

The revised Elementary Pacing Guide for Grade One English Standards of Learning is the collaborative work of the 2014 First Grade Literacy Curriculum Committee, formed to extend the enhancements made by the 2013 Kindergarten Curriculum Committee. Representatives from across the county, including kindergarten, first grade, second grade, exceptional education, and ESL teachers met over a five-month period to examine the current Virginia Standards of Learning and HCPS pacing and determine areas that indicated a need for enhancement. As a result, the Henrico County Public Schools' Enhanced First Grade Curriculum Framework was developed.

Pacing revisions naturally followed revisions in the curriculum framework. Pacing serves as a guide for instruction. The pacing guide indicates the time frame for introduction of instruction and expected mastery of grade level skills and strategies. It is essential that small group differentiated instruction be used to target student needs for intervention, reinforcement, and enrichment.

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 communicate ideas in writing.

Implementation of the Henrico County Curriculum Framework and the revised pacing guide encourages rigor and better prepares students for 21st century learning. It is the goal of Henrico County Public Schools that all students leave first grade as competent readers, comfortably reading on a Guided Reading Level J.

Pacing Guide Key

SOL Acquisition	
*	1 st 9-weeks
**	2 nd 9-weeks
***	3 rd 9-weeks
****	4 th 9-weeks

**Reading on Grade Level:
Fountas & Pinnell Guided
Reading Levels**

Instructional Reading Levels	
F	1 st 9-weeks
H	2 nd 9-weeks
I	3 rd 9-weeks
J	4 th 9-weeks

**Elementary English Pacing Guides for Henrico County Public Schools
First Semester, 1st 9 weeks**

Oral Language

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

- a) Listen and respond to a variety of literary forms **to include fiction, nonfiction, and electronic media.** ****
- b) Tell and retell stories and events in logical order. ***
- c) Participate in a variety of oral language activities, including choral speaking and reciting poems, rhymes, songs, and stories with repeated patterns. ****
- d) Participate in creative dramatics. ****
- e) Express ideas orally in complete sentences, **using appropriate nouns, verbs, and adjectives.** *

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

- a) Increase listening and speaking vocabularies. ****
- b) Ask for clarification and explanation of words and ideas. ****
- c) Use common singular and plural nouns; **use correct grammar when speaking.** ***
- d) 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, phrasing, and intonation in a variety of settings.** *
- c) Ask and respond to a **variety** questions **using complete sentences.** **
- d) Follow **multi-step** oral directions. **
- e) Give **multi-step** oral directions, **using complete sentences.** **

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

- a) Create rhyming words and **discriminate between rhyming and non-rhyming words.** *
- b) Count phonemes (sounds) in one-syllable word. **
- 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. **

Reading

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 in a **variety of literary forms including fiction, nonfiction, poems, and electronic media.** *
- c) Identify letters,* words,* sentences,** ending punctuation,* and **quotation marks.** ****
- d) Read his/her own writing with **accuracy and expression.** *

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. **
- h) Read and spell **at least 100 commonly used words. These words may include high frequency words, concrete words, and word families.** ****

Grade 1

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

- b) Use titles and pictures **as semantic clues.** ****
- c) Use information in the story **(semantic clues)** to read **and understand unfamiliar** words. ***

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 **across all content areas.** ****
- e) Use vocabulary from other content areas. ****

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

- a) Preview the selection. *
- 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. ****
- i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. ****

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 **and use** text features such as pictures*, headings**, charts****, and captions****.
- e) Make* and confirm** predictions.
- h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. ****

Writing

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. *

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

- a) Generate ideas. *
- 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. *

1.14 The student will use available technology for reading and writing. ****

Elementary English Pacing Guides for Henrico County Public Schools
First Semester, 2nd 9 weeks

Grade 1

Oral Language

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

- Listen and respond to a variety of literary forms to include fiction, nonfiction, and electronic media. ****
- Tell and retell stories and events in logical order. ***
- Participate in a variety of oral language activities, including choral speaking and reciting poems, rhymes, songs, and stories with repeated patterns. ****
- Participate in creative dramatics. ****

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

- Increase listening and speaking vocabularies. ****
- Ask for clarification and explanation of words and ideas. ****
- Use common singular and plural nouns; * use correct grammar when speaking. ***
- Use vocabulary from other content areas. ****

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

- Initiate conversation with peers and adults. **
- Ask and respond to a variety questions using complete sentences. **
- Follow multi-step oral directions. **
- Give multi-step oral directions, using complete sentences. **

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

- Count phonemes (sounds) in one and two-syllable words. **
- Blend sounds to make one and two-syllable words. **
- Segment one and two-syllable words into individual speech sounds (phonemes). **
- Add or delete phonemes (sounds) to make new words. **

Reading

1.5 The student will apply knowledge of how print is organized and read.

Continue to reinforce standards from prior marking periods.

- Identify letters,* words,* sentences,** ending punctuation,* and quotation marks. ***

1.6 The student will apply phonetic principles to read and spell.

- Use beginning and ending consonants to decode and spell single-syllable words. **
- Use two-letter consonant blends to decode and spell single-syllable words. **
- Use beginning consonant digraphs to decode and spell single-syllable words. **
- Use short vowel sounds to decode and spell single-syllable words. **
- Blend beginning, middle, and ending sounds to recognize and read words. **
- Use word patterns to decode unfamiliar words. **
- Read and spell at least 100 commonly used words. These words may include high frequency words, concrete words, and word families. ****

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

- Use surrounding words, phrases, and sentences in the text to read unfamiliar words. ****
- Use titles and pictures as semantic clues. ****
- Use information in the story (semantic clues) to read and understand unfamiliar words. ***
- Apply knowledge of sentence structure (semantic clues) to read and understand a variety of words. ****
- Reread and self-correct when words or the story do not make sense. ****

1.8 The student will expand vocabulary.

- Discuss meanings of words in context. ****
- Develop vocabulary by listening to and reading a variety of texts across all content areas. ****
- Ask for the meaning of unknown words and make connections to familiar words. ****
- Use text clues such as words, word parts, or pictures to discern meanings of unknown words. ****
- Use vocabulary from other content areas. ****

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

Continue to reinforce standards from prior marking periods.

- Set a purpose for reading. ***
- Relate previous experiences to what is read. ***
- Make * and confirm predictions. **
- Identify characters**, setting****, and important events.***
- Retell stories and events, using beginning, middle, and end.***
- Ask and answer who, what, when, where, why, and how questions about what is read. ****
- Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. ****

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

Continue to reinforce standards from prior marking periods.

- Preview the selection. **
- Use prior and background knowledge as context for new learning. **
- Set a purpose for reading. ***
- Identify and use text features such as headings**, charts****, and captions****.
- Make* and confirm** predictions.
- Ask and answer who, what, where, when, why, and how questions about what is read. ****
- Read and reread familiar passages with fluency, accuracy, and meaningful expression. ****

1.11 The student will use simple reference materials.

- Use knowledge of alphabetical order by first letter and second letter. ***

Writing

1.12 The student will print legibly.

Continue to reinforce standards from prior marking periods.

- Space words within sentences. **

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

Continue to reinforce standards from prior marking periods.

- Focus on one topic. ****
- Use complete sentences in final copies. ****
- Begin each sentence with a capital letter and use ending punctuation in final copies. **
- Use correct spelling for commonly used sight words and phonetically regular words in final copies. **

1.14 The student will use available technology for reading and writing. ****

Second Semester, 3rd 9 weeks

Elementary English Pacing Guides for Henrico County Public Schools
Second Semester, 3rd 9 weeks
Oral Language

Grade 1

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

- a) Listen and respond to a variety of literary forms **to include fiction, nonfiction, and electronic media.** ****
- b) Tell and retell stories and events in logical order. ***
- c) Participate in a variety of oral language activities, including choral speaking and reciting poems, rhymes, songs, and stories with repeated patterns. ****
- d) Participate in creative dramatics. ****

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

- a) Increase listening and speaking vocabularies. ****
- b) Ask for clarification and explanation of words and ideas. ****
- c) Use common singular and plural nouns; *** use correct grammar when speaking.** ***
- d) Use vocabulary from other content areas. ****

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

Continue to reinforce standards from prior marking periods.

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

Continue to reinforce standards from prior marking periods.

Reading

1.5 The student will apply knowledge of how print is organized and read.

Continue to reinforce standards from prior marking periods.

- c) Identify letters, * words, * sentences, ** ending punctuation, * and **quotation marks.** ***

1.6 The student will apply phonetic principles to read and spell.

Continue to reinforce standards from prior marking periods.

- g) Read and spell two-syllable compound words. ***
- h) Read and spell **at least 100 commonly used words. These words may include high frequency words, concrete words, and word families.** ****

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

- a) Use **surrounding** words, phrases, and sentences **in the text to read unfamiliar words.** ****
- b) Use titles and pictures **as semantic clues.** ****
- c) Use information in the story **(semantic clues)** to read **and understand unfamiliar words.** ***
- d) **Apply** knowledge of sentence structure **(semantic clues) to read and understand a variety of words.** ****
- e) **Apply** knowledge of story structure **(semantic clues) to read and understand a variety of words.** ****
- f) Reread and self-correct **when words or the story do not make sense.** ****

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 **across all content areas.** ****
- c) Ask for the meaning of unknown words and make connections to familiar words. ****
- d) Use text clues such as words, **word parts,** or pictures to discern meanings of unknown words. ****
- e) Use vocabulary from other content areas. ****

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

Continue to reinforce standards from prior marking periods.

- c) Relate previous experiences to what is read. ***
- 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. ****
- i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. ****

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

Continue to reinforce standards from prior marking periods.

- c) Set a purpose for reading. ***
- d) Identify text features such as charts****, and captions****.
- f) Ask and answer who, what, where, when, why, and how questions about what is read. ****
- g) Identify main idea****
- h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. ****

1.11 The student will use simple reference materials.

- a) Use knowledge of alphabetical order by first letter and second letter. ***
- b) Use a picture dictionary to find meanings of unfamiliar words. ****

Writing

1.12 The student will print legibly.

Continue to reinforce standards from prior marking periods.

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

Continue to reinforce standards from prior marking periods.

- 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. ***

1.14 The student will use available technology for reading and writing. ****

Second Semester, 4th 9 weeks

Oral Language

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

Continue to reinforce standards from prior marking periods.

- Listen and respond to a variety of literary forms to include fiction, nonfiction, and electronic media. ****
- Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns. ****
- Participate in creative dramatics. ****

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

Continue to reinforce standards from prior marking periods.

- Increase listening and speaking vocabularies. ****
- Ask for clarification and explanation of words and ideas. ****
- Use vocabulary from other content areas. ****

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

Continue to reinforce standards from prior marking periods.

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

Continue to reinforce standards from prior marking periods.

Reading

1.5 The student will apply knowledge of how print is organized and read.

Continue to reinforce standards from prior marking periods.

1.6 The student will apply phonetic principles to read and spell.

Continue to reinforce standards from prior marking periods.

- Read and spell at least 100 commonly used words. These words may include high frequency words, concrete words, and word families. ****

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

- Use surrounding words, phrases, and sentences in the text to read unfamiliar words. ****
- Use titles and pictures as semantic clues. ****
- Use information in the story (semantic clues) to read and understand unfamiliar words. ***
- Apply knowledge of sentence structure (semantic clues) to read and understand a variety of words. ****
- Apply knowledge of story structure (semantic clues) to read and understand a variety of words. ****
- Reread and self-correct when words or the story do not make sense. ****

1.8 The student will expand vocabulary.

- Discuss meanings of words in context. ****
- Develop vocabulary by listening to and reading a variety of texts across all content areas. ****
- Ask for the meaning of unknown words and make connections to familiar words. ****
- Use text clues such as words, word parts, or pictures to discern meanings of unknown words. ****
- Use vocabulary from other content areas. ****

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

Continue to reinforce standards from prior marking periods.

- Ask and answer who, what, when, where, why, and how questions about what is read. ****
- Identify the main idea or theme. ****

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

Continue to reinforce standards from prior marking periods.

- Identify text features such as charts****, and captions****.
- Ask and answer who, what, where, when, why, and how questions about what is read. ****
- Identify main idea. ****

1.11 The student will use simple reference materials.

Continue to reinforce standards from prior marking periods.

- Use a picture dictionary to find meanings of unfamiliar words. ****

Writing

1.12 The student will print legibly.

Continue to reinforce standards from prior marking periods.

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

Continue to reinforce standards from prior marking periods.

- Focus on one topic. ****
- Revise by adding descriptive words when writing about people, places, things, and events. ****
- Use complete sentences in final copies. ****

1.14 The student will use available technology for reading and writing. ****