

Lynchburg City Schools
Grade 1 English First Six Weeks
 Specific Skills 2008-2009©

The following is a complete list of the skills to be taught and assessed the first six weeks.

Enabling Objectives	Specific Skills
K.6*	Read and identify high frequency words
K.7 A*	Identify and name uppercase and lowercase letters of the alphabet
K.7 B*	Match consonant and short vowel sounds to appropriate letters
K.7 C*	Identify beginning consonant sounds in single-syllable words
1.4 A	Count phonemes (sounds) in syllables or words with a maximum of three syllables
1.4 B	Add or delete phonemes (sounds) orally to change syllables or words
1.4 C	Create rhyming words orally
1.4 D	Blend sounds to make word parts and words with one to three syllables
1.5 A	Read from left to right and top to bottom
1.5 B	Match spoken word with print.
1.5 C	Identify letters, words, and sentences (capital letter when using the pronoun “I”)

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The following is a complete list of the skills to be taught and assessed the first six weeks.

Enabling Objectives	Specific Skill
1.6 A	Use beginning and ending consonants to decode and spell single syllable words
1.6 D	Use short vowel sounds to decode and spell single-syllable words (a, i, o, ô)
1.6 E	Blend beginning, middle, and ending sounds to recognize and read words
1.6 F	Use word patterns to decode unfamiliar words
1.6 H	Read and spell common high frequency words
1.7 A	Use titles and pictures to expand vocabulary
1.7 B	Use knowledge of the story and topic to read words
1.7 C	Use knowledge of sentence structure
1.7 D	Reread and self-correct
1.8	Read familiar stories, poems, and passages with fluency and expression
1.9 A	Preview the selection

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The following is a complete list of the skills to be taught and assessed the first six weeks.

Enabling Objectives	Specific Skill
1.9 B	Set a purpose for reading
1.9 C	Relate previous experiences to what is read
1.9 D	Make predictions about content (predict outcomes)
1.9 E	Ask and answer who, what, when, where, why, and how questions about what is read (details, draw conclusions)
1.9 G	Retell stories and events using beginning, middle, and end (sequencing)
1.11 A	Form letters
1.11 B	Space words and sentences
1.12 A	Generate ideas
1.12 B	Focus on one topic
1.12 D	Use complete sentences in final copies
1.12 E	Begin each sentence with a capital letter and use ending punctuation in final copies

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The following is a complete list of the skills to be taught and assessed the first six weeks.

Enabling Objectives	Specific Skill
1.12 F	Use correct spelling for high-frequency sight words and phonetically regular words in final copies
1.12 G	Share writing with others
1.12 H	Use available technology

* The kindergarten skills noted on the first six weeks timeline are important review skills which should be incorporated as a warm up/review at the beginning of each daily lesson for the first two weeks of school. These skills are taken from the Intervention Unit in the Harcourt Teacher's Edition 1-1. Please follow the sequence below in order to provide students appropriate reinforcement :

Day 1 Lessons 1 & 2	Day 8 Lesson 11
Day 2 Lessons 3 & 4	Day 9 Lesson 12
Day 3 Lessons 5 & 6	Day 10 Lesson 13
Day 4 Lesson 7	Day 11 Lesson 14
Day 5 Lesson 8	Day 12 Lesson 15
Day 6 Lesson 9	Day 13 Lesson 16
Day 7 Lesson 10	Day 14 Lesson 17

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The following is a complete list of the skills to be taught and assessed the second six weeks.

Enabling Objectives	Specific Skill
1.2 E	Use singular nouns (naming part; nouns – people, places)
1.2 F	Use verbs correctly (telling part)
1.4 A	Count phonemes (sounds) in syllables or words with a maximum of three syllables
1.4 B	Add or delete phonemes (sounds) orally to change syllables or words
1.4 C	Create rhyming words orally
1.4 D	Blend sounds to make word parts and words with one to three syllables
1.5 A	Read from left to right and top to bottom
1.5 B	Match spoken word with print
1.5 C	Identify letters, words, and sentences
1.6 A	Use beginning and ending consonants to decode and spell single syllable words
1.6 B	Use two letter consonant blends to decode and spell single-syllable words (s, r blends)

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Enabling Objectives	Specific Skill
1.6 C	Use beginning consonant digraphs to decode and spell single-syllable words (th, sh)
1.6 D	Use short vowel sounds to decode and spell single-syllable words (e, u, ôr)
1.6 E	Blend beginning, middle, and ending sounds to recognize and read words
1.6 F	Use word patterns to decode unfamiliar words (-est, -ent)
1.6 H	Read and spell common high frequency sight words
1.7 A	Use titles and pictures to expand vocabulary
1.7 B	Use knowledge of the story and topic to read words
1.7 C	Use knowledge of sentence structure
1.7 D	Reread and self-correct
1.8	Read familiar stories, poems, and passages with fluency and expression
1.9 A	Preview the selection

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The following is a complete list of the skills to be taught and assessed the second six weeks.

Enabling Objectives	Specific Skill
1.9 B	Set a purpose for reading
1.9 C	Relate previous experiences to what is read
1.9 D	Make predictions about content
1.9 E	Ask and answer who, what, when, where, why, and how questions about what is read (cause/effect, details, draw conclusions)
1.9 F	Identify characters and setting
1.9 G	Retell stories and events using beginning, middle, and end (sequencing)
1.11 A	Form letters
1.11 B	Space words and sentences
1.12 A	Generate ideas
1.12 B	Focus on one topic
1.12 D	Use complete sentences in final copies

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The following is a complete list of the skills to be taught and assessed the second six weeks.

Enabling Objectives	Specific Skill
1.12 E	Begin each sentence with a capital letter and use ending punctuation in final copies
1.12 F	Use correct spelling for high-frequency sight words and phonetically regular words in final copies
1.12 G	Share writing with others
1.12 H	Use available technology

Lynchburg City Schools
Grade 1 English Third Six Weeks
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The following is a complete list of the skills to be taught and assessed the third six weeks.

Enabling Objectives	Specific Skill
1.2 E	Use singular and plural nouns (s, es)
1.2 F	Use verbs correctly
1.4 A	Count phonemes (sounds) in syllables or words with a maximum of three syllables
1.4 B	Add or delete phonemes (sounds) orally to change syllables or words
1.4 C	Create rhyming words orally
1.4 D	Blend sounds to make word parts and words with one to three syllables
1.5 A	Read from left to right and top to bottom
1.5 B	Identify letters, words, and sentences
1.5 C	Identify letters, words, and sentences (capital letter for proper nouns, i.e. days of week and months, and titles: Mr., Mrs., Ms., Miss, Dr.)
1.6 A	Use beginning and ending consonants to decode and spell single syllable words
1.6 B	Use two-letter consonant blends to decode and spell single-syllable words (l, s, r blends)

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The following is a complete list of the skills to be taught and assessed the third six weeks.

Enabling Objectives	Specific Skill
1.6 C	Use beginning consonant digraphs to decode and spell single-syllable words (ch, qu, wh, th)
1.6 D	Use short vowel sounds to decode and spell single-syllable words
1.6 E	Blend beginning, middle, and ending sounds to recognize and read words
1.6 F	Use word patterns to decode unfamiliar words (ar, or, er, ir, ur, ow, oa)
1.6 H	Read and spell common high frequency words
1.6 I	Use suffixes(inflected endings) to decode words (-s, -ed, -ing, -er, -est)
1.6 J	Form contractions ('ve, 're)
1.7 A	Use titles and pictures to expand vocabulary
1.7 B	Use knowledge of the story and topic to read words
1.7 C	Use knowledge of sentence structure (naming parts, telling parts)
1.7 D	Reread and self-correct

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The following is a complete list of the skills to be taught and assessed the third six weeks.

Enabling Objectives	Specific Skill
1.8	Read familiar stories, poems, and passages with fluency and expression
1.9 A	Preview the selection
1.9 B	Set a purpose for reading (fact and fiction)
1.9 C	Relate previous experiences to what is read
1.9 D	Make predictions about content
1.9 E	Ask and answer who, what, when, where, why, and how questions about what is read (cause/effect, details)
1.9 F	Identify characters, setting in fiction and nonfiction
1.11 A	Form letters
1.11 B	Space words and sentences
1.12 A	Generate ideas
1.12 B	Focus on one topic

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The following is a complete list of the skills to be taught and assessed the third six weeks.

Enabling Objectives	Specific Skill
1.12 D	Use complete sentences in final copies
1.12 E	Begin each sentence with a capital letter and use ending punctuation in final copies
1.12 F	Use correct spelling for high-frequency sight words and phonetically regular words in final copies
1.12 G	Share writing with others
1.12 H	Use available technology

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Grade 1 English Fourth Six Weeks
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The following is a complete list of the skills to be taught and assessed the fourth six weeks.

Enabling Objectives	Specific Skill
1.2 E	Use singular and plural nouns (s, es)
1.2 F	Use verbs correctly (action)
1.4 A	Count phonemes (sounds) in syllables or words with a maximum of three syllables
1.4 B	Add or delete phonemes (sounds) orally to change syllables or words
1.4 C	Create rhyming words orally
1.4 D	Blend sounds to make word parts and words with one to three syllables
1.5 A	Read from left to right and top to bottom
1.5 B	Match spoken word with print
1.5 C	Identify letters, words, and sentences (capital letter for holidays and when using the pronoun “I”)
1.6 A	Use beginning and ending consonants to decode and spell single syllable words (/s/c)
1.6 B	Use two-letter consonant blends to decode and spell single-syllable words (s, r, l blends)

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The following is a complete list of the skills to be taught and assessed the fourth six weeks.

Enabling Objectives	Specific Skill
1.6 C	Use beginning consonant digraphs to decode and spell single-syllable words
1.6 D	Use short vowel sounds to decode and spell single-syllable words
1.6 E	Blend beginning, middle, and ending sounds to recognize and read words
1.6 F	Use word patterns to decode unfamiliar words (e, ee, ea, a-e, y, i-e, ow, ou)
1.6 H	Read and spell common high frequency words
1.6 I	Use suffixes(inflected endings) to decode words (ed, ing)
1.6 J	Form contractions ('s, n't , 'll)
1.6 K	Use pronouns (I, me, he, she, it, they)
1.7 A	Use titles and pictures to expand vocabulary
1.7 B	Use knowledge of the story and topic to read words
1.7 C	Use knowledge of sentence structure
1.7 D	Reread and self-correct

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The following is a complete list of the skills to be taught and assessed the fourth six weeks.

Enabling Objectives	Specific Skill
1.8	Read familiar stories, poems, and passages with fluency and expression
1.9 A	Preview the selection
1.9 B	Set a purpose for reading (fantasy and reality)
1.9 C	Relate previous experiences to what is read
1.9 D	Make predictions about content (predict outcomes)
1.9 E	Ask and answer who, what, when, where, why, and how questions about what is read (classify/categorize)
1.9 F	Identify characters, setting, and important events in fiction and nonfiction
1.9 G	Retell stories and events using beginning, middle, and end
1.9 H	Identify topic or main idea
1.10 A	Use knowledge of alphabetical order by first letter
1.10 B	Use a picture dictionary to find meaning of unfamiliar words
1.11 A	Form letters

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The following is a complete list of the skills to be taught and assessed the fourth six weeks.

Enabling Objectives	Specific Skill
1.11 B	Space words and sentences
1.12 A	Generate ideas
1.12 B	Focus on one topic
1.12 C	Use descriptive words when writing about people, places, things, and events (describing words)
1.12 D	Use complete sentences in final copies
1.12 E	Begin each sentence with a capital letter and use ending punctuation in final copies
1.12 F	Use correct spelling for high-frequency sight words and phonetically regular words in final copies
1.12 G	Share writing with others (write about what is read)
1.12 H	Use available technology

Lynchburg City Schools
Grade 1 English Fifth Six Weeks
Specific Skills 2008-20089©

The following is a complete list of the skills to be taught and assessed the fifth six weeks.

Enabling Objectives	Specific Skill
1.2 E	Use singular and plural nouns
1.2 F	Use verbs correctly (action – present and past; am, is, are – present)
1.4 A	Count phonemes (sounds) in syllables or words with a maximum of three syllables
1.4 B	Add or delete phonemes (sounds) orally to change syllables or words
1.4 C	Create rhyming words orally
1.4 D	Blend sounds to make word parts and words with one to three syllables
1.5 A	Read from left to right and top to bottom
1.5 B	Match spoken words with print
1.5 C	Identify letters, words, and sentences (capital letter when using the pronoun “I”)
1.6 A	Use beginning and ending consonants to decode and spell single syllable words
1.6 B	Use two-letter consonant blends to decode and spell single-syllable words (l blends)

The following is a complete list of the skills to be taught and assessed the fifth six weeks.

Enabling Objectives	Specific Skill
1.6 C	Use beginning consonant digraphs to decode and spell single-syllable words
1.6 D	Use short vowel sounds to decode and spell single-syllable words
1.6 E	Blend beginning, middle, and ending sounds to recognize and read words
1.6 F	Use word patterns to decode unfamiliar words (o-e, y, ie, igh, ai, ay, ī, ō)
1.6 H	Read and spell common high frequency words
1.6 I	Use suffixes(inflected endings) to decode words (-s, -ed, -ing, -er, -est)
1.6 J	Form contractions ('s, n't, 'll, 've, 'd, 're)
1.7 A	Use titles and pictures to expand vocabulary
1.7 B	Use knowledge of the story and topic to read words
1.7 C	Use knowledge of sentence structure
1.7 D	Reread and self-correct
1.8	Read familiar stories, poems, and passages with fluency and expression

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Grade 1 English Fifth Six Weeks
 Specific Skills 2008-20089©

The following is a complete list of the skills to be taught and assessed the fifth six weeks.

Enabling Objectives	Specific Skill
1.9 A	Preview the selection
1.9 B	Set a purpose for reading
1.9 C	Relate previous experiences to what is read
1.9 D	Make predictions about content
1.9 E	Ask and answer who, what, when, where, why, and how questions about what is read (cause and effect)
1.9 F	Identify characters, setting, and important events in fiction and nonfiction
1.9 G	Retell story using beginning, middle, and end
1.9 H	Identify topic or main idea (plot)
1.10 A	Use knowledge of alphabetical order by first letter (picture dictionary)
1.10 B	Use a picture dictionary to find meanings of unfamiliar words
1.11 A	Form letters
1.11 B	Space words and sentences

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The following is a complete list of the skills to be taught and assessed the fifth six weeks.

Enabling Objectives	Specific Skill
1.12 A	Generate ideas
1.12 B	Focus on one topic
1.12 C	Use descriptive words when writing about people, places, things, and events (adjectives)
1.12 D	Use complete sentences in final copies
1.12 E	Begin each sentence with a capital letter and use ending punctuation in final copies
1.12 F	Use correct spelling for high-frequency sight words and phonetically regular words in final copies
1.12 G	Share writing with others (write about what is read)
1.12 H	Use available technology

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The following is a complete list of the skills to be taught and assessed the sixth six weeks.

Enabling Objectives	Specific Skill
1.2 E	Use singular and plural nouns
1.2 F	Use verbs correctly (action – present and past; was, were; go, went)
1.4 A	Count phonemes (sounds) in syllables or words with a maximum of three syllables
1.4 B	Add or delete phonemes (sounds) orally to change syllables or words
1.4 C	Create rhyming words orally
1.4 D	Blend sounds to make word parts and words with one to three syllables
1.5 C	Identify letters, words, and sentences (capital letter when using the pronoun “I”)
1.6 A	Use beginning and ending consonants to decode and spell single syllable words (/j/g)
1.6 C	Use beginning consonant digraphs to decode and spell single-syllable words
1.6 D	Use short vowel sounds to decode and spell single-syllable words
1.6 E	Blend beginning, middle, and ending sounds to recognize and read words
1.6 F	Use word patterns to decode unfamiliar words (age, dge, u-e, ea, oo)

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The following is a complete list of the skills to be taught and assessed the sixth six weeks.

Enabling Objectives	Specific Skill
1.6 H	Read and spell common high frequency words
1.6 I	Use suffixes(inflected endings) to decode words (-ed, -ing, -er, -est)
1.6 J	Form contractions (’ve, ’d, ’re, n’t)
1.7 A	Use titles and pictures to expand vocabulary
1.7 B	Use knowledge of the story and topic to read words
1.7 C	Use knowledge of sentence structure
1.7 D	Reread and self-correct
1.8	Read familiar stories, poems, and passages with fluency and expression
1.9 A	Preview the selection
1.9 B	Set a purpose for reading
1.9 C	Relate previous experiences to what is read

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The following is a complete list of the skills to be taught and assessed the sixth six weeks.

Enabling Objectives	Specific Skill
1.9 D	Make predictions about content (predict outcomes)
1.9 E	Ask and answer who, what, when, where, why, and how questions about what is read
1.9 F	Identify characters, setting, and important events in fiction and nonfiction
1.9 G	Retell story using beginning, middle, and end
1.9 H	Identify topic or main idea; (plot)
1.10 A	Use knowledge of alphabetical order by first letter (glossary)
1.11 A	Form letters
1.11 B	Space words and sentences
1.12 A	Generate ideas
1.12 B	Focus on one topic
1.12 C	Use descriptive words when writing about people, places, things, and events (adjectives)
1.12 D	Use complete sentences in final copies

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Enabling Objectives	Specific Skill
1.12 E	Begin each sentence with a capital letter and use ending punctuation in final copies
1.12 F	Use correct spelling for high-frequency sight words and phonetically regular words in final copies
1.12 G	Share writing with others (write about what is read)
1.12 H	Use available technology