra.com/reading-games-sentence-level.html</a></p>	<p><b>1.12 The student will print legibly.</b></p> <p>1.12a Form letters accurately</p> <p>1.12b Space words within sentences</p> <p>1.12c Use the alphabetic code to write unknown words phonetically</p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b></p> <p>1.13a Generate ideas</p> <p>1.13 b Focus on one topic</p> <p>1.13e Begin each sentence with capital/ending punctuation</p> <p>1.13g Share writing (introduce)</p>

- 1.3a Initiate conversation (introduce)
- 1.3b Rules for conversation (introduce)
- 1.3c Ask/respond to questions (introduce)
- 1.3d Follow two step oral directions (introduce)
- 1.3e Give two step oral directions (introduce)

**1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.**

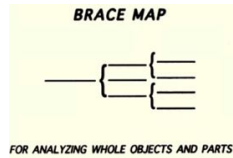
- 1.4a Create rhyming words
- 1.4b Count phonemes (sounds) (introduce)
- 1.4c Blend sounds (introduce)
- 1.4d Segment words into individual sounds (phonemes) (introduce)
- 1.4e Add or delete phonemes (introduce)

1.6d Short vowel sounds to decode/spell



**1.7 The student will use semantic clues and syntax to expand vocabularies when reading.**

- 1.7a Use words/phrases/sentences
- 1.7b Use titles/pictures



1.7c Use information to read words

**Vowel Sounds (1.6d)**

Short/Long Vowels website:  
<http://www.starfall.com>

**Titles/Pictures (1.7b)**

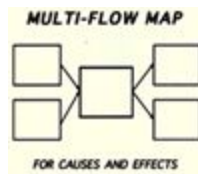
TE1 Lesson 4  
*Lucia's Neighborhood*  
 Activity T311, T315

**1.8 The student will expand vocabulary.**

1.8a Discuss word meanings

1.8b Develop vocabulary

1.8d Use text clues



**Vocabulary (1.8)**

Vocabulary Readers from each lesson, as needed

Teacher Read Alouds from day 1 of each lesson

**Context Clues (1.8d)**

TE 1 Lesson 2

*The Storm*

Activity

T150-T151

Nine Weeks 2

ACPS First Grade English Pacing Guide (revised June 2016)

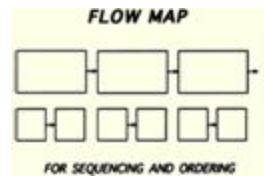
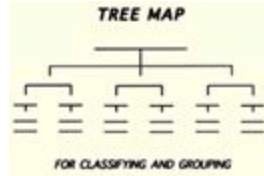
Oral Language	Reading	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Additional Reading Resources	Writing Focus: Sentence Structure/Begin descriptive
<p><b>1.2 The student will expand understanding and use of word meanings.</b>                      1.2a Clarification/explanation (introduced)                      1.2c Single/plural nouns (continue)                      1.2d Use content vocabulary (continue)</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b>                      (continue skills)</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b>                      1.4b Count phonemes                      1.4c Blend sounds                      1.4d Segment one syllable words                      1.4e Add/delete phonemes</p>	<p><b>1.5 The student will apply knowledge of how print is organized and read.</b>                      1.5c Identify letters, words, sentences, and ending punctuation</p> <div data-bbox="695 646 961 818" style="text-align: center;"> <p><b>TREE MAP</b></p> <p>FOR CLASSIFYING AND GROUPING</p> </div> <p>1.5d Read own writing</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b>                      1.6b Use two-letter consonant blends                      1.6c Use beginning consonant digraphs                      1.6e Blend beginning, middle, and ending sounds                      1.6f. Use word patterns</p>			<p><b>1.12 The student will print legibly.</b>                      1.12a Form letters accurately                      1.12b Space words within sentences                      1.12c Use the alphabetic code to write unknown words phonetically</p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b>                      1.13a Generate ideas (continue)                      1.13b Focus on one topic (continue)                      1.13d Complete sentences (introd                      1.13e Begin each sentence with capital and use ending punctuation (continue)</p>

**1.7 The student will use semantic clues and syntax to expand vocabularies when reading.**

1.7c Use information to read words

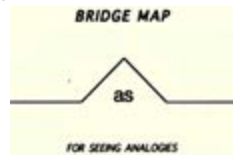
1.7d Sentence structure (introduce)

1.7e Story structure



**1.8 The student will expand vocabulary.**

1.8c Connect meanings of unknown and known words (continue)



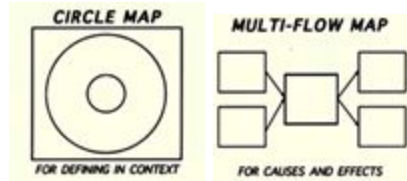
**Vocabulary (1.8)**

Vocabulary Readers from each lesson, as needed

Teacher Read Alouds from day 1 of each lesson

1.13g Share writing (continue)

1.8d Use text clues for meanings of unfamiliar words (continue)



1.8 e. Use other content vocabulary (continue)

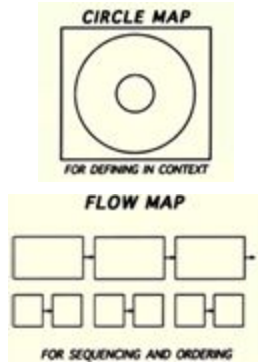
**1.9 The student will read and demonstrate comprehension of a variety of fictional texts.**

1.9a Preview selection



1.9b Set a purpose

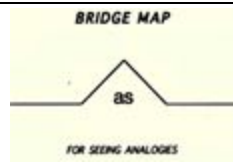
1.9c Relate previous experiences



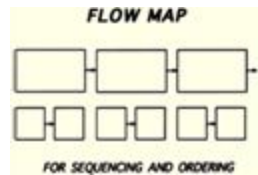
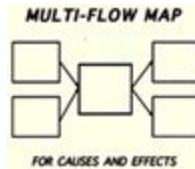
(continued below)

**Preview/Predict**  
**(1.9abc)**

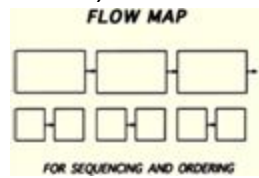
Use current anchor text for previewing activities (ongoing)



1.9d Make and confirm predictions



1.9e Questions – *Who, What, When, Where, How*



(continued below)

**Predictions (1.9d)**

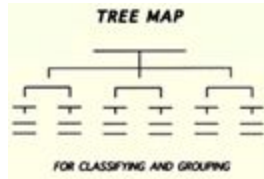
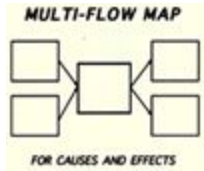
TE3 Lesson 14  
*The Big Race*  
T322-323,  
T326-327

**Predictions / Story Elements (1.9d, f)**

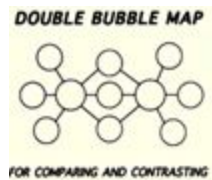
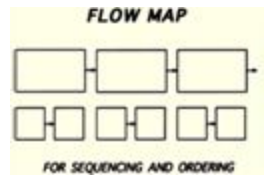
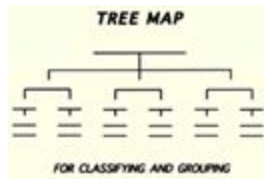
<https://jr.brainpop.com>

**Questioning (1.9e)**

TE2 Lesson 9  
*Dr. Seuss*  
T317, T319, T321



1.9f Characters/settings/events (introduce)



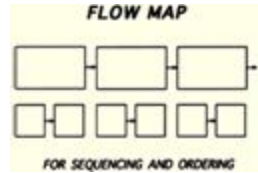
**Story Elements (1.9f)**

TE2 Lesson 6  
*Jack and the Wolf*  
T30-31, T50-51;

TE 2 Lesson 10  
*A Cupcake Party*  
T406-407,  
T426-427



1.9g Beginning/middle/end (introduce)



1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.

1.10a Preview selection



**Beginning.**  
**Middle, End (1.9g)**

TE2 Lesson 8  
*A Musical Day*  
T218-219,  
T238-239;

**TE3 Lesson 12**  
*How Leopard Got His Spots*  
T126-127,  
T148-149

**Preview/Predict**  
**(1.10 a, b, c)**

TE2 Lesson 7  
*How Animals Communicate*

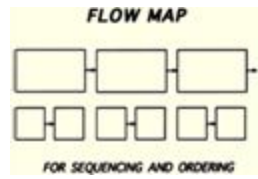
TE2 Lesson 9  
*Dr. Seuss*

TE3 Lesson 11  
*Sea Animals*

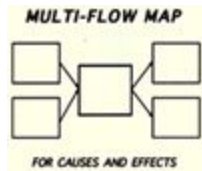
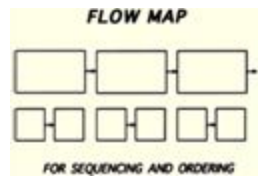
TE3 Lesson 13  
*Seasons*

TE3 Lesson 15  
*Animal Groups*

1.10b Use prior/background knowledge

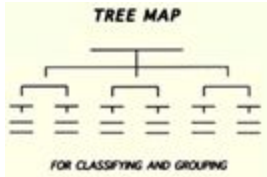



1.10c Set a purpose for reading

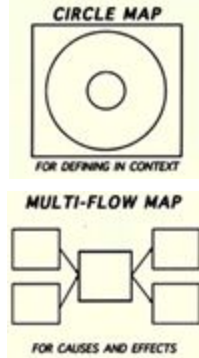


Nine Weeks 3

ACPS First Grade English Pacing Guide (revised June 2016)

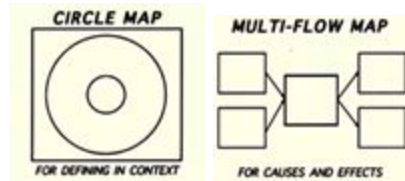
Oral Language	Reading	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Additional Reading Resources	Writing Focus: Descriptive/Personal Narrative
<p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b></p> <p>1.1a Listen and respond (continue)                      1.1b Tell and retell stories                      1.1c Oral language activities (continue)                      1.1d Creative dramatics (continue)                      1.1e Express ideas orally (continue)</p> <p><b>1.2 The student will expand understanding and use of word meanings.</b></p> <p>1.2a Listening/speaking vocabularies (continue)                      1.2b Clarification/ explanation (continue)                      1.2c Single/plural nouns (continue)                      1.2d Use content vocabulary (continue)</p>	<p><b>1.6 The student will apply phonetic principles to read and spell.</b>                      (continue all skills)</p>  <p><b>1.7 The student will use semantic clues and syntax to expand vocabularies when reading.</b></p> <p>1.7c Use information to read words (continue)                      1.7d Sentence structure                      1.7e Story structure                      1.7f Reread and self-correct</p> <p><b>1.8 The student will expand vocabulary.</b>                      (continue all skills)</p>  <p>(continued below)</p>	<p><b>Story Structure (1.7e)</b>                      TE6 Lesson 30  <i>Mia Hamm: Winners Never Quit</i></p> <p><b>Vocabulary (1.8)</b>                      Vocabulary Readers from each lesson as needed</p> <p>Teacher Read Alouds from day 1 of each lesson</p>		<p><b>1.12 The student will print legibly.</b>                      1.12a Form letters accurately                      1.12b Space words within sentences                      1.12c Use the alphabetic code to write unknown words phonetically</p> <p><b>1.13 The student will write to communicate ideas for a variety.</b>                      1.13c Revise w/ descriptive words (introduce)                      1.13g Share writing (continue)</p>

1.3 The student will adapt or change oral language to fit the situation.  
(continue skills)

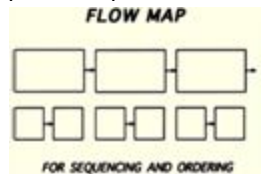


1.9 The student will read and demonstrate comprehension of a variety of fictional texts.

1.9d Make/confirm predictions



1.9e Questions – *Who, What, When, Where, How*



(continued below)

Predictions/Questions/Story Elements (1.9 d,e, f)

TE3 Lesson 14

*The Big Race*

T321, T323, T326, T327

Predictions/Questions/Story Elements/Retell (1.9 d,e, f, g)

TE4 Lesson 20

*Little Rabbit's Tale*

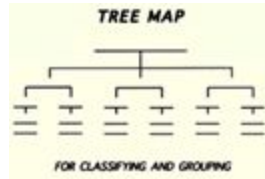
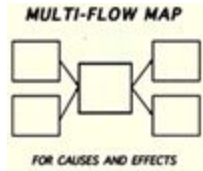
T420, T423, T424, T426, T427

Main Idea (1.9 h)

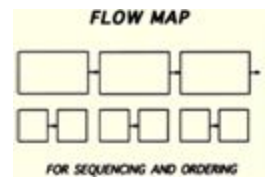
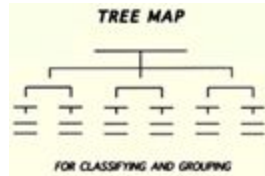
TE1 Lesson 1

*What is a Pal?*

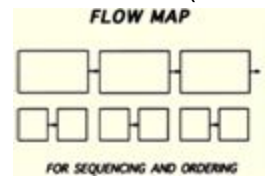
T30 - 31, T35, T37, T48 - 49



1.9 f. Characters/settings/  
events (continue)



1.9 g Retell stories (continue)



Predictions/Questions/Story  
Elements/Retell/Main Idea (1.9  
d,e, f, g, h)

TE1 Lesson 5

*Gus Takes the Train*

T402, T403 - T409, T406, T407

404 - 405, T409, T420 - 421

TE5 Lesson 21

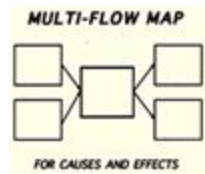
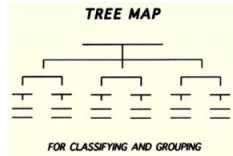
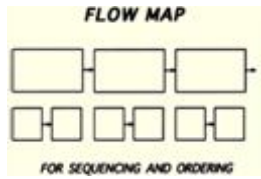
*The Tree from Poppleton*

*Forever*

TE5 Lesson 25

*The New Friend*

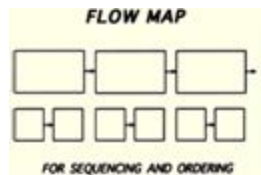
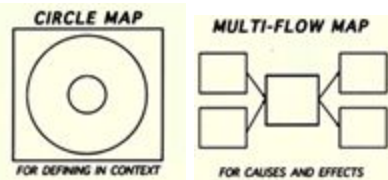
1.9 h Main idea



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1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.

1.10e Make/confirm predictions

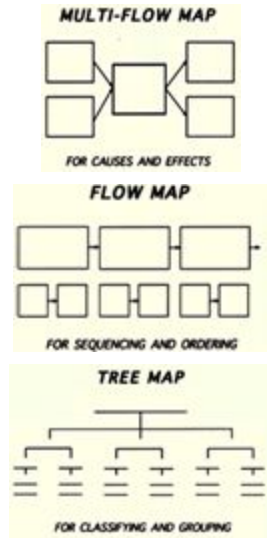


**Main Idea (1.9h)**

<https://jr.brainpop.com>

<http://www.roomrecess.com/pages/ReadingGames.html>

1.10f Ask/answer who/what/ where/when/why/ how questions



1.11 The student will use simple reference materials.

1.11a Alphabetical order by first letter

1.11b Use a picture dictionary

Alphabetical Order/Dictionary  
(1.11a,b)

TE 5 Lesson 22

*Amazing Animals*

T158-159

TE4 Lesson 18

*Where Does Food Come From?*

Activity T230

Dictionary (1.11b)

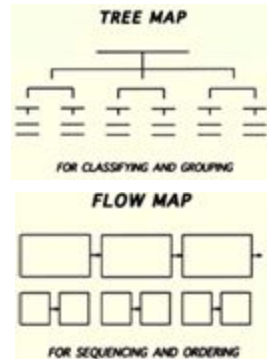
<http://www.pdictionary.com/>

<http://www.enchantedlearning.com/Dictionary.html>

Oral Language	Reading	Reading Resources: HMH Journeys (Suggested ANCHOR texts)	Additional Reading Resources	Writing Focus: Narrative/Expository
	<p>1.6 The student will apply phonetic principles to read and spell.</p> <div data-bbox="611 464 873 634" style="text-align: center;"> <p>TREE MAP FOR CLASSIFYING AND GROUPING</p> </div> <p>1.6g Read/spell compound words</p> <div data-bbox="611 678 873 833" style="text-align: center;"> <p>BRACE MAP FOR ANALYZING WHOLE OBJECTS AND PARTS</p> </div> <p>1.6h Read/spell sight words</p> <p>1.7 The student will use semantic clues and syntax to expand vocabularies when reading.</p> <p>1.7a Use words/phrases/sentences (continue all skills)</p> <p>1.7b Use titles/pictures (continue all skills)</p> <p>1.7c Use information to read words (continue all skills)</p> <p>1.7d Sentence structure (continue all skills)</p>	<p><u>Compound Words (1.6 g)</u> TE4: Lesson 20 (just the lessons on compound words, not the story) T401, T406 - 407, T408, T413, T414, T435, T445, T450 - T451, T455</p> <p><u>Vocabulary (1.7)</u> TE Lesson 28 <i>The Kite</i> T224-232</p>	<p><u>Compound Words (1.6 g)</u> <a href="https://jr.brainpop.com">https://jr.brainpop.com</a></p> <p><u>Sight Vocabulary (1.6h)</u> <a href="https://www.spellingcity.com">https://www.spellingcity.com</a></p>	<p>1.13 The student will write to communicate ideas for a variety of purposes.</p> <p>1.13f Use correct spelling</p> <p>1.13g Share writing with others (continue)</p> <p>1.14 The student will use available technology for reading and writing.</p>



1.7 e Story structure (continue all skills)



1.7f Reread and self-correct (continue all skills)

**1.8 The student will expand vocabulary.**

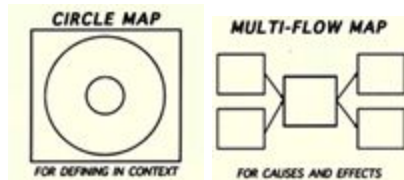
1.8 a Discuss word meanings (continue all skills)

1.8b Develop vocabulary (continue all skills)

1.8c Connect meanings of unknown and known words (continue all skills)



1.8d Use text clues (continue all skills)



1.8e Use other content vocabulary (continue all skills)

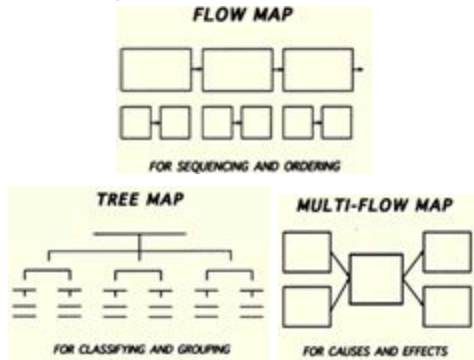
**Vocabulary (1.8)**

Vocabulary Readers from each lesson as needed

Teacher Read Alouds from day 1 of each lesson

**1.9 The student will read and demonstrate comprehension of a variety of fictional texts.**

1.9h Identify main idea/theme (continue)

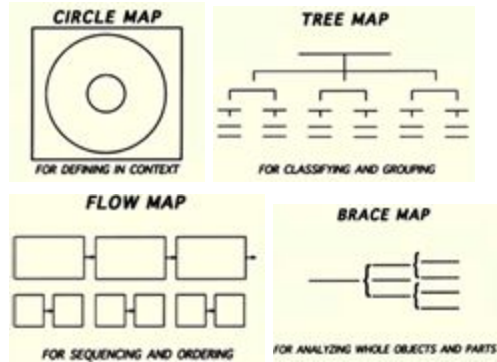


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1.9i Read and reread materials

**1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.**

1.10d Identify text features



**Main Idea (1.9h,i)**

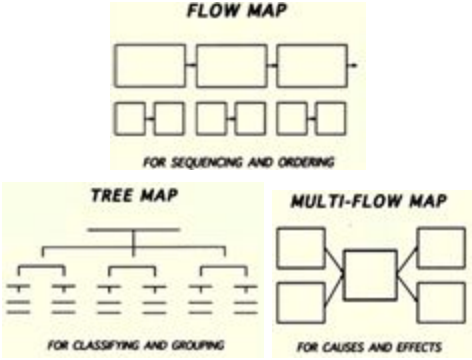
TE6 Lesson 26

*The Dot*

T32-42

TE6 Lesson 29

*A Boat Disappears*

	<p>1.10g Identify main idea</p>  <p style="text-align: right;">(one-sided)</p> <p>1.10h Read and reread familiar materials</p> <p><b>1.11 The student will use simple reference materials.</b></p> <p>1.11a Alphabetical order by first letter</p> <p>1.11b Use a picture dictionary</p>	<p><b><u>Main Idea (1.10 g)</u></b>        TE4 Lesson 16  <i>Let's Go to the Moon!</i>        T30 - 31, T32, T35,        T37, T38 -39, T41,        T42, T43, T54 - T55</p> <p><b><u>Non-Fiction (1.10)</u></b>        TE5 Lesson 22  <i>Amazing Animals</i>        Focus questions        T132-133</p> <p>TE6 Lesson 27  <i>What Can You Do?</i>        Focus questions        T132</p> <p><b>TE5 Lesson 24</b>  <i>A Butterfly Grows</i>        T320-332 (sequence)</p> <p><b><u>Dictionary (1.11b)</u></b>        TE5 Lesson 22  <i>Amazing Animals</i>        T158-159, T188-189,        191</p>	<p><b><u>Alphabetical Order (1.11a)</u></b>  <a href="http://www.roythezebra.com/reading-games-alphabetical-order.html">http://www.roythezebra.com/reading-games-alphabetical-order.html</a></p>	
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## Strategies & Resources

1. ACPS Unpacked Standards:  
[http://www.amherst.k12.va.us/documents/pacing/unpackedstandards/ACPS\\_01\\_First\\_Grade\\_English\\_Curriculum\\_Framework.pdf](http://www.amherst.k12.va.us/documents/pacing/unpackedstandards/ACPS_01_First_Grade_English_Curriculum_Framework.pdf)
2. VA Dept. of Education: [English Standards of Learning Web page](#)
3. VA Dept. of Education: [Enhanced Scope and Sequence Sample Lesson Plans \(ESS\)](#)
4. [ACPS SharePoint Language Arts Folder](#)
5. [Virginia PALS resources](#)

