



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 1 <sup>st</sup> Nine Weeks					
SOL / Enabling Objectives	Resources Community Building			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b> <b>Reading</b> <b>1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</b> a) Count phonemes (sounds) in syllables or words with a maximum of three syllables. b) Add or delete phonemes (sounds) orally to change syllables or words. c) Create rhyming words orally. d) Blend sounds to make word parts and words with one to three syllables.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b> a) Use beginning and ending consonants to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. f) Use word patterns to decode unfamiliar words. h) Read and spell common, high-frequency sight words, including</p>		<p>Ice Breakers Activity 1</p> <p>Book: <i>Chrysanthemum</i> Activity 1 Activity 2</p> <p><i>The Name Jar</i> Activity 1 Activity 2</p> <p><i>Judy Moody</i> Activity 1</p> <p>Word Study Establishing Classroom Routines</p>	<p>Starfall.com: Alphabet</p> <p>Florida Center for Reading Research</p> <p>Carl's Corner</p> <p>Smart Exchange</p> <p>Have Fun Teaching.com</p>	<p>Teacher Observation</p> <p>Anecdotal Records</p>	<p>Week 1</p>





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<p><b>Strand</b> <b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> b) Tell and retell stories and events in logical order.</p> <p><b>1.2 The student will expand understanding and use of word meanings.</b> a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. c) Use common singular and plural nouns.</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b> c) Ask and respond to questions.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes).</p>	<p><b>Read Aloud</b> <b>HMH</b> <b>T14-T15</b> <i>The Lion and the Mouse</i></p> <p>Benchmark Leveled Readers</p> <p>Harcourt Leveled Readers</p> <p>Phonemic Awareness T18,T26,T44, T54</p>		<p><a href="http://burke.peabody.k12.ma.us/Journeysgrade1.htm">http://burke.peabody.k12.ma.us/Journeysgrade1.htm</a></p> <p>K-5 Curriculum Framework</p> <p>Website: Resources PALS</p>	<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 2</p>

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<p><b>Strand Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b> a) Read from left to right and from top to bottom.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b> a) Use beginning and ending consonants to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words.</p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b> a) Use words, phrases, and sentences.</p> <p><b>1.8 The student will expand vocabulary.</b> a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts. d) Use text clues such as words or pictures to discern meanings of unknown words.</p>	<p>Leveled Benchmark Readers</p> <p><b>Word Study</b> Teacher's Guide pp 40-41</p> <p><b>Words with short a:</b> T22, T40, T50, T60</p> <p>Classify and Categorize Action Words T58-59</p> <p><b>High Frequency Words</b> and, be, help, play, with, you T16-T17 T28-29 T47, T55 T54, T64</p>	<p><b>Sorts</b> Model the Sort Pattern sort Word Hunt Blind Writing Sort</p>	<p>Brainpopjr.com: Short vowels</p> <p>Starfall.com: Learn to read</p> <p>Houghton Mifflin Word Sorts online</p> <p>Florida Center for Reading Research</p> <p>Carl's Corner</p> <p><a href="http://pinterest.com/cindyhogsed/sight-words-first-grade-fun/">http://pinterest.com/cindyhogsed/sight-words-first-grade-fun/</a></p>	<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 2</p>



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<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b></p> <p>a) Preview the selection.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            g) Retell stories and events, using beginning, middle, and end.            i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection</b> <i>What Is a Pal?</i> <b>HMH</b> T32-38</p> <p><b>Genre</b> Informational Text</p> <p><b>Skill</b> Main Idea</p> <p><b>Strategy</b> Summarize</p>	<p>Comprehensive Language and Literature Guide Lesson 1 p 40</p>		<p>Selection Test</p> <p>On-going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 2</p>



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	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p><b>Writing About Us</b> Labels</p> <p><b>Grammar:</b> Nouns: words that name people, words that name animals</p> <p><b>Writing Rubric</b> <b>Focus</b> Sentence Writing</p>	<p>Students can make labels for classroom.</p> <p>Students draw a simple picture and apply labels.</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	<p><a href="http://1stgrconnections.blogspot.com/2011/10/no-un-sort.html">http://1stgrconnections.blogspot.com/2011/10/no-un-sort.html</a></p> <p>K-5 Curriculum Framework</p>	<p>Teacher Observation</p> <p>Anecdotal Records</p>	<p>Week 2</p>

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<p><b>Strand Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b> a) Read from left to right and from top to bottom.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b> a) Use beginning and ending consonants to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words.</p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b> a) Use words, phrases, and sentences. d) Use knowledge of sentence structure.</p> <p><b>1.8 The student will expand vocabulary.</b> a) Discuss meanings of words in context. d) Use text clues such as words or pictures to discern meanings of unknown words. e) Use vocabulary from other content areas.</p>	<p>Benchmark Leveled Readers</p> <p><b>Word Study Teacher's Guide</b></p> <p><b>Words with short i</b> T114, T132, T143, T152, T152</p> <p><b>Context Clues</b> T150 - T151</p> <p><b>High Frequency Words</b> for, have, he, look, too, what T108-T109 T120-121 T139 T147 T156</p>	<p><b>Sorts</b> Model Sort Guess My Category Speed Sort Word Hunt</p> <p>K-5 Curriculum Framework</p> <p><a href="http://pinterest.com/cindyhogsed/sight-words-first-grade-fun/">http://pinterest.com/cindyhogsed/sight-words-first-grade-fun/</a></p>	<p>Website: Resources PALS</p>	<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 3</p>

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	Text	Activities	Technology		
<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b>            a) Preview the selection.            b) Set a purpose for reading.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            g) Retell stories and events, using beginning, middle, and end.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b>            a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            e) Make and confirm predictions.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection</b> <i>The Storm</i> <b>HMH</b> T124 - 130</p> <p><b>Genre</b> Realistic Fiction</p> <p><b>Skill</b> Understanding Characters</p> <p><b>Strategy</b> Infer/Predict Benchmark Leveled Readers</p>	<p>K-5 Curriculum Framework</p>	<p>United Streaming</p>	<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 3</p>

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	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p><b>Writing About Us</b> Captions</p> <p><b>Grammar</b> Nouns that name places, nouns that name things</p> <p>T114, T132, T142, T152</p> <p><b>Connect to Writing</b> Nouns</p> <p><b>T158-159</b></p> <p><b>Writing Rubric Focus</b> Sentence Writing</p>	<p>Match pictures to captions.</p> <p>Have pictures from magazines that students can glue on paper and write a caption under each.</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	<p><a href="http://1stgrconnections.blogspot.com/2011/10/no-un-sort.html">http://1stgrconnections.blogspot.com/2011/10/no-un-sort.html</a></p>	<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 3</p>

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<p><b>Strand</b> <b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> b) Tell and retell stories and events in logical order. e) Express ideas orally in complete sentences.</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b> a) Initiate conversation with peers and adults. b) Follow rules for conversation using appropriate voice level in small-group settings.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes) words.</p>	<p><b>Teacher Read Aloud</b> <b>HMH</b> T198 - T199 <i>Stone Stew</i></p> <p>Benchmark Leveled Readers</p> <p><b>Phonemic Awareness</b> T202, T210, T228, T238 T247</p>	<p>Journey's Comp. Lang. and Literacy Guide p 44</p>	<p><a href="http://burke.peabody.k12.ma.us/Journeysgrade1.htm">http://burke.peabody.k12.ma.us/Journeysgrade1.htm</a></p> <p>K-5 Curriculum Framework</p> <p>Website: Resources PALS</p>	<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 4</p>

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	Text	Activities	Technology		
<p><b>Strand Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b> a) Read from left to right and from top to bottom.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b> a) Use beginning and ending consonants to decode and spell single-syllable words. d) Use short vowel sounds to decode / spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words.</p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b> a) Use words, phrases, and sentences. f) Reread and self-correct.</p> <p><b>1.8 The student will expand vocabulary.</b> a) Discuss meanings of words in context. d) Use text clues such as words or pictures to discern meanings of unknown words. e) Use vocabulary from other content areas.</p>	<p>Benchmark Leveled Readers</p> <p><b>Word Study Teacher's Guide</b> p 44 - 45</p> <p><b>Words with short o</b> T206, T224, T234, T244, T250</p> <p><b>Words with inflection s</b> T228 -cT229 T239</p> <p><b>High Frequency Words</b> do, find, funny, sing, no, they</p>	<p><b>Sorts</b> Model the Sort Guess My Category Open sort Blind Writing Sort</p>	<p>Brainpopjr.com: Short Vowels</p> <p>Starfall.com: Learn to read</p> <p>Houghton Mifflin Word Sorts online</p> <p>Florida Center for Reading Research</p> <p>Carl's Corner</p> <p><a href="http://pinterest.com/cindyhogsed/sight-words-first-grade-fun/">http://pinterest.com/cindyhogsed/sight-words-first-grade-fun/</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 4</p>



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	Text	Activities	Technology		
<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b>            b) Set a purpose for reading.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            g) Retell stories and events, using beginning, middle, and end.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b>            b) Use prior and background knowledge as context for new learning.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection</b> <i>Curious George At School</i></p> <p><b>Genre</b> Fantasy</p> <p><b>Skill</b> Sequence of Events</p> <p><b>Strategy</b> Monitor/ Clarify</p>			<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	Week 4



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<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p>	<p><b>Writing About Us</b>            Sentences            T207, T225            T235, T245</p> <p><b>Grammars</b>            Verbs</p> <p><b>Writing Rubric Focus</b>            Sentence Writing</p>	<p>Write Facts About Cats</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	<p><a href="http://mrstsfirstgrade.blogspot.com/2012/11/action-verbs.html">http://mrstsfirstgrade.blogspot.com/2012/11/action-verbs.html</a></p>	<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 4</p>
<p><b>1.14 The student will use available technology for reading and writing.</b></p>					



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<p><b>Strand</b> <b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> b) Tell and retell stories and events in logical order. e) Express ideas orally in complete sentences.</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b> a) Initiate conversation with peers and adults. b) Follow rules for conversation using appropriate voice level in small-group settings.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes).</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b> a) Use beginning and ending consonants to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, &amp; ending sounds to recognize &amp; read words. h) Read and spell commonly used sight words.</p>	<p><b>Read Aloud</b> "Painting Word Pictures" HMH T290 - 291</p> <p><b>Phonemic Awareness</b> T294, T302 T322, T332 T341</p> <p><b>Word Study</b> Teacher's Guide Lesson 1 p 40 – 41</p> <hr/> <p><b>Short e</b> T298, T318, T328, T338, T344</p>	<p>Journey's Comp. Lang. and Literacy Guide Lesson 4, p. 46</p> <p>Model Sort</p> <p>Pattern Sort</p> <p>Word Hunt</p> <p>Blind Writing Sort</p>	<p>PALS</p> <p>Starfall.com: Learn to read</p> <p>Florida Center for Reading Research</p> <p>Carl's Corner</p> <p>Smart Exchange</p> <p>HaveFunTeaching</p> <p>Brain pop Jr. Short vowels</p> <p><u>Chicken Stacker</u> <a href="http://pbskids.org/lions/games/stacker.html">http://pbskids.org/lions/games/stacker.html</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 5</p>









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SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.11 The students will use simple reference materials.</b> a) Use knowledge of alphabetical order by first letter.</p> <p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b> a) Form letters accurately. b) Space words within sentences. c) 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> a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others.</p>	<p><b>Alphabetical Order</b> T336-T337</p> <p><b>Focus</b> Sentence Writing</p> <p><b>Grammar</b> Adjectives T298</p> <p><b>Adj. for Size</b> T318</p> <p><b>Adj. for Shape</b> T328</p> <p><b>Adj. Connect to Writing</b> T344-345</p> <p><b>Writing Rubric Focus</b> 1<sup>st</sup> 9 Weeks Sentence Writing</p>	<p>ABC Order <a href="http://kindercraze.blogspot.com/2012/08/abc-order-intro-and-freebie.html">http://kindercraze.blogspot.com/2012/08/abc-order-intro-and-freebie.html</a></p> <p>ABC Bat Order <a href="https://docs.google.com/file/d/0B6zC45cAimWuMzU1ZTUzOTEtNDFiOS00NjgzLWJlMTktNzRmZDQyZjhhMWFh/edit?num=50&amp;sort=name&amp;layout=list&amp;pli=1#">https://docs.google.com/file/d/0B6zC45cAimWuMzU1ZTUzOTEtNDFiOS00NjgzLWJlMTktNzRmZDQyZjhhMWFh/edit?num=50&amp;sort=name&amp;layout=list&amp;pli=1#</a></p> <p>Read <i>Aliens Love Underpants</i> Describe the monsters by their size and shape. List on chart paper.</p> <p>Create Adjective Anchor Charts</p>	<p>ABC order <a href="http://www.crickweb.co.uk/ks1literacy.html#wordorder1">http://www.crickweb.co.uk/ks1literacy.html#wordorder1</a></p> <p>Students will put spelling words into ABC order.</p> <p><b>Adjective Sort</b> Sort adjectives into words that describe either size or shape.</p> <p><b>Adjective Surprise!</b> Place objects into a brown bag. Students will choose an object and describe its size and shape.</p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	<p>Week 5</p>



# First Grade English Pacing Guide

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GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)						
SOL / Enabling Objectives		Resources Harcourt Story:			Assessments	Suggested Time Frame
		Text	Activities	Technology		
<p><b>Strand</b> <b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> b) Tell and retell stories and events in logical order. e) Express ideas orally in complete sentences.</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b> a) Initiate conversation with peers and adults. b) Follow rules for conversation using appropriate voice level in small-group settings. c) Ask and respond to questions.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> a) Create rhyming words. d) Segment one-syllable words into individual speech sounds (phonemes).</p>		<p><b>Read Aloud</b> <b>HMH</b> T384 - T385 <i>Training Around the Town</i></p> <p>Benchmark Leveled Readers</p> <p><b>Phonemic Awareness</b>  T388, T396, T416, T426, T435</p>	<p>Journey's Comp. Lang. and Literacy Guide Lesson 5 p 48</p>		<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 6</p>



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GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b>            a) Read from left to right and from top to bottom.            b) Match spoken words with print.            c) Identify letters, words, sentences, and ending punctuation.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b>            a) Use beginning and ending consonants to decode and spell single-syllable words.            d) Use short vowel sounds to decode and spell single-syllable words.            e) Blend beginning, middle, &amp; ending sounds to recognize &amp; read words.            h) Read and spell commonly used sight words.</p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b>            e) Use knowledge of story structure.</p> <p><b>1.8 The student will expand vocabulary.</b>            a) Discuss meanings of words in context.            b) Develop vocabulary by listening to and reading a variety of texts.            e) Use vocabulary from other content areas.</p>	<p>Benchmark Leveled Readers</p> <p><b>Word Study Teacher's Guide</b>            Lesson 5            pp 48 - 49</p> <p><b>Words with short u</b>            T392, T412, T422, T432, T438</p> <p><b>Antonyms</b>            T430 - T431</p> <p><b>Story Structure</b>            T400 - T401            T420 - T421</p> <p><b>High Frequency Words</b>            friend, full, good, hold, many, pull            T386 - T387            T398 - T399            T419            T427, T436</p>	<p>K-5 Curriculum Framework</p> <p>Model Sort</p> <p>Guess My Category</p> <p>Word Hunt</p> <p>Blind Writing Sort</p> <p>Antonym Feet Meet  <a href="http://thefirstgrade.parade.blogspot.com/2011/02/how-many-antonym-feet-do-we-meet.html">http://thefirstgrade.parade.blogspot.com/2011/02/how-many-antonym-feet-do-we-meet.html</a></p> <p>Antonym Printable Center  <a href="http://www.ateenytinyteacher.com/2011/09/antonyms.html">http://www.ateenytinyteacher.com/2011/09/antonyms.html</a></p>	<p>Gus the Duck  <a href="http://www.starfall.com/n/short-u/su/play.htm?f">http://www.starfall.com/n/short-u/su/play.htm?f</a></p> <p>Word Family Sort  <a href="http://www.readwritetink.org/files/resources/interactives/wordfamily/">http://www.readwritetink.org/files/resources/interactives/wordfamily/</a></p> <p>Vowel Boot Camp  <a href="http://pbskids.org/lions/videos/clipgrbag.html?pid=cKTp6tiQKObzo1QiH1NrQMvucEZjVtCx">http://pbskids.org/lions/videos/clipgrbag.html?pid=cKTp6tiQKObzo1QiH1NrQMvucEZjVtCx</a></p> <p>Online Antonym Practice  <a href="http://www.dositey.com/2008/language/grammar/antonyms1.htm">http://www.dositey.com/2008/language/grammar/antonyms1.htm</a></p> <p>Squanky the Tooth Taker  <a href="http://www.earobics.com/gamegoo/games/squanky/squanky.html">http://www.earobics.com/gamegoo/games/squanky/squanky.html</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 6</p>

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GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.9 The student will use, read, and demonstrate comprehension of a variety of fictional texts.</b></p> <p>a) Preview the selection b) Set a purpose for reading. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection</b> <i>Gus Takes the Train</i> T402 - T410</p> <p><b>Genre</b> Fantasy</p> <p><b>Skill</b> Story Structure Character, Setting, Plot</p> <p><b>Strategy</b> Analyze/ Evaluate</p>	<p>Story Genre Posters <a href="http://lifeinfirstgrade1.blogspot.com/2011/07/reading-genres-postersfreebie.html">http://lifeinfirstgrade1.blogspot.com/2011/07/reading-genres-postersfreebie.html</a></p> <p>Parts of a Story video clip <a href="http://pinterest.com/pin/2885187231094718/">http://pinterest.com/pin/2885187231094718/</a></p>	<p>Character Practice <a href="http://www.thecurriculumcorner.com/2012/06/01/characters-2/">http://www.thecurriculumcorner.com/2012/06/01/characters-2/</a></p> <p>Plot Graphic Organizer <a href="http://pinterest.com/pin/155022412145515979/">http://pinterest.com/pin/155022412145515979/</a></p> <p>Setting <a href="http://www.brainpopjr.com/readingandwriting/storyelements/setting/grownups.weml">http://www.brainpopjr.com/readingandwriting/storyelements/setting/grownups.weml</a></p> <p>Story Structure ideas <a href="http://pinterest.com/funwithfluff/character-setting-plot-etc/">http://pinterest.com/funwithfluff/character-setting-plot-etc/</a></p>	<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 6</p>

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# First Grade English Pacing Guide

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GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p><b>Sentence Writing</b></p> <p><b>Grammar Adjectives T392</b></p> <p>Adjectives for Color T412</p> <p>Adjectives for Numbers T422</p> <p>Adjectives Connect to Writing T438-439</p> <p><b>Writing Rubric Focus</b>            1<sup>st</sup> 9 weeks            Sentence Writing</p>	<p>Daily Language Practice</p> <p>Adjectives that describe me!  <a href="http://lifeinfirstgrade1.blogspot.com/search/label/adjectives">http://lifeinfirstgrade1.blogspot.com/search/label/adjectives</a></p> <p>Adjective Bulletin Board and Activity Ideas  <a href="http://forthe loveoffirst.blogspot.com/2013/03/adjectives-you-ask.html">http://forthe loveoffirst.blogspot.com/2013/03/adjectives-you-ask.html</a></p>	<p>All the Colors of the Rainbow</p> <p><a href="http://theinspiredapple.blogspot.com/2011/03/color-word-adjective-activity-first.html">http://theinspiredapple.blogspot.com/2011/03/color-word-adjective-activity-first.html</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	<p>Week 6</p>

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GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story: Jack and Rick			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b> <b>Oral Language</b> <b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> b) Tell and retell stories and events in logical order. d) Participate in creative dramatics. <b>1.2 The student will expand understanding and use of word meanings.</b> a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. <b>1.3 The student will adapt or change oral language to fit the situation.</b> d) Follow simple two-step oral directions. e) Give simple two-step oral directions. <b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words.</p> <p><b>Strand</b> <b>Reading</b> <b>1.5 The student will apply knowledge of how print is organized &amp; read.</b> a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing. <b>1.6 The student will apply phonetic principles to read and spell.</b> a) Use beg. &amp; ending consonants to decode &amp; spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, &amp; ending sounds to recognize 7 read words.</p>	<p><b>Read Aloud</b> <b>HMH</b> <i>Night of the Wolf</i> T14-T15</p> <p>Benchmark Leveled Readers</p> <p><b>Phonemic Awareness</b> T18, T26, T46, T56, T65</p> <p><b>Word Study Teaching Guide</b> Lesson 6 p 50 - 51</p> <p><b>Words with Short a</b> T22, T42, T52, T62, T68</p>	<p>Journey's Comp. Lang. and Literacy Guide Lesson 6, p. 50</p> <p><b>Sorts</b> Model Sort Pattern Sort Speed Sort Blind Writing Sort</p>	<p><b>Short a</b> Click on unit 10 <a href="http://www.eduplace.com/kids/sv/books/content/wordbuilder/?g=1&amp;cb=1285438474074#grade1">http://www.eduplace.com/kids/sv/books/content/wordbuilder/?g=1&amp;cb=1285438474074#grade1</a></p> <p><b>Short a Word Families</b> <a href="http://www.dositey.com/2008/language/phonics/phonics2.htm">http://www.dositey.com/2008/language/phonics/phonics2.htm</a></p> <p><b>Starfall</b> <a href="http://www.Starfall.com">www.Starfall.com</a></p>	<p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 7</p>



# First Grade English Pacing Guide

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GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.8 The student will expand vocabulary.</b>            a) Discuss meanings of words in context.            b) Develop vocabulary by listening to and reading a variety of texts.            c) Ask for the meaning of unknown words and make connections to familiar words.            d) Use text clues such as words or pictures to discern meanings of unknown words.            e) Use vocabulary from other content areas.</p> <p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b>            a) Preview the selection.            b) Set a purpose for reading.            c) Relate previous experiences to what is read.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.</p>	<p><b>Skill</b>            Classify and Categorize            Action Words            T60 - T61</p> <p><b>High Frequency Words</b>            away, call, come, every, hear, said            T16 - T17            T28 - T29            T49, T57, T66</p> <p>Benchmark            Leveled            Readers</p>	<p><b>Vocabulary Practice</b>  <a href="http://pinterest.com/pin/227361481159369017/">http://pinterest.com/pin/227361481159369017/</a></p> <p>K-5 Curriculum Framework</p>		<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 7</p>

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GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection.</p> <p>b) Use prior and background knowledge as context for new learning.</p> <p>c) Set a purpose for reading.</p> <p>d) Identify text features such as pictures, headings, charts, and captions.</p> <p>e) Make and confirm predictions.</p> <p>f) Ask and answer who, what, where, when, why, and how questions about what is read.</p> <p>g) Identify the main idea.</p> <p>h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p><b>Selection</b> <i>Jack and the Wolf</i> T32-T40</p> <p><b>Genre</b> Fable</p> <p><b>Skill</b> Characters</p> <p><b>Strategy</b> Summarize</p>	<p>Character Chart <a href="http://pinterest.com/pin/211174954288546/">http://pinterest.com/pin/211174954288546/</a></p> <p>Follow the Yellow Brick Road (summarizing) <a href="http://thefirstgradepride.blogspot.jp/2012/03/follow-yellow-brick-road-retelling.html">http://thefirstgradepride.blogspot.jp/2012/03/follow-yellow-brick-road-retelling.html</a></p>		<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 7</p>





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GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b> <b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> b) Tell and retell stories and events in logical order. d) Participate in creative dramatics.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> a) Create rhyming words.</p> <p><b>Strand</b> <b>Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b> a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b> b) Use two-letter consonant blends to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words.</p>	<p><b>Read Aloud</b> <b>HMH</b> <i>Prairie Dogs</i> T108 - T109</p> <p>Phonemic Awareness T112, T120, T140, T150, T159</p> <p>Benchmark Leveled Readers</p> <p><b>Word Study</b> <b>Teaching Guide</b> Lesson 7 p 52 - 53</p> <p><b>Words with</b> <b>Short i</b> T116, T120, T140, T150, T159</p>	<p>See Journey's Comp. Lang. and Literacy Guide Lesson 7 p 52</p> <p><b>Sorts</b> Model Sort Open Sort Blind Writing Sort Word Hunt</p> <p>K-5 Curriculum Framework</p>	<p>Short i <a href="http://www.starfall.com/n/make-a-word/ip/load.htm?f">http://www.starfall.com/n/make-a-word/ip/load.htm?f</a></p> <p>Short i sort <a href="http://www.readwritethink.org/files/resources/interactivities/wordfamily/">http://www.readwritethink.org/files/resources/interactivities/wordfamily/</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 8</p>

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GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.8 The student will expand vocabulary.</b>            a) Discuss meanings of words in context.            e) Use vocabulary from other content areas.</p> <p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b>            a) Preview the selection.            b) Set a purpose for reading.            c) Relate previous experiences to what is read.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b>            a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.            h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p><b>Skill</b>            Using a            Glossary            T154 - T155</p> <p><b>High Frequency Words</b>            animal, how,            make, of, some,            why            T110-T111            T122-T123            T144, T151            T160</p> <p>Benchmark            Leveled Readers</p> <p><b>Main Selection</b>  <i>How Animals Communicate</i>            T126 - T134</p> <p><b>Genre</b>            Informational Text</p> <p><b>Skill</b>            Details</p> <p><b>Strategy</b>            Infer/Predict</p>	<p>Dictionary Skills  <a href="http://thefirstgradepractice.blogspot.com/2011/03/mad-dictionary-skills.html">http://thefirstgradepractice.blogspot.com/2011/03/mad-dictionary-skills.html</a></p> <p>Sight Word Dominoes  <a href="http://www.notimeforflashcards.com/2013/01/sight-word-dominoes-speed-racer-game.html">http://www.notimeforflashcards.com/2013/01/sight-word-dominoes-speed-racer-game.html</a></p> <p>Scrabble  <a href="http://pinterest.com/pin/50384089552624557/">http://pinterest.com/pin/50384089552624557/</a></p> <p>Infer:  <a href="http://www.philtulga.com/Riddles.html">http://www.philtulga.com/Riddles.html</a></p>	<p>Animal            Communities  <a href="http://www.harcourtschool.com/activity/animalcom/animalcom.html">http://www.harcourtschool.com/activity/animalcom/animalcom.html</a></p> <p>Animals Say            What  <a href="http://pbskids.org/sid/saywhat.html">http://pbskids.org/sid/saywhat.html</a></p> <p>Animals Creature            Feature  <a href="http://kids.nationalgeographic.com/kids/animals/creaturefeature/">http://kids.nationalgeographic.com/kids/animals/creaturefeature/</a></p>	<p>Teacher            Observation</p> <p>Anecdotal Records</p> <p>Selection Test</p> <p>On-Going Sight            Word Assessments</p> <p>Running Records</p> <p>Formative            Assessments</p>	<p>Week 8</p>

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SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p><b>Sentence Writing</b></p> <p><b>Grammar</b> Sentence Parts Intro T116</p> <p><b>Naming Part</b> T136</p> <p><b>Action Part</b> T146</p> <p><b>Review</b> T156</p> <p><b>Writing Rubric Focus</b> 1<sup>st</sup> 9 weeks Sentence Writing</p>	<p>Daily Language Practice</p> <p>Naming and Telling Parts review  <a href="http://teacherweb.com/AL/FairhopeElementary/LopersLane/Unit1GrammarTransparencies.pdf">http://teacherweb.com/AL/FairhopeElementary/LopersLane/Unit1GrammarTransparencies.pdf</a></p> <p>Practice Sentence Parts using Sentence Strips  <a href="http://pinterest.com/pin/264868021807051341/">http://pinterest.com/pin/264868021807051341/</a></p> <p>K-5 Curriculum Framework</p>		<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	Week 8

CF refers to Curriculum Framework [K-5 Curriculum Framework](#) ESS refers to Enhanced Scope & Sequence [Teacher Direct](#) [Software\Journeys cds](#)



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<b>Nine Week Assessments Remediation and Enrichment</b>	Sentence Writing	K-5 Curriculum Framework  Daily Language Practice  Rubric  Star Writers  Writing Conferences		Selection Test  Spelling Test  On-Going Sight Word Assessments  Running Records  Teacher Observation  Anecdotal Records  Formative Assessments  1st Nine Weeks Writing Rubric	Week 9

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# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 1 <sup>st</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		

CF refers to Curriculum Framework [K-5 Curriculum Framework](#) ESS refers to Enhanced Scope & Sequence [Teacher Direct](#) [Software\Journeys cds](#)



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks					
SOL / Enabling Objectives	Resources HMH Story: A Musical Day			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b> <b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> b) Tell and retell stories and events in logical order.</p> <p><b>1.2 The student will expand understanding and use of word meanings.</b> a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas.</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b> c) Ask and respond to questions.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> a) Create rhyming words.</p> <p><b>Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b> a) Read from left to right and from top to bottom. c) Identify letters, words, sentences, and ending punctuation.</p>	<p>Read Aloud T202-T203 "The Neighbors"</p> <p>Benchmark Leveled Readers</p> <p>Phonemic Awareness</p> <p>T206,T214,  T234,T244,  T253</p>	<p>Comprehensive language and Literacy Guide p.54-55</p>	<p>http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm</p> <p>K-5 Curriculum Framework</p> <p>Website: Resources PALS</p> <p>Brainpopjr.com:</p> <p>Starfall.com: Learn to read</p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 10</p>





# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: A Musical Day			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.6 The student will apply phonetic principles to read and spell.</b>            b) Use two-letter consonant blends to decode and spell single-syllable words.            d) Use short vowel sounds to decode and spell single-syllable words.            e) Blend beginning, middle, and ending sounds to recognize and read words.            h) Read and spell commonly used sight words.</p> <p><b>1.8 The student will expand vocabulary.</b>            b) Develop vocabulary by listening to and reading a variety of texts.            d) Use text clues such as words or pictures to discern meanings of unknown words.            e) Use vocabulary from other content areas.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b>            a) Preview the selection.            e) Make and confirm predictions.</p>	<p><b>Word Study Teachers Guide</b>            Lesson 8            P54-55  <b>Segment phonemes</b></p> <p>Middle sounds Clusters with I            Phonogram-ock</p> <p><b>Main Selection:</b>  <b>A Musical Day</b>  <b>T220-228</b></p> <p><b>Genre:</b>  <b>Realistic Fiction</b></p> <p><b>Skill:</b>  <b>Sequence of Events</b></p> <p><b>Strategy:</b>  <b>Analyze/Evaluate</b></p>	<p>Model the Sort</p> <p>Guess my Category</p> <p>Speed Sort</p> <p><b>Blind Writing Sort</b></p> <p><b>High Frequency Words:</b>            her, now, our, she, today, would</p> <p>T205-205            T216-217            T237            T245            T254</p>	<p>Houghton Mifflin</p> <p>Florida Center for Reading Research</p> <p>Carl's Corner</p> <p>Word Sorts online</p>	<p>Teacher Observations</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 10</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: A Musical Day			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b> c) 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> a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p><b>Thank- You Note Write to Describe</b></p> <p><b>Grammar:</b></p> <p><b>Writing Statements and Daily Proofreading Practice</b></p> <p><b>T211,T231, T241,T251</b></p> <p><b>Writing Rubric Focus 2<sup>nd</sup> Nine Weeks Narratives</b></p>		<p><a href="http://www.jmeacham.com/writers.workshop/writing.mini.lessons.htm">http://www.jmeacham.com/writers.workshop/writing.mini.lessons.htm</a></p>	<p style="text-align: center;">Teacher Observation</p> <p>Anecdotal Records</p>	<p style="text-align: center;">Week 10</p>





# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Dr. Suess			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b></p> <p><b>Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b></p> <p>a) Read from left to right and from top to bottom. c) Identify letters, words, sentences, and ending punctuation.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b></p> <p>b) Use two-letter consonant blends to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words.</p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b></p> <p>a) Use words, phrases, and sentences. b) Use titles and pictures. c) Use information in the story to read words. d) Use knowledge of sentence structure. e) Use knowledge of story structure. f) Reread and self-correct.</p>	<p><b>Word Study Teacher's Guide</b></p> <p><b>Lesson 9</b></p> <p><b>p.56</b></p> <p><b>2 an 3 letter clusters with s</b></p> <p> </p> <p>Benchmark</p>	<p>Model the sort</p> <p>Pattern Sort</p> <p>Word Sort</p> <p>Speed sort</p>	<p>Brainpopjr.com:</p> <p>Starfall.com: Learn to read</p> <p>Houghton Mifflin</p> <p>Florida Center for Reading Research</p> <p>Carl's Corner</p> <p>Word Sorts online</p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 11</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Dr. Suess			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.8 The student will expand vocabulary.</b></p> <p>a) Discuss meanings of words in context.            b) Develop vocabulary by listening to and reading a variety of texts.            c) Ask for the meaning of unknown words and make connections to familiar words.            d) Use text clues such as words or pictures to discern meanings of unknown words.            e) Use vocabulary from other content areas.</p> <p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b></p> <p>a) Preview the selection.            b) Set a purpose for reading.            c) Relate previous experiences to what is read.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.            h) Identify the main idea or theme.            i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p>	Benchmark Leveled Readers			Running Records	Week 11



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Dr. Suess			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            d) Identify text features such as pictures, headings, charts, and captions.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.            h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p> <p><b>1.11 The student will use simple reference materials.</b></p> <p>a) Use knowledge of alphabetical order by first letter.            b) Use a picture dictionary to find meanings of unfamiliar words.</p>	<p><b>Main Selection:</b>  <b>Dr. Suess</b>  <b>P. T314-322</b></p> <p><b>Genre:</b>  <b>Biography</b></p> <p><b>Skill:</b>  <b>Text and Graphic Features</b></p> <p><b>Strategy:</b>  <b>Question</b></p>		<p>www.pinterest.com</p>		<p>Week 11</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Dr. Suess			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p><b>Write to Describe:</b></p> <p><b>Description</b></p> <p><b>Grammar:</b></p> <p><b>Singular and Plural nouns</b></p> <p><b>T305</b>  <b>TT324</b>  <b>T334</b></p> <p><b>2<sup>nd</sup> nine Weeks Writing</b></p> <p><b>Rubric:</b></p> <p><b>Narrative</b></p>	<p>Writers' Checklist</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	<p><a href="http://www.jmeacham.com/writersworkshop/writing.mini.lessons.htm">http://www.jmeacham.com/writersworkshop/writing.mini.lessons.htm</a></p>		<p>Week 11</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: The Cup Cake Party			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b> <b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> b) Tell and retell stories and events in logical order.</p> <p><b>1.2 The student will expand understanding and use of word meanings.</b> a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. d) Use vocabulary from other content areas.</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b> b) Follow rules for conversation using appropriate voice level in small-group settings. c) Ask and respond to questions.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes). e) Add or delete phonemes (sounds) to make new words.</p>	<p>Read Aloud T390-T391 "Chipper Chips In"</p> <p>Benchmark Leveled Readers</p> <p>Phonemic Awareness T394,T402, T422,T432, T443</p> <p>Middle sounds</p>	<p>Comprehensive Language and Literacy Guide Lesson 10 p.T58</p>	<p>http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm</p> <p>K-5 Curriculum Framework</p> <p>Website: Resources PALS</p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 12</p>





# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: The Cup Cake Party			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b>            a) Read from left to right and from top to bottom.            b) Match spoken words with print.            c) Identify letters, words, sentences, and ending punctuation.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b>            d) Use short vowel sounds to decode and spell single-syllable words.            h) Read and spell commonly used sight words.</p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b>            e) Use knowledge of story structure.            f) Reread and self-correct.</p> <p><b>1.8 The student will expand vocabulary.</b>            a) Discuss meanings of words in context.            b) Develop vocabulary by listening to and reading a variety of texts.</p>	<p><b>Word Study</b>            Teacher's Guide            Lesson 10            p.58</p> <p><b>Final Clusters</b>  <b>Words with "ump"</b></p> <p><b>Words with short u:</b>            T398,T418,            T428,T438,            T444</p> <p><b>Story Structure:</b>            T406-407            T426-427</p> <p><b>Synonyms:</b>            T436-437</p> <p><b>High Frequency Words:</b>            eat, give, one,            put, small, take            T392-393            T404-405            T425, T433            T443</p>	<p><b>Model the Sort</b></p> <p><b>Guess My Category</b></p> <p><b>Blind Writing Sort</b></p> <p><b>Open Sort</b></p>	<p>Brainpopjr.com:</p> <p>Starfall.com:            Learn to read</p> <p>Houghton Mifflin            Florida Center for            Reading            Research</p> <p>Carl's Corner            Word Sorts            online</p>		<p>Week 12</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: The Cup Cake Party			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b>            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.            h) Identify the main idea or theme.            i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b>            a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            d) Identify text features such as pictures, headings, charts, and captions.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.            h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p><b>Benchmark Leveled Readers</b></p> <p><b>Main Selection: A Cupcake Party T408-416</b></p> <p><b>Genre: Fantasy</b></p> <p><b>Skill: Story structure</b></p> <p><b>Strategy: Visualize</b></p>			<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 12</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: The Cup Cake Party			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p> <p><b>Remediation and Enrichment</b></p>	<p><b>Write to Describe: Description Focus: Organization</b></p> <p><b>Grammar: Prepositions and Prepositional Phrases T398,T418, T428, T439,</b></p> <p><b>Prepositions for where(on, up, away) Prepositions for when(after, now, today)</b></p>	<p>Writers' Checklist</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	<p><a href="http://www.jmeacham.com/writersworkshop/writing.mini.lessons.htm">http://www.jmeacham.com/writersworkshop/writing.mini.lessons.htm</a></p>	<p>2<sup>nd</sup> Nine Week Writing Rubric</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 12</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH: Sea Animals			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b> <b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> b) Tell and retell stories and events in logical order. e) Express ideas orally in complete sentences.</p> <p><b>1.2 The student will expand understanding and use of word meanings.</b> a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. d) Use vocabulary from other content areas.</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b> b) Follow rules for conversation using appropriate voice level in small-group settings.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes).</p>	<p>Read Aloud T14-15 "The Piano Lessons"</p> <p>Benchmark Leveled Readers</p> <p>Phonemic Awareness T18,T26,T48, T58,T67</p> <p>Digraph "th"</p> <p>Base words with -s,-es,- ed,-ing</p>	<p>Comprehensive Language and Literacy Guide Lesson 11 p.60</p>	<p>http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm</p> <p>K-5 Curriculum Framework</p> <p>Website: Resources PALS</p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 13</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Sea Animals			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b>            a) Read from left to right and from top to bottom.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b>            c) Use beginning consonant digraphs to decode and spell single-syllable words.            d) Use short vowel sounds to decode &amp; spell single-syllable words.            e) Blend beginning, middle, and ending sounds to recognize and read words.            f) Use word patterns to decode unfamiliar words.            h) Read and spell commonly used sight words.</p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b>            a) Use words, phrases, and sentences.            b) Use titles and pictures.            c) Use information in the story to read words.            d) Use knowledge of sentence structure.            e) Use knowledge of story structure.            f) Reread and self-correct.</p>	<p><b>Benchmark Leveled Readers</b></p> <p><b>Word Study: Lesson 11 p.60</b></p> <p><b>Spelling: Words with "th"</b>            T22,T44,T54, T64,T70</p> <p><b>Classify and Categorize Color Words T62-63</b></p>	<p>Model the Sort</p> <p>Pattern Sort</p> <p>Word Hunt</p> <p>Blind Writing Sort</p>	<p>Brainpopjr.com:</p> <p>Starfall.com: Learn to read</p> <p>Houghton Mifflin Florida Center for Reading Research</p> <p>Carl's Corner Word Sorts online</p>	<p>Spelling Tests</p> <p>Teacher Observation</p> <p>Formative Assessments</p>	<p>Week 13</p>



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## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Sea Animals			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.8 The student will expand vocabulary.</b>            a) Discuss meanings of words in context.            b) Develop vocabulary by listening to and reading a variety of texts.            c) Ask for the meaning of unknown words and make connections to familiar words.            d) Use text clues such as words or pictures to discern meanings of unknown words.            e) Use vocabulary from other content areas.</p> <p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b>            a) Preview the selection.            b) Set a purpose for reading.            c) Relate previous experiences to what is read.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.            h) Identify the main idea or theme.            i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p>	<p><b>High Frequency Words: blue, cold, far, little, live, their, water, where</b></p> <p><b>T16-17 T28-29 T51 T59 T68</b></p> <p>Benchmark Leveled Readers</p>				<p>Week 13</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Sea Animals			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            d) Identify text features such as pictures, headings, charts, and captions.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.            h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p><b>Main Selection:</b>  <b>Sea Animals</b>  <b>T32-T41</b></p> <p><b>Genre:</b>  <b>Informational Text</b></p> <p><b>Skill:</b>  <b>Author's Purpose</b></p> <p><b>Strategy</b>  <b>Analyze/Evaluate</b></p>			<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 13</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2nd Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Sea Animals			Assessments	Time Frame
	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p>Write to Inform: Sentences Use Adverbs Focus Trait: Ideas</p> <p>Grammar: Proper Nouns</p> <p>T22,T44,T54, T70-71</p>	<p>Daily Proofreading Practice T23,T45,T55, T65,T72</p>	<p><a href="http://www.jmeacham.com/writers.workshop/writing.mini.lessons.htm">http://www.jmeacham.com/writers.workshop/writing.mini.lessons.htm</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 13</p> <p><b>*Nov. 25-26 Thanksgiving – No HMH unit – enrichment and appropriate seasonal activities</b></p>







# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: <b>How Leopard Got His Spots</b>			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b>            a) Read from left to right and from top to bottom.            b) Match spoken words with print.            c) Identify letters, words, sentences, and ending punctuation.            d) Read his/her own writing.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b>            b) Use two-letter consonant blends to decode and spell single-syllable words.            c) Use beginning consonant digraphs to decode and spell single-syllable words.            d) Use short vowel sounds to decode and spell single-syllable words.            e) Blend beginning, middle, and ending sounds to recognize and read words.            h) Read and spell commonly used sight words.</p>	<p><b>Benchmark Leveled Readers</b></p> <p><b>Word Study Teaching Guide Lesson 12 p. 62-63</b></p> <p><b>Words with short ch, tch T114-116, T122, T154, T164</b></p> <p><b>Words with possessives T144-T145, T154</b></p>	<p>Model Sort</p> <p>Pattern Sort</p> <p>Open Sort</p> <p>Speed Sort</p> <p>Ch Starfall  <a href="http://www.starfall.com/n/skills/ch/load.htm?f">http://www.starfall.com/n/skills/ch/load.htm?f</a></p> <p>Ch/tch Activities  <a href="http://www.northwood.org.uk/phonics%20tch%20ch.htm">http://www.northwood.org.uk/phonics%20tch%20ch.htm</a></p>	<p>Word Builder sh/ch (Click on unit 17)  <a href="http://www.eduplace.com/kids/sv/books/content/wordbuilder/?g=1&amp;cb=1375205747345#grade1">http://www.eduplace.com/kids/sv/books/content/wordbuilder/?g=1&amp;cb=1375205747345#grade1</a></p> <p>sh/ch Word Find  <a href="http://www.eduplace.com/kids/sv/applications/wordfind/index.html?grade=1&amp;unit=17">http://www.eduplace.com/kids/sv/applications/wordfind/index.html?grade=1&amp;unit=17</a></p> <p>Contractions 's  <a href="http://www.manatee.k12.fl.us/sites/elementary/samoset/RESOURCES/con10a.htm">http://www.manatee.k12.fl.us/sites/elementary/samoset/RESOURCES/con10a.htm</a></p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Spelling Test</p>	<p>Week 14</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: How Leopard Got His Spots			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b>            b) Use titles and pictures.            d) Use knowledge of sentence structure.</p> <p><b>1.8 The student will expand vocabulary.</b>            a) Discuss meanings of words in context.            b) Develop vocabulary by listening to and reading a variety of texts.            e) Use vocabulary from other content areas.</p>	<p><b>Skill: Homophones T158-T159</b></p> <p><b>High Frequency Words: been, brown, know, never, off, out, own, very T112-T113 T124-T125 T147 T155 T164</b></p>	<p>Homophone Match  <a href="http://firstgradeisfantabulous.blogspot.com/2011/04/homophones.html">http://firstgradeisfantabulous.blogspot.com/2011/04/homophones.html</a></p> <p>Beehive Homophones  <a href="http://oceansoffirstgradefun.blogspot.com/2011/05/hive-of-homophones.html">http://oceansoffirstgradefun.blogspot.com/2011/05/hive-of-homophones.html</a></p> <p>Homophone printable  <a href="https://docs.google.com/file/d/0B5wagX0-agExb3RFSkR1QVdRR0djQUQ4V1hZdm9hdw/edit">https://docs.google.com/file/d/0B5wagX0-agExb3RFSkR1QVdRR0djQUQ4V1hZdm9hdw/edit</a></p>	<p>Online Homophone Games  <a href="http://www.learninggamesforkids.com/vocabulary_games/homophones-games.html">http://www.learninggamesforkids.com/vocabulary_games/homophones-games.html</a></p> <p>Vocab Practice  <a href="http://www.spellingcity.com">www.spellingcity.com</a>            Type in the 8 vocab words and play games using these words.</p>	<p>Teacher Observation</p> <p>Anecdotal Records</p>	<p>Week 14</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH: How Leopard Got His Spots			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b></p> <p>a) Preview the selection.            b) Set a purpose for reading.            c) Relate previous experiences to what is read.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.            h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection:</b>  <b>How the Leopard Got His Spots T128-T138</b></p> <p><b>Genre:</b>  <b>Folktale</b></p> <p><b>Skill:</b>  <b>Sequence</b></p> <p><b>Strategy:</b>  <b>Question</b></p>	<p>Sequencing:            Alexander and the Terrible, Horrible, No Good Very Bad Day</p> <p><a href="https://docs.google.com/file/d/0B-vfpaed70-cY2EzZTRjOTEtM2E0OS00YjcwLTJhNkU0NTFhNjQ2Mjd mN2U1/edit?pli=1">https://docs.google.com/file/d/0B-vfpaed70-cY2EzZTRjOTEtM2E0OS00YjcwLTJhNkU0NTFhNjQ2Mjd mN2U1/edit?pli=1</a></p> <p>Questioning Strategy  <a href="http://snippetsby sarah.blogspot.com/2012/05/teaching-questioning-as-comprehension.html">http://snippetsby sarah.blogspot.com/2012/05/teaching-questioning-as-comprehension.html</a></p>	<p>4 min animated video, music only. First, Next, Then, Last  <a href="http://pinterest.com/pin/264305071852614022/">http://pinterest.com/pin/264305071852614022/</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 14</p>







# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Seasons			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b></p> <p><b>Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b>            a) Read from left to right and from top to bottom.            b) Match spoken words with print.            c) Identify letters, words, sentences, and ending punctuation.            d) Read his/her own writing.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b>            c) Use beginning consonant digraphs to decode and spell single-syllable words.            h) Read and spell commonly used sight words.</p>	<p><b>Benchmark Leveled Readers</b></p> <p><b>Word Study Teaching Guide Lesson 13 p. 64-65</b></p> <p><b>Words with short sh, wh, ph T210-T212, T218, T250, T260</b></p> <p><b>Contractions 's, n't T20-241, T250</b></p>	<p>Model Sort</p> <p>Guess My Category</p> <p>Seed Sort</p> <p>Blind Writing Sort</p> <p>Word Web Find sh and ch  <a href="http://www.eduplace.com/kids/sv/applications/wordfind/index.html?grade=1&amp;unit=17">http://www.eduplace.com/kids/sv/applications/wordfind/index.html?grade=1&amp;unit=17</a></p>	<p>Th and Wh</p> <p>Click on unit 19  <a href="http://www.eduplace.com/kids/sv/books/content/wordbuilder/?g=1&amp;cb=1375361581109#grade1">http://www.eduplace.com/kids/sv/books/content/wordbuilder/?g=1&amp;cb=1375361581109#grade1</a></p> <p>Starfall Wh  <a href="http://www.starfall.com/n/skills/wh/load.htm?f">http://www.starfall.com/n/skills/wh/load.htm?f</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 15</p>
		<p>Contractions ('s) practice  <a href="http://www.manatee.k12.fl.us/sites/elementary/samoset/RESOURCE_S/con10a.htm">http://www.manatee.k12.fl.us/sites/elementary/samoset/RESOURCE_S/con10a.htm</a></p>	<p>Contraction ideas  <a href="http://babblingabbey.blogspot.com/2011/01/contraction-activities-first-grade.html">http://babblingabbey.blogspot.com/2011/01/contraction-activities-first-grade.html</a></p>		



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Seasons			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.8 The student will expand vocabulary.</b>            a) Discuss meanings of words in context.            d) Use text clues such as words or pictures to discern meanings of unknown words.</p> <p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b>            a) Preview the selection.            b) Set a purpose for reading.            c) Relate previous experiences to what is read.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b>            a) Preview the selection.            b) Use prior &amp; background knowledge as context for new learning.            c) Set a purpose for reading.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.            h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p><b>Skill: Words ending in -ed, -ing, -s</b> T254-T255</p> <p><b>High Frequency Words: down, fall, goes, green, grow, new, open, yellow</b> T208-T209, T221-T221, T243, T251, T260</p> <p><b>Main Selection: Seasons</b> T224-T234</p> <p><b>Genre: Informational Text</b></p> <p><b>Skill: Cause and Effect</b> T244-T245</p> <p><b>Strategy: Visualize</b></p>	<p>High Frequency Practice  <a href="http://www.spellingcity.com/">http://www.spellingcity.com/</a>            Type in the vocab words and click play games. There will be several options of free games to play with these words.</p> <p><b>Cause and Effect Roll</b>  <a href="http://www.fcrr.org/studentactivities/c_021a.pdf">http://www.fcrr.org/studentactivities/c_021a.pdf</a></p> <p><b>Cause and Effect Match</b>  <a href="http://www.fcrr.org/studentactivities/c_020b.pdf">http://www.fcrr.org/studentactivities/c_020b.pdf</a></p> <p><b>Pete the Cat Cause and Effect</b>  <a href="http://finallyinfirst.blogspot.com/2011/09/pete-cat-cause-effect.html">http://finallyinfirst.blogspot.com/2011/09/pete-cat-cause-effect.html</a></p>	<p>-ing PBS video  <a href="http://pbskids.org/go/video/?category=Between%20the%20Lions&amp;pid=Axv_DOQr77M7L8505DtrblVZeit1dySU">http://pbskids.org/go/video/?category=Between%20the%20Lions&amp;pid=Axv_DOQr77M7L8505DtrblVZeit1dySU</a></p> <p>4 Seasons video clip  <a href="http://www.youtube.com/watch?v=LTXtSGf1VdY">http://www.youtube.com/watch?v=LTXtSGf1VdY</a></p> <p>Visualize  <a href="http://snippetsbyarah.blogspot.com/2011/02/visualizing.html">http://snippetsbyarah.blogspot.com/2011/02/visualizing.html</a></p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Formative Assessments</p>	<p>Week 15</p>





# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Seasons			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p><b>Sentence Writing Grammar:</b></p> <p><b>Subjects and Verbs</b></p> <p><b>Intro, T214, T235, T246, T256, T262-T263</b></p> <p><b><u>Writing Rubric Focus,</u></b></p> <p><b>2<sup>nd</sup> 9 weeks: Narrative Writing</b></p>	<p>Daily Language Practice</p> <p>Pete the Cat Verbs  <a href="http://thefirstgradeairytales.blogspot.com/2012/10/angry-verbs-giveaway.html">http://thefirstgradeairytales.blogspot.com/2012/10/angry-verbs-giveaway.html</a></p> <p>Verb Activities  <a href="http://firstgradeblueskies.blogspot.com/2012/05/verbs-are-action-words-freebie.html">http://firstgradeblueskies.blogspot.com/2012/05/verbs-are-action-words-freebie.html</a></p> <p>Narrative Anchor Charts  <a href="http://fun-in-first.blogspot.com/2012/09/narrative-writing.html">http://fun-in-first.blogspot.com/2012/09/narrative-writing.html</a></p>	<p>Subject and Verb online game  <a href="http://gotkidsgames.com/sv/1stGradeSV.html">http://gotkidsgames.com/sv/1stGradeSV.html</a></p> <p>Verb Video Clip  <a href="http://www.youtube.com/watch?v=wqsDKlheaek">http://www.youtube.com/watch?v=wqsDKlheaek</a></p> <p>Monkey See Action Words  <a href="http://www.youtube.com/watch?v=KtR7b_Z-s6I">http://www.youtube.com/watch?v=KtR7b_Z-s6I</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 15</p> <p><b>*Dec. 16-20 No HMH- Use this week for enrichment and appropriate seasonal activities</b></p>





# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: The Big Race			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b></p> <p><b>Reading</b></p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b>            b) Use two-letter consonant blends to decode and spell single-syllable words.            d) Use short vowel sounds to decode &amp; spell single-syllable words.            e) Blend beg., middle, &amp; ending sounds to recognize &amp; read words.            h) Read and spell commonly used sight words.</p> <p><b>1.8 The student will expand vocabulary.</b>            a) Discuss meanings of words in context.            b) Develop vocabulary by listening to and reading a variety of texts.            d) Use text clues such as words or pictures to discern meanings of unknown words.</p>	<p><b>Words with long a</b>  <b>T306-T308, T314, T346, T356</b></p> <p><b>Soft c, g, dge</b>  <b>T336-T337, T346</b></p> <p><b>Skill: Classify and Categorize Number Words</b>  <b>T350-T351</b></p> <p><b>High Frequency Words:</b>  <b>four, five, into, over, starts, three, two, watch</b>  <b>T304-T305, T316-T317, T339, T347, T356</b></p>	<p>Model Sort            Guess My Category            Speed Sort            Blind Writing Sort</p> <p>Magic "e" Adventure  <a href="http://www.fun4thbrain.com/English/magice.html">http://www.fun4thbrain.com/English/magice.html</a></p> <p>Soft c and g sort  <a href="http://www.teacherspayteachers.com/Product/Soft-C-and-Soft-G-Sort-Football-Freebie-533000">http://www.teacherspayteachers.com/Product/Soft-C-and-Soft-G-Sort-Football-Freebie-533000</a></p> <p>Number word and Matching Printable game  <a href="http://www.teacherspayteachers.com/Product/Number-word-and-number-matching-game-169492">http://www.teacherspayteachers.com/Product/Number-word-and-number-matching-game-169492</a></p> <p>Sight Word Dominoes  <a href="http://www.notimeforflashcards.com/2013/01/sight-word-dominoes-speed-racer-game.html">http://www.notimeforflashcards.com/2013/01/sight-word-dominoes-speed-racer-game.html</a></p>	<p>Make a word a_e  <a href="http://www.starfall.com/n/make-a-word/silent-e/play.htm?f">http://www.starfall.com/n/make-a-word/silent-e/play.htm?f</a></p> <p>Long A Search  <a href="http://www.sadlier.com/oxford.com/phonics/grade_k_1/longa.htm">http://www.sadlier.com/oxford.com/phonics/grade_k_1/longa.htm</a></p> <p>Ice Cream Cake poem  <a href="http://www.bbc.co.uk/schools/wordsandpictures/longvow/poems/flash/poem6.shtml">http://www.bbc.co.uk/schools/wordsandpictures/longvow/poems/flash/poem6.shtml</a></p> <p>Scrabble  <a href="http://pinterest.com/pin/50384089552624557/">http://pinterest.com/pin/50384089552624557/</a></p>	<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 16</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: The Big Race			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b></p> <p>a) Preview the selection.            b) Set a purpose for reading.            c) Relate previous experiences to what is read.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.            h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection: The Big Race T320-T330</b></p> <p><b>Genre: Fantasy</b></p> <p><b>Skill: Conclusions T340-T341</b></p> <p><b>Strategy: Infer/Predict</b></p>	<p>Give it a Spin! Inference and Conclusion <a href="http://www.theeducationcenter.com/TextFiles/Email/te_literaturelinks_112612.html">http://www.theeducationcenter.com/TextFiles/Email/te_literaturelinks_112612.html</a></p> <p>Infer: <a href="http://www.philtulga.com/Riddles.html">http://www.philtulga.com/Riddles.html</a></p>	<p>Making Prediction Games <a href="http://www.wartgames.com/themes/reading/predictions.html">http://www.wartgames.com/themes/reading/predictions.html</a></p> <p>BrainPopJr. Making Predictions <a href="http://www.brainpopjr.com/readingandwriting/comprehension/makepredictions/preview.weml">http://www.brainpopjr.com/readingandwriting/comprehension/makepredictions/preview.weml</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 16</p>



# First Grade English Pacing Guide

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GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: The Big Race			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p style="text-align: center;"><b>Sentence Writing</b></p> <p style="text-align: center;"><b>Grammar: Verbs – Past and Present Time</b></p> <p style="text-align: center;"><b>T310, T332, T342, T352, T358-T359</b></p> <p style="text-align: center;"><b>Writing Rubric</b></p> <p style="text-align: center;"><b>Focus,</b></p> <p style="text-align: center;"><b>2<sup>nd</sup> 9 weeks:</b></p> <p style="text-align: center;"><b>Narrative Writing</b></p>	<p style="text-align: center;">Daily Language Practice</p> <p>Past and present Christmas Tree  <a href="http://theteacherscauldron.blogspot.com/2012/11/word-hunt-freebie.html">http://theteacherscauldron.blogspot.com/2012/11/word-hunt-freebie.html</a></p> <p>When I Was Little  <a href="http://theteacherscauldron.blogspot.com/2012/11/word-hunt-freebie.html">http://theteacherscauldron.blogspot.com/2012/11/word-hunt-freebie.html</a></p>	<p style="text-align: center;">Brain Pop Jr. Verbs  <a href="http://www.brainpopjr.com/readingandwriting/word/verbs/preview.weml">http://www.brainpopjr.com/readingandwriting/word/verbs/preview.weml</a></p>	<p style="text-align: center;">Teacher Observation</p> <p style="text-align: center;">Anecdotal Records</p> <p style="text-align: center;">Daily Language Practice</p> <p style="text-align: center;">Writers' Checklist</p> <p style="text-align: center;">Rubric</p> <p style="text-align: center;">Star Writers</p> <p style="text-align: center;">Writing Conferences</p>	<p>Week 16</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Animal Groups			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b></p> <p><b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b>            b) Tell and retell stories and events in logical order.</p> <p><b>1.2 The student will expand understanding and use of word meanings.</b>            a) Increase listening and speaking vocabularies.            b) Begin to ask for clarification and explanation of words and ideas.            d) Use vocabulary from other content areas.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b></p> <p><b>Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b>            a) Read from left to right and from top to bottom.            b) Match spoken words with print.            c) Identify letters, words, sentences, and ending punctuation.            d) Read his/her own writing.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b>            b) Use two-letter consonant blends to decode &amp; spell single-syllable words.            d) Use short vowel sounds to decode &amp; spell single-syllable words.            e) Blend beg., middle, &amp; ending sounds to recognize &amp; read words.            h) Read and spell commonly used sight words.</p>	<p>Read Aloud            "The Dancing Wolves"            T398-T399</p> <p>Phonemic Awareness            T402, T410,            T432 T442, T451</p> <p><b>Benchmark Leveled Readers</b></p> <p><b>Word Study Teaching Guide</b>  <b>Lesson 15</b>  <b>p. 68-69</b></p> <p><b>Words with long I (CVCe)</b>            T402-T404, T410,            T442, T452</p> <p><b>Words with Digraphs kn, wr, gn, mb</b>            T432-T433,            T442, T452</p>	<p>See Journey's Comp. Lang. and Literacy Guide Lesson 15, p.68</p> <p>Model Sort</p> <p>Guess My Category</p> <p>Word Hunt</p> <p>Blind Writing Sort</p> <p>Long I Activities  <a href="http://extraspecialteaching.blogspot.com/2011/08/long-i-cvce-unit.html">http://extraspecialteaching.blogspot.com/2011/08/long-i-cvce-unit.html</a></p>	<p>Long I word sort (Click on unit 21)  <a href="http://www.eduplace.com/kids/sv/books/content/wordsort/?g=1#grade1">http://www.eduplace.com/kids/sv/books/content/wordsort/?g=1#grade1</a></p> <p>Web Word Find Long I  <a href="http://www.eduplace.com/kids/sv/applications/wordfind/index.html?grade=1&amp;unit=21">http://www.eduplace.com/kids/sv/applications/wordfind/index.html?grade=1&amp;unit=21</a></p> <p>Beginning Consonant Digraphs  <a href="http://www.sadlier-oxford.com/phonics/grade2_3/pg_128/begin_dia.htm">http://www.sadlier-oxford.com/phonics/grade2_3/pg_128/begin_dia.htm</a></p>	<p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 17</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Animal Groups			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b>            b) Use titles and pictures.            d) Use knowledge of sentence structure.</p> <p><b>1.8 The student will expand vocabulary.</b>            a) Discuss meanings of words in context.            b) Develop vocabulary by listening to and reading a variety of texts.            d) Use text clues such as words or pictures to discern meanings of unknown words.</p>	<p><b>Skill: Suffixes</b>            -er, -est  <b>T446-T447</b></p> <p><b>High Frequency Words: bird, both, eyes, fly, long, or, those, walk</b>  <b>T400-T401, T412-T413, T435, T443, T452</b></p>	<p>Suffixes  <a href="http://www.missmartinsclassroom.com/2013/03/comparative-words-flip-books-er-and-est.html">http://www.missmartinsclassroom.com/2013/03/comparative-words-flip-books-er-and-est.html</a></p> <p>Suffix Class Book  <a href="http://kinder-corner.blogspot.com/2012/10/im-biggest-thing-in-ocean.html">http://kinder-corner.blogspot.com/2012/10/im-biggest-thing-in-ocean.html</a></p> <p>Classroom suffix idea  <a href="http://www.youtube.com/watch?v=rudhg-yoLZI">http://www.youtube.com/watch?v=rudhg-yoLZI</a></p>		<p>On-Going Sight Word Assessments</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 17</p>



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## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks					
SOL / Enabling Objectives	Resources HMH Story: Animal Groups			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b></p> <p>a) Preview the selection.            b) Set a purpose for reading.            c) Relate previous experiences to what is read.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.            h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection: Animal Groups T416-T426</b></p> <p><b>Genre: Informational Text</b></p> <p><b>Skill: Compare/ Contrast</b></p> <p><b>Strategy: Monitor/ Clarify</b></p>	<p>Compare/ Contrast <a href="http://www.fcrr.org/studentactivities/c_021b.pdf">http://www.fcrr.org/studentactivities/c_021b.pdf</a></p> <p>Monitor/ Clarify video clip <a href="http://www.youtube.com/watch?v=CBzRMRyOLik">http://www.youtube.com/watch?v=CBzRMRyOLik</a></p> <p>Compare and Contrast Animals <a href="https://sites.google.com/site/scienceforkids11/home/compare-and-contrast">https://sites.google.com/site/scienceforkids11/home/compare-and-contrast</a></p>	<p>Animal Compound Word Match <a href="http://www.vocabulary.co.il/compound-words/primary/compound-animal-word-match/">http://www.vocabulary.co.il/compound-words/primary/compound-animal-word-match/</a></p> <p>Animals Say What <a href="http://pbskids.org/sid/saywhat.html">http://pbskids.org/sid/saywhat.html</a></p> <p>Animals Creature Feature <a href="http://kids.nationalgeographic.com/kids/animals/creaturefeature/">http://kids.nationalgeographic.com/kids/animals/creaturefeature/</a></p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Formative Assessments</p>	<p>Week 17</p>





# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 2 <sup>nd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Animal Groups			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p> <p><b>Formative Assessments</b>  <b>Remediation and Enrichment</b></p>	<p><b>Sentence Writing</b></p> <p><b>Grammar:</b>  <b>Verbs – be, is, are, was, were</b></p> <p><b>Writing Rubric</b>  <b>Focus</b>  <b>2<sup>nd</sup> 9 weeks:</b>  <b>Narrative Writing</b></p>	<p>Daily Language Practice</p> <p>Writers' Checklist</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>		<p>Teacher Observation</p> <p>Anecdotal Record</p>	<p>Week 17</p>



# First Grade English Pacing Guide

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# First Grade English Pacing Guide

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GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b> <b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> a) Listen and respond to a variety of electronic media and other age-appropriate materials. b) Tell and retell stories and events in logical order. d) Participate in creative dramatics. e) Express ideas orally in complete sentences.</p> <p><b>1.2 The student will expand understanding and use of word meanings.</b> d) Use vocabulary from other content areas.</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b> a) Initiate conversation with peers and adults. b) Follow rules for conversation using appropriate voice level in small-group settings. c) Ask and respond to questions. d) Follow simple two-step oral directions. e) Give simple two-step oral directions.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> e) Add or delete phonemes (sounds) to make new words.</p>	<p>Teacher Read Aloud T14-T15 "One Giant Leap"</p> <p>Benchmark Leveled Readers</p> <p>Phonemic Awareness T18,T26,T50, T60,T69</p>	<p>Comprehensive Language and Literacy Guide Lesson 16 p.70</p>	<p>http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm</p> <p>K-5 Curriculum Framework</p> <p>Website: Resources PALS</p>	<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 18</p>



# First Grade English Pacing Guide

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GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b>            a) Read from left to right and from top to bottom.            b) Match spoken words with print.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b>            h) Read and spell commonly used sight words.</p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b>            a) Use words, phrases, and sentences.            b) Use titles and pictures.            c) Use information in the story to read words.            d) Use knowledge of sentence structure.            e) Use knowledge of story structure.            f) Reread and self-correct.</p> <p><b>1.8 The student will expand vocabulary.</b>            e) Use vocabulary from other content areas.</p>	<p>Benchmark Leveled Readers</p> <p>Word Study Teacher's Guide Lesson 16 p.70</p> <p>Spelling: Words With long o and long u T22,T46,T56, T66</p> <p>High Frequency Words: around, because, before, bring, carry, light, show, think T16-17,T28-29, T53,T61,T70</p>	<p>Harcourt Leveled Readers</p> <p>Model the Sort Pattern Sort Blind Writing Sort Speed Sort</p>	<p>Brainpopjr.com: Short Vowels</p> <p>Starfall.com: Learn to read</p> <p>Houghton Mifflin Florida Center for Reading Research</p> <p>Carl's Corner Word Sorts online</p>		<p>Week 18</p>



# First Grade English Pacing Guide

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GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b>            a) Preview the selection.            d) Make and confirm predictions.            i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b>            a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            d) Identify text features such as pictures, headings, charts, and captions.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.            h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection: Let's Go To The Moon T32-T44</b></p> <p><b>Genre: Informational Text</b></p> <p><b>Skill: Main Idea and Details</b></p> <p><b>Strategy: Question</b></p>		<p><a href="http://www.gobookee.net/moon-activities-first-grade/">http://www.gobookee.net/moon-activities-first-grade/</a></p>		<p>Week 18</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p><b>Writing Rubric Focus: Friendly Letter</b></p> <p><b>Grammar: Questions T22,T46,T56, T66,T72-73</b></p> <p><b>Write To Narrate: Sentences, Ideas TT23,T47,T57, T67,T74</b></p>	<p>Daily Language Practice</p> <p>Writers' checklist</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	<p><a href="http://www.jmeacham.com/writers.workshop/writing.mini.lessons.htm">http://www.jmeacham.com/writers.workshop/writing.mini.lessons.htm</a></p>		<p>Week 18</p>









# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.10 The student will read and demonstrate comprehension of a variety of fictional texts.</b></p> <p>a) Preview the selection.            b) Set a purpose for reading.            c) Relate previous experiences to what is read.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.            h) Identify the main idea or theme.            i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            d) Identify text features such as pictures, headings, charts, and captions.            e) Make and confirm predictions.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection:</b> The Big Trip T130-142</p> <p><b>Genre:</b> Fantasy</p> <p><b>Skill:</b> Compare and Contrast</p> <p><b>Strategy:</b> Visualize</p> <p><b>Main Selection:</b> The Big Trip T130-T142</p> <p><b>Genre:</b> Fantasy</p> <p><b>Skill:</b> Compare and <b>Contrast</b></p> <p><b>Strategy:</b> <b>Visualize</b></p>			<p>Selection Test</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 19</p>



# First Grade English Pacing Guide

## Lynchburg City Schools 2013-2014



GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)						
SOL / Enabling Objectives		Resources Harcourt Story:			Assessments	Suggested Time Frame
		Text	Activities	Technology		
<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>            a) Form letters accurately.            b) Space words within sentences.            c) 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>            a) Generate ideas.            b) Focus on one topic.            c) Revise by adding descriptive words when writing about people, places, things, and events.            d) Use complete sentences in final copies.            e) Begin each sentence with a capital letter and use ending punctuation in final copies.            f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.            g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>		<p><b>Writing Rubric Focus:</b> Friendly Letter</p> <p><b>Write To Narrate:</b> Sentences and Ideas T121,T145, T155,T165, T172</p> <p><b>Grammar:</b> Kinds of Sentences: T120,T144, T154,T164</p>	<p>Daily Language Practice</p> <p>Writers' checklist</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	<p><a href="http://www.jmeacham.com/writers.workshop/writing.mini.lessons.htm">http://www.jmeacham.com/writers.workshop/writing.mini.lessons.htm</a></p>		Week 19



# First Grade English Pacing Guide

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GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand</b> <b>Oral Language</b></p> <p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b> b) Tell and retell stories and events in logical order.</p> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b> e) Give simple two-step oral directions.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b></p>	<p>Read Aloud "The Three Wishes" T210-T211</p> <p>Phonemic Awareness T214, T222, T246, T256, T265</p>	<p>See Journey's Comp. Lang. and Literacy Guide Lesson 18, p.74</p>		<p>Selection Test</p> <p>Spelling Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Formative Assessments</p>	<p>Week 20</p>



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GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>Strand Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b>            a) Read from left to right and from top to bottom.            b) Match spoken words with print.            c) Identify letters, words, sentences, and ending punctuation.            d) Read his/her own writing.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b>            b) Use two-letter consonant blends to decode and spell single-syllable words.            d) Use short vowel sounds to decode and spell single-syllable words.            e) Blend beginning, middle, and ending sounds to recognize and read words.            h) Read and spell commonly used sight words.</p>	<p><b>Benchmark Leveled Readers</b></p> <p><b>Word Study Teaching Guide Lesson 18 p. 74-75</b></p> <p><b>Words with short ai, ay T214-T216, T222, T256, T266</b></p> <p><b>Contractions T246-T247, T256, T266</b></p>	<p>Model Sort</p> <p>Pattern Sort</p> <p>Word Hunt</p> <p>Speed Sort</p> <p><b>Two Vowels Walking</b>  <a href="http://www.starfall.com/n/make-a-word/two-vowels/load.htm?f">http://www.starfall.com/n/make-a-word/two-vowels/load.htm?f</a></p> <p><b>ai/ay (click on unit 27)</b>  <a href="http://www.eduplace.com/kids/sv/books/content/wordbuilder/?g=1&amp;cb=1376354503579#grade1">http://www.eduplace.com/kids/sv/books/content/wordbuilder/?g=1&amp;cb=1376354503579#grade1</a></p>	<p><b>Fly By Contractions</b>  <a href="http://www.sadlier-oxford.com/phonic/s/flyby/flyby1.htm">http://www.sadlier-oxford.com/phonic/s/flyby/flyby1.htm</a></p> <p><b>Contractions</b>  <a href="http://www.manatee.k12.fl.us/sites/elementary/samose/t/RESOURCES/con7a.htm">http://www.manatee.k12.fl.us/sites/elementary/samose/t/RESOURCES/con7a.htm</a></p> <p><b>ai/ay</b>  <a href="http://dl.dropboxusercontent.com/u/39678673/ai%20ay%20worksheet.pdf">http://dl.dropboxusercontent.com/u/39678673/ai%20ay%20worksheet.pdf</a></p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Spelling Test</p>	<p>Week 20</p>



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GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.8 The student will expand vocabulary.</b>            a) Discuss meanings of words in context.            b) Develop vocabulary by listening to and reading a variety of texts.            d) Use text clues such as words or pictures to discern meanings of unknown words.            e) Use vocabulary from other content areas.</p>	<p><b>Skill:</b>            Multiple Meaning Words            T260-T261</p> <p><b>High Frequency Words:</b>            first, food, ground, right, sometimes, these, under, your            T212-T213, T224-T225, T249, T257, T266</p>	<p><b>Multiple Meaning Words</b>  <a href="https://docs.google.com/file/d/0B-vfpaed70-cbUNmOUtUVFU0Y2M/edit">https://docs.google.com/file/d/0B-vfpaed70-cbUNmOUtUVFU0Y2M/edit</a></p> <p><b>Snacking on Multiple Meaning Words</b>  <a href="https://docs.google.com/file/d/0B-cRkNnZVdmR2xsd2s/edit">https://docs.google.com/file/d/0B-cRkNnZVdmR2xsd2s/edit</a></p> <p><b>High Frequency Practice</b>  <a href="http://mrsmorrowskindergarteners.blogspot.com/2011/03/popcorn-word-activities.html">http://mrsmorrowskindergarteners.blogspot.com/2011/03/popcorn-word-activities.html</a></p>	<p><b>Spelling City</b>            (type in high frequency words and play a game with them)  <a href="http://www.spellingcity.com">www.spellingcity.com</a></p>	<p>Teacher Observation             Anecdotal Records</p>	<p>Week 20</p>



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## Lynchburg City Schools 2013-2014



GRADING PERIOD: 3 <sup>rd</sup> Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b></p> <p>a) Preview the selection.            b) Set a purpose for reading.            c) Relate previous experiences to what is read.            d) Make and confirm predictions.            e) Ask and answer who, what, when, where, why, and how questions about what is read.            f) Identify characters, setting, and important events.            g) Retell stories and events, using beginning, middle, and end.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection.            b) Use prior and background knowledge as context for new learning.            c) Set a purpose for reading.            e) Make and confirm predictions.            f) Ask and answer who, what, where, when, why, and how questions about what is read.            g) Identify the main idea.            h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection: Where Does Food Come From? T228-T240</b></p> <p><b>Genre: Informational Text</b></p> <p><b>Skill: Author's Purpose</b></p> <p><b>Strategy: Summarize</b></p>	<p><b>Author's Purpose</b>  <a href="http://lifeinfirstgrade1.blogspot.com/2013/03/authors-purpose.html">http://lifeinfirstgrade1.blogspot.com/2013/03/authors-purpose.html</a></p> <p><b>Summarizing Activities</b>  <a href="http://www.cobbk12.org/Cheathamill/LFS%20Update/summarizing_strategies.htm">http://www.cobbk12.org/Cheathamill/LFS%20Update/summarizing_strategies.htm</a></p>	<p><b>Author's Purpose Video Clip</b>  <a href="http://www.youtube.com/watch?v=DGe2lw0jf0c">http://www.youtube.com/watch?v=DGe2lw0jf0c</a></p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Selection Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Formative Assessments</p>	<p>Week 20</p>









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<b>GRADING PERIOD:</b> 3 <sup>rd</sup> Nine Weeks (continued)					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>
	<b>Text</b>	<b>Activities</b>	<b>Technology</b>		



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<p><b>Strand Reading</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b></p> <p>a) Read from left to right and from top to bottom.  b) Match spoken words with print.  c) Identify letters, words, sentences, and ending punctuation.  d) Read his/her own writing.</p> <p><b>1.6 The student will apply phonetic principles to read and spell.</b></p> <p>b) Use two-letter consonant blends to decode and spell single-syllable words.  d) Use short vowel sounds to decode and spell single-syllable words.  e) Blend beginning, middle, and ending sounds to recognize and read words.  h) Read and spell commonly used sight words.</p>	<p><b>Benchmark Leveled Readers</b></p> <p><b>Word Study Teaching Guide</b>  Lesson 19  p. 76-77</p> <p><b>Words with short oa, ow</b>  T312-T314,  T320, T350,  T360</p> <p><b>Contractions</b>  've, 're  T340-T341,  T350, T360</p>	<p>Model the Sort</p> <p>Pattern Sort</p> <p>Blind Writing Sort</p> <p>Meaning Sort</p> <p>Row The Boat  <a href="http://burstoffirst.blogspot.com/2011/03/oa-and-ow-free-printable.html">http://burstoffirst.blogspot.com/2011/03/oa-and-ow-free-printable.html</a></p> <p>oa/ow word sort printable  <a href="http://oceansoffirstgradefun.blogspot.com/2011/02/long-o-oa-and-ow.html">http://oceansoffirstgradefun.blogspot.com/2011/02/long-o-oa-and-ow.html</a></p>	<p>Soap Boat  <a href="http://www.starfall.com/n/two-vowels/tv/load.htm?f">http://www.starfall.com/n/two-vowels/tv/load.htm?f</a></p> <p>Word Builder  (Click on unit 32)  <a href="http://www.eduplace.com/kids/sv/books/content/wordbuilder/?g=1&amp;cb=1376524331697#grade1">http://www.eduplace.com/kids/sv/books/content/wordbuilder/?g=1&amp;cb=1376524331697#grade1</a></p> <p>oa/ow boats  <a href="http://lifeinfirstgrade1.blogspot.com.au/2013/03/what-weve-been-up-to.html">http://lifeinfirstgrade1.blogspot.com.au/2013/03/what-weve-been-up-to.html</a></p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Spelling Test</p> <p>Word Surgery Contractions  <a href="http://firstgradeword.blogspot.ca/2012/01/word-surgery.html">http://firstgradeword.blogspot.ca/2012/01/word-surgery.html</a></p>	<p>Week 21</p>
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>
	<b>Text</b>	<b>Activities</b>	<b>Technology</b>		



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<p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b></p> <p>a) Preview the selection.          b) Set a purpose for reading.          c) Relate previous experiences to what is read.          d) Make and confirm predictions.          e) Ask and answer who, what, when, where, why, and how questions about what is read.          f) Identify characters, setting, and important events.          g) Retell stories and events, using beginning, middle, and end.          i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <p>a) Preview the selection.          b) Use prior and background knowledge as context for new learning.          c) Set a purpose for reading.          e) Make and confirm predictions.          f) Ask and answer who, what, where, when, why, and how questions about what is read.          g) Identify the main idea.          h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>	<p>Benchmark Leveled Readers</p> <p><b>Main Selection: Tomas Rivera T326-T334</b></p> <p><b>Genre: Biography</b></p> <p><b>Skill: Conclusions</b></p> <p><b>Strategy: Monitor/ Clarify</b></p>	<p><b>Biography Ideas</b>  <a href="https://docs.google.com/file/d/0B35w-fcRnyw1YzU0MGJhMmYtNDYyZC00MzEyLTg3OGMtYzE4NWFKMjQzZGE1/edit?hl=en">https://docs.google.com/file/d/0B35w-fcRnyw1YzU0MGJhMmYtNDYyZC00MzEyLTg3OGMtYzE4NWFKMjQzZGE1/edit?hl=en</a></p> <p><b>Drawing Conclusions with No David!</b>  <a href="http://missbradshersclass.blogspot.com/2012/04/drawing-conclusions-with-no-david.html">http://missbradshersclass.blogspot.com/2012/04/drawing-conclusions-with-no-david.html</a></p>	<p><b>Jane Medina</b> author info  <a href="http://www.harcoartschool.com/storytown/menus/author_illustrators/activities/grade1/ai_g1l15.html">http://www.harcoartschool.com/storytown/menus/author_illustrators/activities/grade1/ai_g1l15.html</a></p> <p><b>Rene King Moreno</b> Illustrator Info  <a href="http://www.harcoartschool.com/storytown/menus/author_illustrators/activities/grade1/ai_g1l15a.html">http://www.harcoartschool.com/storytown/menus/author_illustrators/activities/grade1/ai_g1l15a.html</a></p> <p><b>Monitor and Clarify</b>  <a href="http://pinterest.com/pin/54254370482500093/">http://pinterest.com/pin/54254370482500093/</a></p>	<p>Teacher Observation</p> <p>Anecdotal Records</p> <p>Selection Test</p> <p>On-Going Sight Word Assessments</p> <p>Running Records</p> <p>Formative Assessments</p>	<p>Week 21</p>
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>
	<b>Text</b>	<b>Activities</b>	<b>Technology</b>		



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<p><b>Strand Writing</b></p> <p><b>1.12 The student will print legibly.</b>  a) Form letters accurately.  b) Space words within sentences.  c) 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>  a) Generate ideas.  b) Focus on one topic.  c) Revise by adding descriptive words when writing about people, places, things, and events.  d) Use complete sentences in final copies.  e) Begin each sentence with a capital letter and use ending punctuation in final copies.  f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.  g) Share writing with others.</p> <p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p><b>Sentence Writing</b></p> <p><b>Grammar:</b>  Future Tense T316, T356, T362-T363  Future Tense using will T336  Future using going to T346</p> <p><b>Writing Rubric Focus,</b>  3<sup>rd</sup> 9 weeks:  Friendly Letter</p>	<p>Daily Language Practice</p> <p>Past, present, Future Verb tense (freebie)  <a href="http://www.teacherypayteachers.com/Product/Past-Present-Future-Verb-Sort-437436">http://www.teacherypayteachers.com/Product/Past-Present-Future-Verb-Sort-437436</a></p> <p><b>Pirate Verb Tense</b>  <a href="https://docs.google.com/file/d/0B-vfpaed70-cMVVpbHN6Wk9ISWs/edit">https://docs.google.com/file/d/0B-vfpaed70-cMVVpbHN6Wk9ISWs/edit</a></p> <p><b>Friendly Letter Prompts</b>  <a href="http://www.santee.sd.net/cms/lib/CA01000468/Centricity/Domain/22/2nd_Grade_Letter_Practice_Prompts_List.pdf">http://www.santee.sd.net/cms/lib/CA01000468/Centricity/Domain/22/2nd_Grade_Letter_Practice_Prompts_List.pdf</a></p>	<p>Friendly Letter Maker  <a href="http://www.abcy.com/friendly_letter_maker.htm">http://www.abcy.com/friendly_letter_maker.htm</a></p> <p>Learn to write a Friendly Letter  <a href="http://www.netrlover.com/~kingskid/letter/lettermain.html">http://www.netrlover.com/~kingskid/letter/lettermain.html</a></p>	<p>Daily Language Practice</p> <p>Writers' checklist</p> <p>Rubric</p> <p>Star Writers</p> <p>Writing Conferences</p>	<p>Week 21</p>
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>
	<b>Text</b>	<b>Activities</b>	<b>Technology</b>		





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<b>GRADING PERIOD:</b> 3 <sup>rd</sup> Nine Weeks (continued)					
<b>SOL / Enabling Objectives</b>	<b>Resources</b> Harcourt Story:			<b>Assessments</b>	<b>Suggested Time Frame</b>
	<b>Text</b>	<b>Activities</b>	<b>Technology</b>		



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<b>GRADING PERIOD:</b> 3 <sup>rd</sup> Nine Weeks (continued)					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>
	<b>Text</b>	<b>Activities</b>	<b>Technology</b>		



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<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>		<b>Resources Harcourt Story:</b>		<b>Assessments</b>	<b>Suggested Time Frame</b>





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	Text	Activities	Technology		
<b>Writing:</b>		Daily Language Practice  Writers' checklist  Rubric  Star Writers  Writing Conferences			
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>		<b>Assessments</b>	<b>Suggested Time Frame</b>	



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	Text	Activities	Technology		
<b>Strand</b> <b>Oral Language</b>				Selection Test  Spelling Test  On-Going Sight Word Assessments  Running Records  Teacher Observation  Anecdotal Records Formative Assessments	
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources</b> <b>Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>



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	Text	Activities	Technology		
<p><b>1.7 The student will use meaning clues and language structure to expand vocabulary when reading.</b></p>					
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>		<b>Assessments</b>	<b>Suggested Time Frame</b>	



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	Text	Activities	Technology		
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>



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	Text	Activities	Technology		
<b>Writing</b>		Daily Language Practice  Writers' checklist  Rubric  Star Writers  Writing Conferences			
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>		<b>Assessments</b>	<b>Suggested Time Frame</b>	



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	Text	Activities	Technology			
<b>Strand</b> <b>Oral Language</b>				Selection Test  Spelling Test  On-Going Sight Word Assessments  Running Records  Teacher Observation  Anecdotal Records  Formative Assessments		
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>						
<b>SOL / Enabling Objectives</b>	<b>Resources</b> <b>Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>	



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	Text	Activities	Technology		
Reading					
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
SOL / Enabling Objectives	Resources Harcourt Story:		Assessments	Suggested Time Frame	



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	Text	Activities	Technology		
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>		<b>Assessments</b>		<b>Suggested Time Frame</b>





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	Text	Activities	Technology		
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>		<b>Assessments</b>	<b>Suggested Time Frame</b>	



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	Text	Activities	Technology		
<b>Writing</b>		Daily Language Practice  Writers' checklist  Rubric  Star Writers  Writing Conferences			
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>		<b>Assessments</b>	<b>Suggested Time Frame</b>	



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	Text	Activities	Technology		
<b>Strand</b> <b>Oral Language</b>				Selection Test  Spelling Test  On-Going Sight Word Assessments  Running Records	
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources</b> <b>Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>



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	Text	Activities	Technology		
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>		<b>Assessments</b>		<b>Suggested Time Frame</b>



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	Text	Activities	Technology		
		Daily Language Practice  Writers' checklist  Rubric  Star Writers  Writing Conferences			
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>		<b>Assessments</b>	<b>Suggested Time Frame</b>	



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	Text	Activities	Technology			
<b>Strand</b> <b>Oral Language</b>				Selection Test  Spelling Test  On-Going Sight Word Assessments  Running Records  Teacher Observation Anecdotal Records Formative Assessments		
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>						
<b>SOL / Enabling Objectives</b>	<b>Resources</b> Harcourt Story:			<b>Assessments</b>	<b>Suggested Time Frame</b>	



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	Text	Activities	Technology		
<b>Reading</b>					
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>



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	Text	Activities	Technology		
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>





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	Text	Activities	Technology		
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Suggested Time Frame</b>



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<b>Nine Week Assessments Remediation and Enrichment</b>		Daily Language Practice  Writers' checklist  Rubric  Star Writers  Writing Conferences		3rd Nine Weeks Writing Rubric	
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Time Frame</b>



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	Text	Activities	Technology		
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Time Frame</b>



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	Text	Activities	Technology		
<b>GRADING PERIOD: 3<sup>rd</sup> Nine Weeks (continued)</b>					
<b>SOL / Enabling Objectives</b>	<b>Resources Harcourt Story:</b>			<b>Assessments</b>	<b>Time Frame</b>



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	Text	Activities	Technology		
<b>Review for SOL Test</b>					