

Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing and Resource Guide



Course Title/ Course #: 1st Grade English Language Arts

Start day: 1

Meetings: 180 days

Course Description

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction texts through classroom discussion and will begin to communicate ideas in writing. (*English Standards of Learning for Virginia Public Schools –January 2010*).

Pacing Resources Assessments [MP1](#)

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	1.1 c, e 1.2 b, d 1.3 a-c 1.5 a, b 1.6 e, f, h	MP1-Ongoing	Reading: Benchmark Universe Teacher's Resources Benchmark Universe Library Small Group:	Reading: -BL Informal Assessments Small Group: -Running records

	1.7 a-f 1.8 a-e 1.9 a, b, e, i 1.10 a, c, f, h 1.12 a-c 1.13 a-g 1.14		Reading A-Z Comprehension Skill Packs Reading A-Z Graphic Organizers Phonics/Word Study: Words Their Way Resources in schools Benchmark phonics resources Writing: Hubbard’s Cupboard Writing Prompts	-PALS Quick Checks -Individual reading conference Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment Writing: -Individual writing conference
4 Days	1.1 c, e 1.2 a, c 1.3 b, e 1.5 b-d 1.8 b, e 1.9 c 1.12 a 1.13 a	Establishing routines and rituals of reader’s and writer’s workshop: Days 1-4	- BL anchor charts -Kindergarten Spring PALS reading levels and spelling features scores (Back to school report)	Baseline: -BL Informal Fluency Assessment -Reading A-Z -Fall PALS -BL Informal Vocab Assessment
15 Days	1.1 a, b, d, e 1.2 a 1.3 a, c, d 1.4 a-c 1.5 b-d 1.6 a, d-f, h 1.7 b, c, f 1.9 a, b, f, h, i	BL Unit 1 Comprehension: Identify Main Idea and Supporting Details Metacognitive:	Reading: Flocabulary - Main Idea Into the Book - Question Activity Read Works Main Idea Lessons Smart Exchange - Main Idea Small Group: Main Idea Hamburger Game	Reading: -K12 Main Idea Passage -CSA 11&12 -BLM 6 –U1/W1 -BLM 5-U1/W3 -Unit 1 Assessment -BL Informal Vocabulary Assessments Phonics/Word Study:

	1.10 a, c, f, h 1.12 a 1.13 a, b	<p>Ask Questions</p> <p>Phonics: BuildUp Phonics Review lessons 1-10 stretch for 15 days</p> <p>Writing: Continue establishing routines and rituals of Reader's and Writer's Workshop: Days 5-19</p>	<p>Phonics/Word Study: BuildUp Phonics Review Lessons 1-10 spread over 15 days - review beginning, ending, short vowels, CV include sh, ch, th, wh Letter Name sorts 1-17 Read Works Vocabulary in Context Lessons</p> <p>Writing: Benchmark Writers workshop</p>	<p>-Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p>Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists</p>
15 Days	1.1 b, d 1.2 a, b, d 1.4 a-c 1.5 a-d 1.6 a, d-f, h 1.7 a, d 1.8 a, c, d 1.9 d, f 1.10 d, e 1.12 a-c 1.13 a, b	<p>BL Unit 2</p> <p>Comprehension: Analyze Character</p> <p>Metacognitive: Visualize</p> <p>Phonics: BuildUp Phonics Unit 1 & 2 l blends, r blends spread over 15</p>	<p>Reading: Brainpop Character Learner.org - Cinderella Characters- Read Works Character Lessons Read Works Pronoun Lessons</p> <p>Small Group: PBS - Visualize Activity Read Works Sorting Character Traits Use PALS data to firm up needed missing phonics skills for individual students - differentiate from whole group per student needs</p> <p>Phonics/Word Study: BuildUp Unit 1 (l blends) - stretch to 10 days with</p>	<p>Reading: -CSA 1 & 2 -BLM 6 –U2/W1 -BLM 5-U2/W3 -Unit 2 Assessment -BL Informal Vocabulary Assessments</p> <p>Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment -words their way LN pg 50</p>

		<p>days</p> <p>Continue establishing routines and rituals of Reader's and Writer's Workshop: Days 20-30</p> <p>Phonics: BuildUp Phonics unit 1(l blend) for 10 days unit 2(r blend) for 5 days</p> <p>Writing: Unit 1: Journal Writing (week 1)</p>	<p>continued work on short vowel words and families unit 2 (r blends) - 5 days now and 5 next week Words Their Way LN sorts 21-25</p>	<p>Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists</p>
5 Days	<p>1.2 a 1.4 a-c 1.5 c, d 1.6 b, d-f, h 1.7 a-f 1.9 g 1.10 d, f 1.12 a-c 1.13 a, b, d, g</p>	<p>BL Unit 3, Week 1</p> <p>Comprehension: Identify Sequence of Events</p> <p>Metacognitive: Determine Text of Importance</p> <p>Phonics:</p>	<p>Reading: Brainpop Plot Cinderella Sequence Read Works Sequence Lessons</p> <p>Small Group: Quia - Order Birthdays Multiple Sequencing Games</p> <p>Phonics/Word Study: BuildUp Unit 2 (r blends) - 5 days continue for</p>	<p>Reading: -CSA 15 & 16 -BLM 6 –U3/W1 -BLM 5-U3/W3 -Unit 3 Assessment -BL Informal Vocabulary Assessments</p> <p>Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment</p>

		BuildUp Phonics continue unit 2(r blend) for 5 days Writing: Unit 1: Journal Writing (Weeks 1-2)	previous wk Words Their Way LN sorts 23-25	-(DSA) Developmental Spelling Assessment Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists
5 Days	1.4 a-c 1.6 a, d-f, h 1.9 a, b, d, f, h, i 1.10 a, c-h 1.12 a 1.13 a, b, d, g	MP1-Review, Reteach, Assess Reading Writing: Unit 1: Journal Writing (Weeks 2-3) Phonics: BuildUp Phonics Unit 3 - s blends - 5 of 10 days	Phonics/Word Study: BuildUp Unit 3 (s blends) - 1-5 of days for skill (stretch unit) Words Their Way LN sorts 18-20 & 42-43	-Performance and project share
1 Day ** continues into 2nd 9wk	1.2 a 1.4 a-c 1.5 c, d 1.6 b, d-f, h 1.7 c, d, f 1.9 g 1.10 d, f 1.12 a-c 1.13 a, b, d, g	BL Unit 3, Week 2, Day 1 Comprehension: Identify Sequence of Events Metacognitive: Determine Text of Importance	Reading: Brainpop Plot Cinderella Sequence Read Works Sequence Lessons Small group: Multiple Sequencing Games Quia - Order Birthdays	Reading: -CSA 15 & 16 -BLM 6 –U3/W1 -BLM 5-U3/W3 -Unit 3 Assessment -BL Informal Vocabulary Assessments Phonics/Word Study: -Writing Sort -PALS Quick Checks

		<p>Phonics: BuildUp Phonics Unit 3 - initial s blends continued</p> <p>Writing: Unit 1: Journal Writing (Week 4)</p>		<p>-Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p>Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists</p>
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Course Title/ Course #: 1st Grade English Language Arts

<u>Pacing Resources Assessments MP2</u>				
Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	1.1 a-e 1.2 a, b, d 1.3 a-e 1.4 a-c 1.5 a-d 1.6 a, e, h 1.7 a-f 1.8 a-e 1.9 a, b, e-g, i 1.10 a, c, d, f-h 1.12 a-c 1.13 a-g 1.14	MP2-Ongoing	Reading: Benchmark Universe Teacher's Resources Benchmark Universe Library Small Group: Reading A-Z Comprehension Skill Packs Reading A-Z Graphic Organizers Phonics/Word Study: Words Their Way Resources in schools Benchmark phonics resources Writing: Hubbard's Cupboard Writing Prompts	Reading: -BL Informal Assessments Small Group: -Running records -PALS Quick Checks -Individual reading conference Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment Writing: -Individual writing conference
9 Days	1.2 a 1.4 a-c 1.5 c, d 1.6 b, d-f, h	BL Unit 3, Week 2, Days 2-5; Week 3, Days 1-5	Reading: Brainpop Plot Cinderella Sequence Read Works Sequence Lessons	Reading: -CSA 15 & 16 -BLM 6 –U3/W1 -BLM 5-U3/W3

	1.7 c, d, f 1.9 g 1.10 d, f 1.12 a-c 1.13 a, b, d, g	<p>Comprehension: Identify Sequence of Events</p> <p>Metacognitive: Determine Text of Importance</p> <p>Phonics: BuildUp Phonics Unit 3 - initial s blends -second 5 of 10 days *Unit 13 - sh & ch</p> <p>Writing: Unit 1: Journal Writing (Weeks 4-5)</p>	<p>Small Group: Story Element Cube</p> <p>Phonics/Word Study: Words Their Way Resources in schools Benchmark phonics resources BuildUp Unit 3 (s blends) - 1-5 of days for skill (stretch unit) Words Their Way LN sorts 18-20</p> <p>Unit 13 benchmark ponics Words Their Way sorts 13-17 & 41</p>	<p>-Unit 3 Assessment -BL Informal Vocabulary Assessments</p> <p>Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p>Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists</p>
15 Days	1.4 d, e 1.6 b, d-f, h 1.7 e 1.9 e-g 1.10 f 1.13 c, e, f	<p>BL Unit 4</p> <p>Comprehension: Analyze Story Elements</p> <p>Metacognitive: Summarize and Synthesize</p> <p>Phonics: BuildUp Phonics</p>	<p>Reading: Cinderella - Setting Read Works Story Elements Lessons Read Works Setting Lessons Summarizing Glove</p> <p>Small Group: Story Element Cube</p> <p>Phonics/Word Study: Words Their Way Resources in schools</p>	<p>Reading: -Fairy Tale Graphic Organizer -CSA 3 & 4 -BLM 6 –U4/W1 -BLM2 – U4/W2 -BLM 5-U4/W3 -Unit 4 Assessment -BL Informal Vocabulary Assessments</p> <p>Phonics/Word Study: -Writing Sort</p>

		<p>Unit 14 Units 5 & 6 (end blends and nasals)</p> <p>Writing: Unit 1 & 2: Journal Writing/Personal Narratives (Weeks 4-8)</p>	<p>Benchmark phonics resources Unit 14 benchmark phonics Words Their Way sorts LN 13-17 (digraphs) Words Their Way sorts LN 44</p>	<p>-PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p>Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists</p>
15 Days	<p>1.4 d, e 1.6 c, d, f 1.8 c 1.9 c 1.10 b, d 1.13 b-c</p>	<p>BL Unit 5</p> <p>Comprehension: Make Inferences</p> <p>Metacognitive: Make Connections</p> <p>Phonics: BuildUp Phonics Unit 12 (-ck) (5 days) Unit 8 CVCe a (10 days)</p> <p>Writing: Unit 2: Personal Narratives (Weeks 8-11)</p>	<p>Reading: Flocabulary - Inferencing Read Write Think - Making Connections http://firstgradebrainsprinkles.blogspot.com/2012/03/making-connections-thank-you-and.html http://firstgradebrainsprinkles.blogspot.com/2012/03/making-connections-thank-you-and.html</p> <p>Small Group: Into the Book Inferring Activity Smart Exchange - Inferences</p> <p>Phonics/Word Study: Words Their Way Resources in schools Benchmark phonics resources unit 12 -ck ending can compare to nk, ck, sk, ect. unit 8 CVC vs. CVCe short and long a</p>	<p>Reading: -CSA 17 & 18 -BLM 5-U4/W3 -Unit 5 Assessment -BL Informal Vocabulary Assessments</p> <p>Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p>Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists</p>

6 Days	1.4 a-e 1.6 b, d-f, h 1.9 c, e-g 1.10 b, d, f 1.12 a-c 1.13 a-d, g	MP2-Review, Reteach, Assess Reading Writing: Unit 2: Personal Narratives (Weeks 11-12)		
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Course Title/ Course #: First Grade English Language Arts

Pacing Resources Assessments MP3

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	1.1 a-e 1.2 a-d 1.3 a-e 1.4 a-e 1.5 a-d 1.6 a, d-f, h 1.7 a-f 1.8 a-e 1.9 a-c, e-i 1.10 a-d, f-h 1.12 a-c 1.13 a-g 1.14	MP3-Ongoing	<p>Reading: Benchmark Universe Teacher's Resources Benchmark Universe Library</p> <p>Small Group: Reading A-Z Comprehension Skill Packs Reading A-Z Graphic Organizers</p> <p>Phonics/Word Study: Words Their Way Resources in schools Benchmark phonics resources</p> <p>Writing: Hubbard's Cupboard Writing Prompts</p>	<p>Reading: -BL Informal Assessments</p> <p>Small Group: -Running records -PALS Quick Checks -Individual reading conference</p> <p>Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p>Writing: -Individual writing conference</p>
15 Days	1.6 b-f 1.8 a, c, d 1.9 e 1.10 d, f 1.13 c	<p>BL Unit 6</p> <p>Comprehension: Summarize</p> <p>Metacognitive:</p>	<p>Reading: Click-Clunk Strategy</p> <p>Small Group: FCRR Sum Summary FCRR Sum it Up</p>	<p>Reading: -CSA 21 & 22 -BLM 6 –U6/W1 -BLM 5-U6/W3 -Unit 6 Assessment -BL Informal Vocabulary</p>

		<p>Fix-Up Monitoring</p> <p>Phonics: review all previous skills</p> <p>Writing: Unit 2: Personal Narratives (Weeks 13-15)</p>	<p>FCRR Summarizing</p> <p>Phonics/Word Study: Words Their Way Resources in schools Benchmark phonics resources</p>	<p>Assessments</p> <p>Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p>Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists</p>
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10 Days	<p>1.6 b-g 1.9 e, h 1.10 d, f, g 1.13 b</p> <p>1.11 a, b</p>	<p>BL Unit 8, Week 1</p> <p>Comprehension: Compare and Contrast</p> <p>Metacognitive: Determine Text Importance</p> <p>Phonics: BuildUp Phonics Unit 10 long i CVCe contrast to short (5 day) *CVCe u (5 days) WTW resource</p> <p>Writing: Unit 3: Informational Reports (Week 19 & 20)</p>	<p>Reading: Introduce Compare and Contrast Compare and contrast activities Determining Text Importance</p> <p>Small Group: Read Works Compare and Contrast Lessons</p> <p>Teacher Resource: Teaching Compare and Contrast</p> <p>Phonics/Word Study: Words Their Way Resources in schools Benchmark phonics resources <ul style="list-style-type: none"> • CVCe u is not in benchmark WTW Within Word resources need to be used </p> <p>Writing: Benchmark Writing</p>	<p>Reading: - CSA 5 & 6 - BLM4 – U8/W2 - BLM 5-U8/W3 - Unit 8 Assessment - BL Informal Vocabulary Assessments</p> <p>Phonics/Word Study: - Writing Sort - PALS Quick Checks - Benchmark Phonics Assessment - (DSA) Developmental Spelling Assessment</p> <p>Writing: - Published Writing - Revision and Editing Checklists - BL Assessment Checklists</p>
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5 Days	1.6 b-f 1.8 a, c, d 1.9 d, e, g, h 1.10 d-g 1.11 a, b 1.13 b, c Cumulative Review 1.13 g 1.11 a, b	MP3-Review, Reteach, Assess Performance and Project Share Phonics: BuildUp Phonics Review long CVCe and Short vowels, digraphs, blends, nasals Writing: Unit 3: Informational Reports (Week 21)	In-class Project to Share: Performance-based Assessment Suggestions for projects: Using nonfiction text on student’s reading level, create a poster of facts on the topic; use a graphic organizer of a K-W-L on the topic; or write and illustrate a report on the topic.	-Performance and project share
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Course Title/ Course #: First Grade English Language Arts

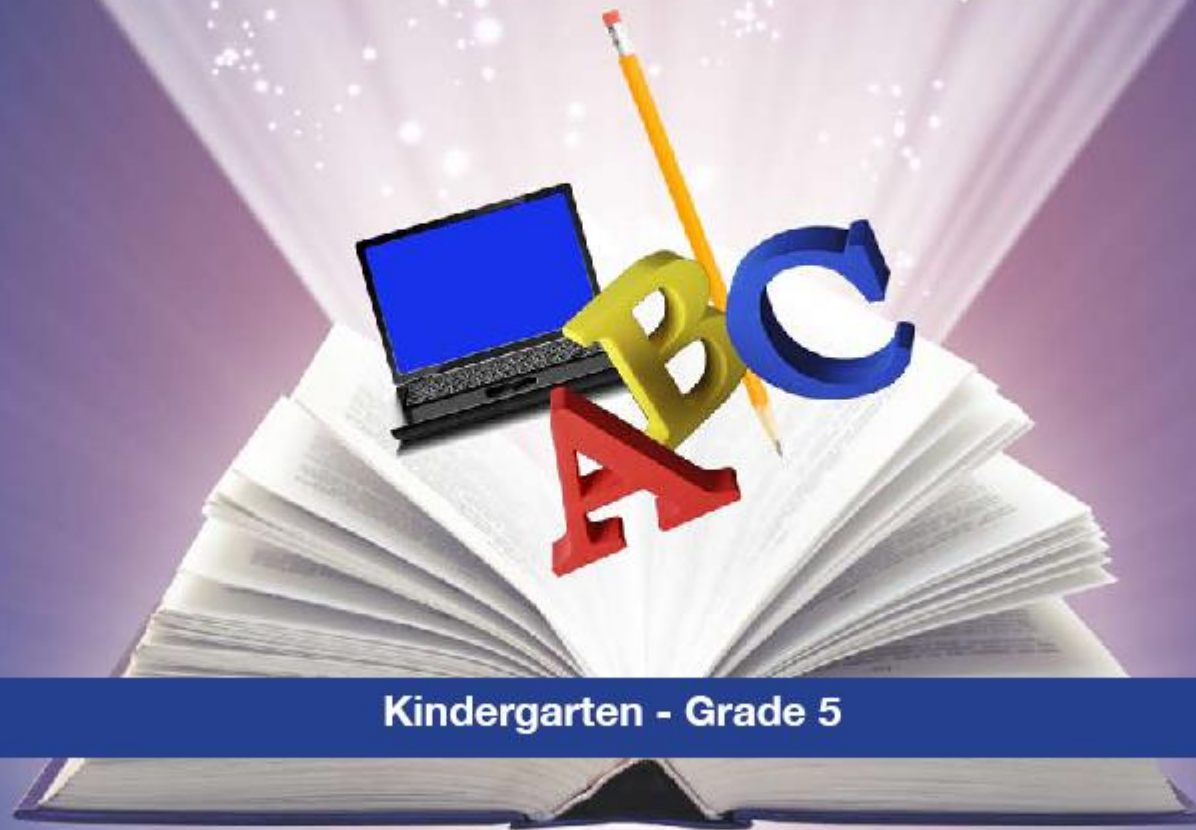
<u>Pacing Resources Assessments MP4</u>				
Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	1.13 a-e 1.2 a-d 1.3 a-e 1.4 a-e 1.5 a-d 1.6 a-h 1.7 a-f 1.8 a-e 1.9 a-i 1.10 a-h 1.12 a-c 1.13 a-g 1.14	MP4-Ongoing	<p>Reading: Benchmark Universe Teacher’s Resources Benchmark Universe Library</p> <p>Small Group: Reading A-Z Comprehension Skill Packs Reading A-Z Graphic Organizers</p> <p>Phonics/Word Study: Words Their Way Resources in schools Benchmark phonics resources</p> <p>Writing: Hubbard’s Cupboard Writing Prompts</p>	<p>Reading: -BL Informal Assessments</p> <p>Small Group: -Running records -PALS Quick Checks -Individual reading conference</p> <p>Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p>Writing: -Individual writing conference</p>
5 Days	1.6 b-g 1.9 e, h 1.10 d, f, g	BL Unit 8, Week 3, Days 1-5	<p>Reading: Read Works Compare and Contrast Lessons Determining Text Importance</p>	<p>Reading: -CSA 5 & 6 -BLM4 – U8/W2</p>

	<p>1.13 b</p> <p>1.11 a, b</p>	<p>Comprehension: Compare and Contrast</p> <p>Metacognitive: Determine Text Importance</p> <p>Phonics: BuildUp Phonics Unit 11 open vowels</p> <p>Writing: Unit 3: Informational Reports (Weeks 21-23)</p>	<p>Small Group: Read Works Compare and Contrast Lessons</p> <p>Phonics/Word Study: Words Their Way Resources in schools Benchmark phonics resources</p>	<p>-BLM 5-U8/W3 -Unit 8 Assessment -BL Informal Vocabulary Assessments</p> <p>Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment</p> <p>Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists</p>
15 Days	<p>1.9 c, e 1.10 b, f 1.13 b</p>	<p>BL Unit 9</p> <p>Comprehension: Cause and Effect</p> <p>Metacognitive: Make Connections</p> <p>Phonics: BuildUp Phonics Units 15, 16, and 17</p> <p>Writing: Unit 3 & 4: Informational</p>	<p>Reading: Read Works Cause and Effect Lessons Bright Hub – Making connections http://adayinfirstgrade.com/2015/02/cause-and-effect.html https://educators.brainpop.com/bp-jr-topic/cause-and-effect/ Introduce Cause and Effect Brainpop: Cause and Effect</p> <p>Small Group: Cause and Effect Games</p>	<p>Reading: -CSA 13 & 14 -BLM6 – U9/W1 -BLM 5-U9/W3 -Unit 9 Assessment -BL Informal Vocabulary Assessments</p> <p>Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment</p>

	1.11 a, b	Reports/ Book Reviews (Weeks 23-27)	Cause and Effect Games Phonics/Word Study: Words Their Way Resources in schools Benchmark phonics resources	-(DSA) Developmental Spelling Assessment Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists
15 Days	1.9 c 1.10 b 1.11 a, b 1.13 b	BL Unit 10 Comprehension: Drawing Conclusions Metacognitive: Make Inferences Phonics: BuildUp Phonics unit 18 unit 19 review Writing: Unit 4: Book Reviews (Week 27-30)	Reading: Read Works Drawing Conclusions Lessons Smart Exchange – Inferences Small Group: Drawing Conclusions	Reading: -CSA 13 & 14 -BLM 5-U10/W3 -Unit 9 Assessment -BL Informal Vocabulary Assessments Phonics/Word Study: -Writing Sort -PALS Quick Checks -Benchmark Phonics Assessment -(DSA) Developmental Spelling Assessment Writing: -Published Writing -Revision and Editing Checklists -BL Assessment Checklists
10 Days	1.13 g	MP4 – Performance and Project Share	In-class Project: Create a book review to present to the class. Suggestions: Poster w/ story elements; post card or letter to a character that retells the story; use a	-Performance and project share

			nonfiction book and tell some important facts that you learned	
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English Standards of Learning CURRICULUM FRAMEWORK 2010



Kindergarten - Grade 5

Board of Education, Commonwealth of Virginia

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The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities.

The 2010 *English Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>

Virginia *English Standards of Learning* Curriculum Framework 2010

Introduction

The 2010 *English Standards of Learning* Curriculum Framework is a companion document to the 2010 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn.

Each topic in the *English Standards of Learning* Curriculum Framework is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into three columns: Understanding the Standard; Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each column is explained below.

Understanding the Standard

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan lessons focusing on the standard.

Essential Understandings

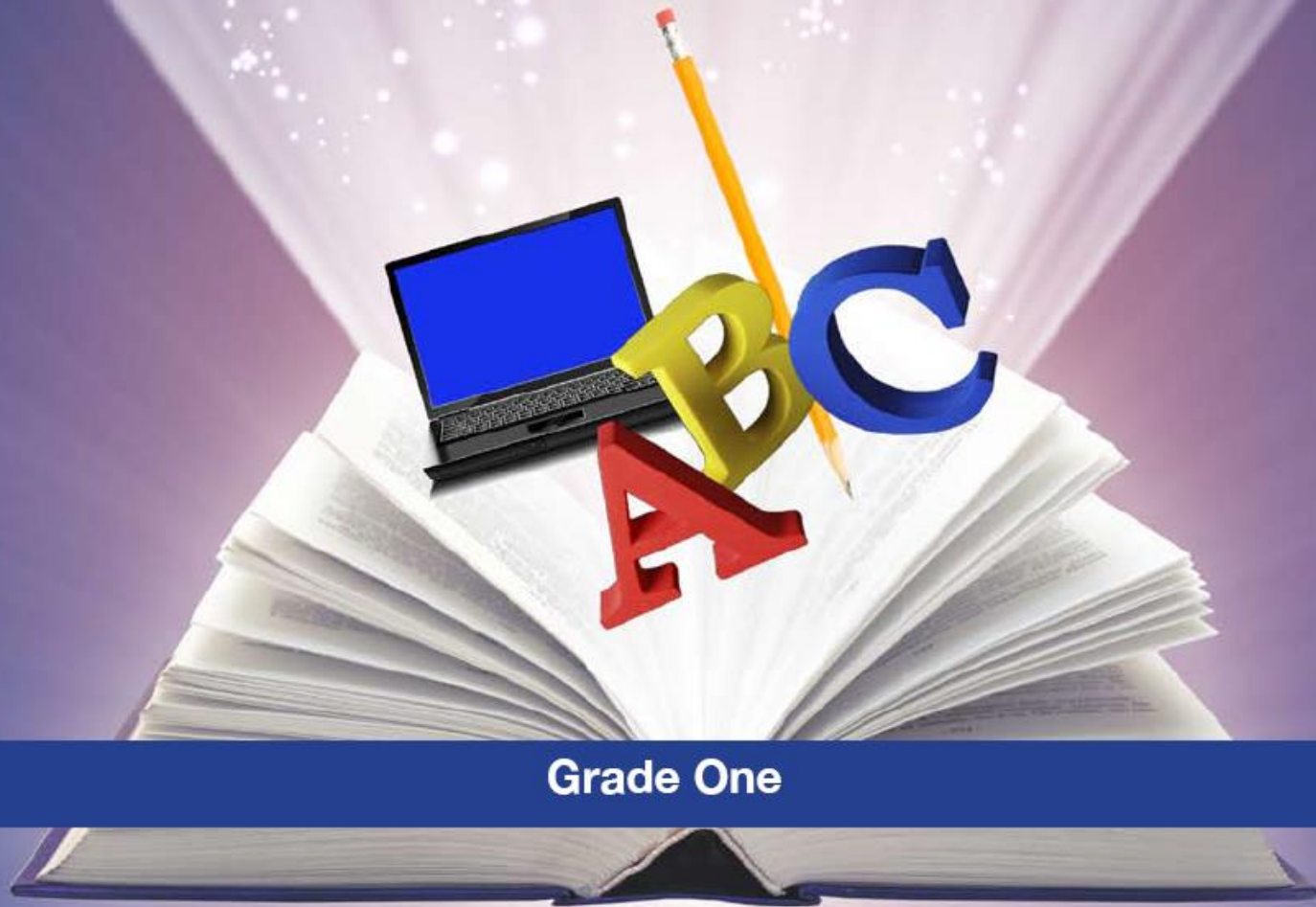
This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

Essential Knowledge, Skills, and Processes

Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade One

Board of Education, Commonwealth of Virginia

At the first-grade level, students will continue to engage in a variety of oral language activities to develop their understanding of language and to enhance their ability to communicate effectively. They will continue to build vocabulary as they participate in listening and speaking activities in the classroom. They will also begin to use their oral language skills to gain and explain information. In addition, students will continue to develop the higher-level phonemic awareness skills of segmentation, deletion, and substitution.

1.1 The student will continue to demonstrate growth in the use of oral language.

- 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.
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- d) Participate in creative dramatics.
- e) Express ideas orally in complete sentences.

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> ● The intent of this standard is that students will continue to demonstrate growth in the use of oral language and vocabulary by listening to and discussing a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. ● Students should have opportunities to interact with a variety of electronic media and participate in numerous oral language activities. ● Students should be engaged in activities that encourage the use of complete sentences and include the telling or retelling of stories and events in logical order. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that oral language is used to communicate a variety of ideas for a variety of purposes. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● produce complete sentences when appropriate to task and situation. ● participate in a variety of oral language activities, such as: <ul style="list-style-type: none"> ◦ listening to stories and poems read aloud daily; ◦ participating in discussions about stories and poems; ◦ talking about words and their meanings as they are encountered in stories, poems, and conversations; ◦ giving reactions to stories and poems; ◦ asking and answering questions about what is said in order to gather additional information or clarify something not understood; ◦ verbally express ideas and feelings; and ◦ describe people, places, things, and events with details. ● tell and retell stories and events in logical order by: <ul style="list-style-type: none"> ◦ retelling stories orally and through informal drama; ◦ dictating retelling of stories; ◦ indicating first, next, and last events in a story; and ◦ creating their own stories, poems, plays, and songs. ● participate in daily oral language activities (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns). ● participate in creative dramatics, (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking. ● speak to one another, and listen to each other at appropriate times during lessons.

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1.2 The student will expand understanding and use of word meanings.

- 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.**
- d) Use vocabulary from other content areas.**

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will expand their listening and speaking vocabularies and their understanding and use of word meanings through activities across curricula. ● Students should have opportunities to practice asking for clarification and explanation of unfamiliar words that are encountered across curricula. ● Students should have opportunities to use vocabulary from other content areas. ● Vocabulary growth aids in the development of reading comprehension as students progress in school. ● One method for increasing listening (receptive) and speaking (expressive) vocabulary is for the teacher to pause at times during classroom read-aloud sessions to draw attention to key vocabulary and to encourage students to use the words while speaking. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that specific word choice makes communication clearer. ● understand that nouns can have quantifiable attributes (singular or plural). 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● learn and use new words encountered in discussions and in books that the teacher reads aloud. ● participate in listening and speaking activities. ● ask for meanings and clarification of unfamiliar words and ideas. ● use common singular and plural nouns with matching verbs in basic sentences (e.g., <i>She walks.</i>, <i>We walk.</i>). ● use common irregular plural forms, such as <i>man/men</i>, <i>child/children</i>, and <i>mouse/mice</i>. ● use common pronouns (e.g., I, me, mine; they, them, theirs, anyone, everything). ● use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly. ● use vocabulary from other content areas.

- 1.3 The student will adapt or change oral language to fit the situation.**
- 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.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will use oral language to respond appropriately in group situations to both peers and adults. ● Teacher modeling of questioning techniques will support students in generating a variety of questions across curricula and in using questions to guide their search for answers. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that the setting influences the rules for communication. ● understand that information can be gained by asking and answering relevant questions about a specific topic. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● initiate conversation in a variety of school settings. ● participate in a range of collaborative discussions building on others’ ideas and clearly expressing their own (e.g., partner, small-group, teacher led). ● ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). ● sustain two-person conversation through multiple exchanges. ● use voice level and intonation appropriate for small-group settings. ● follow rules for conversation, including listening and taking turns. ● ask and respond to relevant questions in partner, group, and teacher-led settings. ● follow simple two-step oral directions. ● give simple two-step directions. ● use words of time and position, including <i>first, second, next, on, under, beside,</i> and <i>over,</i> to give directions orally. ● use action words (verbs), including, but not limited to, <i>mark, circle, color,</i> and <i>draw,</i> to give directions orally.

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

- 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.**

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<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> ● The intent of this standard is that students will continue to build and practice phonological awareness skills. ● Explicit instruction allows students to consciously reflect on, produce, and manipulate sounds. ● Through songs, poems, stories, and word play, students will create rhyming words, count phonemes, blend sounds, and add or delete phonemes to make new words. ● Phonological awareness is the term used to describe a student’s understanding that spoken words consist of sounds. Students who are <i>phonologically aware</i> demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels. ● Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting) 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that spoken words are made up of units of speech sounds within words, which can be manipulated to make new words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● identify, isolate, produce, and manipulate various units of speech sounds within words (e.g., syllables, onsets, rimes, and phonemes). ● orally produce words that rhyme with an audible guide word. ● count phonemes in one-syllable words. ● blend separately spoken phonemes to make one-syllable words. ● segment words by producing each phoneme. ● determine whether the medial vowel sound is the same or different in a set of one-syllable words. ● sort picture cards by beginning, medial, and ending phonemes. ● delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow). ● add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map). ● change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit).

[onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating).

- **Phonemes** are the smallest units of sound in language.
- Students who are *phonemically aware* are able to attend to the individual phonemes of spoken language by demonstrating the higher-order ability to blend, segment, and manipulate them.
- **Syllables** are units of speech that consist of a vowel preceded and/or followed by consonants. Each time a syllable is produced; the mouth opens and closes. Each syllable spoken consists of a single rhythmic beat. For example, the word *absent* has two syllables: ab/sent.
- **Onsets** are speech sounds (/b/, /j/, /s/, /p/) before a vowel. **Rimes** are the vowel and what follows (-ack). If a one-syllable word begins with a vowel, it has only a **rime**. Many words are formed by combining **onsets** and **rimes** (*back, jack, sack, pack*). (Note: Students are not expected to know these terms.)
- Phonemic awareness can be developed as students practice distinguishing minimal pairs aurally. **Minimal pairs** are pairs of words which differ in only one phoneme (cape/tape, kite/tight, gas/gash).

At the first-grade level, students will continue to be immersed in a print-rich environment. Having developed a concept of word and letter-sound correspondence, students will now concentrate on learning and integrating basic phonetic principles, decoding words in isolation, using meaning clues, and employing language and sentence structure to read and substantially increase their sight-word vocabulary. By the end of the first grade, they should have a reading vocabulary of 300 to 500 commonly used sight words and be able to decode single-syllable words.

These concepts and skills will be learned through systematic explicit direct instruction, individual and small-group activities, and time spent exploring and reading books and other print material. Through reading decodable books, students will build fluency and automaticity in using their knowledge of phonetic principles and print to read. Reading and listening to both fiction and nonfiction texts will give students opportunities to respond to readings in group discussions and through writing and drawing. Through reading and rereading, the students will build fluency and vocabulary and will become independent readers. Students will learn to use their knowledge of alphabetical order by first letter to find the meanings of unfamiliar words in picture and simple word dictionaries.

- 1.5 The student will apply knowledge of how print is organized and read.**
- 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>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> ● The intent of this standard is that students will understand how to read print. ● As students begin to read, they will apply their knowledge of directionality of text and their ability to match the spoken word to the print. ● The ability to match spoken words to print involves a student’s <i>concept of word</i>. A firm concept of word requires students to have an automatic knowledge of letter sounds, to be able to isolate consonant sounds at the beginning of words in context, and to remember previously viewed words from text. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that written text consists of letters, words, and sentences. ● understand that oral language can be written and read. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● demonstrate concept of word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), and matching spoken words to print. ● identify letters, words, sentences, and ending punctuation (i.e., periods, question and quotation marks, and exclamation points). ● differentiate between letters and words by recognizing spaces between words in sentences and recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point. ● read their own writing.

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- 1.6 The student will apply phonetic principles to read and spell.**
- a) Use beginning and ending consonants to decode and spell single-syllable words.
 - 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.
 - f) Use word patterns to decode unfamiliar words.
 - g) Read and spell simple two-syllable compound words.
 - h) Read and spell commonly used sight words.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will continue to learn and apply phonetic principles to decode unfamiliar words. ● Students will learn to apply phonetic skills rather than rely on pictures and context as their primary strategies for decoding words. ● Students blend speech sound units (phonemes) together to produce a word (e.g., /m/-/a/-/n/ → man). ● Students segment words into individual sounds (e.g., man → /m/- /a/- /n/). ● Students will transfer their knowledge of word patterns to identify other words with the same pattern. ● Students will also continue to develop their skill at automatically recognizing commonly used sight words. Students who recognize words automatically spend less time decoding 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that knowledge of phonetic principles can be applied to read and spell words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● apply knowledge of letter sounds in single-syllable words by: <ul style="list-style-type: none"> ○ recognizing beginning, medial, and ending phonemes; ○ segmenting the phonemes in a word into their complete sequence of individual phonemes (e.g., top: /t/-/o/-/p/, jump: /j/-/u/-/m/-/p/); and ○ blending phonemes to decode or spell a word. ● accurately decode unknown unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., <i>sit</i>, <i>zot</i>), using letter-sound mappings to sound them out. ● apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends (e.g., the <i>l</i> and <i>r</i> blends; and digraphs, including <i>ch</i>, <i>sh</i>, <i>th</i>, and <i>wh</i>). ● use the consonant-vowel patterns CVC (e.g., pin), VC (e.g., in), and CVCC (e.g., wind), to decode and spell single-syllable words. ● use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words.

<p>and can pay more attention to comprehending what is being read.</p> <ul style="list-style-type: none"> ● Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel. Rimes are the vowel and what follows (-ack). If a one syllable word begins with a vowel, it has only a rime. Many words are formed by combining onsets and rimes (<i>back, jack, sack, pack</i>). (Note: Students are not expected to know these terms.) ● Alphabet letters written between /slashes/ refer to their pronunciation (e.g., /sh/ refers to the initial sound heard in the word <i>sugar</i>). 		<ul style="list-style-type: none"> ● use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables. ● read and spell simple two-syllable compound words. ● read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables. ● read and spell commonly used sight words.
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- 1.7 The student will use semantic clues and syntax to expand vocabulary when reading.**
- 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will use semantic clues and syntax to assist in developing an understanding of a text. ● Semantics refer to the <i>meanings</i> of words or sentences. Syntax refers to the <i>rules or conventions</i> for the formation of grammatical sentences. (Note: Students are not expected to know these terms.) ● Students will use pictures as well as the understanding of the story and topic to predict and check for comprehension as they read. ● Students’ knowledge of sentence structure will include understanding that a sentence is a complete idea, which has a subject and a predicate. ● Teacher prompting and scaffolding to direct the student to reread and self-correct will support comprehension. ● Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that they will use a variety of strategies to read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., <i>look, looks, looked, looking</i>). ● use sentence-level context as a clue to the meaning of words and phrases. ● use titles and pictures to make predictions about text. ● use pictures and/or rereading to confirm vocabulary choice. ● use information in the story to make predictions about vocabulary and text. ● notice when words or sentences do not make sense in context. ● use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud (prosody). ● use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension. ● use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension. ● reread and self-correct when text does not make sense.

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- 1.8 The student will expand vocabulary.**
- 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.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will expand their vocabulary by participating in a variety of literacy experiences. ● Teachers reading texts aloud provide opportunities for students to have language modeled for them and expose them to new words, in order to expand their working vocabularies. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that word meanings can be comprehended through context, discussion, connections to familiar words, and knowledge of vocabulary from other content areas. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● understand and discuss the meanings of new words as presented in context. ● develop their vocabulary by listening to and reading a variety of texts (e.g., predictable, decodable, and narrative/expository texts written in the original, natural language of the authors). ● use words, pictures, and other clues from text to confirm or self-correct, rereading as necessary. ● ask for the meaning of unknown words and make connections to familiar words by: <ul style="list-style-type: none"> ◦ sorting words into categories (e.g., colors, animals); ◦ defining words by category and by one or more attributes (e.g., <i>a swan is a bird that swims, a cardinal is a red bird</i>); and ◦ identifying real-life connections between words and their use (e.g., places that are <i>safe</i>). ● use vocabulary from other content areas in literacy tasks.

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

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will build fluency and experience success as readers while reading aloud and will begin to develop and demonstrate comprehension skills by reading a variety of fiction and poetry selections. ● Students will demonstrate comprehension of story elements in fiction and poetry selections by identifying the character, setting, and topic or main idea. ● Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge and information from the text to make and confirm predictions as well as to ask and answer questions. ● Teachers should read a wide range of fiction and nonfiction texts aloud and explain 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that they should use a variety of strategies to assist with comprehension. ● understand that orally read text has a rhythm and expression that helps convey meaning. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● preview reading material by looking at the book’s cover and illustrations and by reading titles and headings. ● set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection. ● identify who is telling the story at various points in a text. ● use knowledge from their own experience to make sense of and talk about a text. ● draw on prior knowledge to make and confirm predictions before, during, and after reading. ● ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection. ● identify and describe characters, settings, and important events in a story using details.

<p>differences between books that tell stories and books that provide information.</p> <ul style="list-style-type: none"> ● To determine a student’s functional reading level for a specific text consider these word accuracy rates from Virginia’s Phonological Awareness Literacy Screening (PALS): <ul style="list-style-type: none"> ○ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ○ instructional level – 90-97% accuracy, or three to ten words of every 100 words misread (For preprimer text, instructional level is between 85%-97%.); student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ○ frustration level – less than 90% accuracy, or more than ten of every 100 words misread (For preprimer text, frustration level is less than 85%.); student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected. ● Fluency develops as students have the opportunity to practice reading on their independent reading level. ● The table below presents the results of research on oral reading fluency rates for students at the 		<ul style="list-style-type: none"> ● use illustrations and details to describe characters, settings, and important events in a story. ● demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson. ● identify the main idea or theme of a short fiction selection. ● identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● read a wide variety of self-selected and teacher-selected stories and poems aloud. ● use expression and intonation to convey meaning when reading aloud (prosody). ● reread as necessary to confirm and self-correct word recognition and understanding. ● practice reading and rereading familiar stories, poems, and passages at their independent reading level to develop fluency, accuracy, and meaningful expression.
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90th, 75th and 50th percentiles throughout the school year. These fluency rates are reported as words correct per minute (WCPM) for first-grade students reading first-grade text:

<u>Percentile</u>	<u>Midyear WCPM</u>	<u>Spring WCPM</u>
90	81	111
75	47	82
50	23	53

Hasbrouck, J.E., & Tindal, G.A. (2006)

- **Prosody** refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.

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

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. ● Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge and information from the text to make and confirm predictions as well as to ask and answer questions. ● Strategies to increase prior knowledge include building on what students already know, discussing real-life experiences, and providing vicarious experiences through reading. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that they should use a variety of strategies to assist with comprehension of nonfiction texts. ● understand that orally read text has a rhythm and expression that helps convey meaning. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● read with purpose and understanding. ● preview reading material by looking at the book’s cover and illustrations or other graphics and by reading titles and headings. ● set a purpose for reading by looking at the illustrations or other graphics, activating prior knowledge, and predicting the outcome of the selection. ● identify text features (e.g., illustrations, photographs, headings, charts and captions). ● use text features to locate facts and information in a text (e.g., headings, tables of contents, glossaries). ● distinguish between information provided by pictures or illustrations and information provided by words in the text. ● make and confirm predictions before, during, and after reading. ● ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection. ● read a wide variety of self-selected and teacher-selected informational texts

		<p>aloud.</p> <ul style="list-style-type: none">● read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines.● identify the main idea and key details of a short nonfiction selection.● identify the reasons an author gives to support points in a text.● practice reading and rereading texts on their independent reading level to develop accuracy, fluency, and meaningful expression.
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- 1.11 The student will use simple reference materials.**
 a) Use knowledge of alphabetical order by first letter.
 b) Use a picture dictionary to find meanings of unfamiliar words.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that simple, and accessible reference materials will serve as resources for student learning. ● Students will use their knowledge of alphabetical order by first letter to find words in picture dictionaries. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that many reference materials are organized in alphabetical order. ● understand that reference materials provide information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use simple reference materials. ● alphabetize a list of five to eight words according to first letter. ● use a picture dictionary to locate unfamiliar words.

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. Students need to be encouraged to write for real purposes by writing such things as letters, notes, signs, stories, and labels. At this level, students will concentrate on writing a complete simple sentence, using basic conventions. With teacher guidance and support, they will also begin to revise and edit selected pieces of their writing for a specific audience.

- 1.12 The student will print legibly.**
- a) **Form letters accurately.**
 - b) **Space words within sentences.**
 - c) **Use the alphabetic code to write unknown words phonetically.**

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> ● The intent of this standard is that students will learn to produce manuscript writing that can be easily read. ● Students need explicit, direct instruction in order to learn to form uppercase and lowercase letters correctly. ● Students also need many purposeful opportunities to develop sound-symbol correspondence while practicing and mastering handwriting skills. ● Students need to develop their understanding that each speech sound or phoneme of language has its own distinctive graphic representation. This is referred to as the <i>alphabetic principle</i>. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that there are correct ways to write the letters of the alphabet and that proper spacing is necessary in order for writing to be legible. ● understand sound-symbol correspondence in writing unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use appropriate pencil grip. ● use manuscript letter formation. ● print all upper and lowercase letters. ● use manuscript number formation. ● space words in sentences. ● apply the alphabetic principle while writing unfamiliar words.

- 1.13 The student will write to communicate ideas for a variety of purposes.**
- 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.**

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature. ● Students will use their phonetic knowledge and growing knowledge of commonly used sight words to spell words correctly when writing. ● Providing opportunities for students to share their writing with friends, family, and teachers gives student writing a purpose. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that writers communicate ideas for a variety of purposes. ● understand that writers plan, write, and share their writing with others. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use previous experiences to generate ideas. ● participate in teacher-directed brainstorming activities to generate ideas. ● participate in shared research and writing projects ● participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas and information. ● write informative/explanatory texts that introduce a topic, state an opinion or some facts, and provide a concluding sentence. ● write narrative pieces that include at least two sequenced events, with some details, and conclusion. ● revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers. ● in final copies, use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates. ● capitalize days of the week and months of the year.

		<ul style="list-style-type: none">● capitalize names of people.● spell commonly used sight words and phonetically regular words correctly in final copies.● apply the alphabetic principle when writing words.● use print resources in the classroom in order to spell words.● use familiar writing forms, including lists, letters, stories, reports, messages, and poems.● distinguish draft writing from final-product writing.● share their writing with others.
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1.14 The student will use available technology for reading and writing.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ● The intent of this standard is that students will use available technology for reading and writing. ● Students also need opportunities to explore and use available technology to facilitate their writing. 	<p>All students should</p> <ul style="list-style-type: none"> ● understand that technology provides a way to interact with print. ● understand that reading and writing skills can be adapted for use with available technology. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use digital tools to produce and publish writing including in collaboration with peers. ● use available media for reading and writing. ● use electronic templates (e.g., graphic organizers) to organize information. ● ask and respond to questions about material presented through various media formats. ● share their writing with others.

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