



2024 English Standards of Learning

Grade 1 Instructional Guide

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GUIDANCE OVERVIEW

The 2024 English *Standards of Learning* ensure that educators across the Commonwealth approach literacy instruction with an emphasis on providing students with opportunities to read complex, grade-level texts. These texts are used as a basis for deep, text-based classroom discussions and as a starting point for writing activities. By developing students’ literacy skills and structuring classrooms to offer chances to read, discuss, and write about content, educators ensure that students learn and retain literacy skills and content deeply.

Virginia educators will notice that literacy standards are no longer highlighted in the instructional guides in isolation or in silos of each other; literacy standards are not meant to be taught in isolation. When Grade 1 students listen and engage with complex literary texts, they also practice communicating, writing and language, decoding, encoding, and building vocabulary (RV) throughout the lesson, all within a literacy genre. The same integration of skills is true as Grade 1 students listen and engage with complex informational text. While listening to informational text, students will respond through discussion and accessing the communication Standard as well as in writing and draw several pieces of evidence to support claims and draw conclusions (RI). Students will access complex literary and informational texts through read-alouds. Grade 1 students will continue to apply and grow their foundational reading and writing standards as they decode and encode words, sentences, and texts in both decodable texts and grade level texts. By the end of Grade 1, students should read grade level texts as they develop as skilled readers and build stamina.

This guide focuses on developing instructional practice and classroom routines that integrate multiple English standards to provide students with a deeper understanding. Each section starts with educators considering students’ current levels of proficiency and grade-level standards using the “Side-by-Sides” and “Progression Charts” of the 2024 English *Standards of Learning*. Educators will then review the “Understanding the Standards” section to gain a deeper understanding of grade-level concepts and instructional practices. Guided by the “Developing Skilled Readers and Building Reading Stamina” standards, educators will plan integrated lessons and use questions and instructional strategies to ensure that all students engage with grade-level content at the appropriate level of rigor. Finally, the guide provides thematic and/or cross-content area connections to extend student learning and deepen their understanding.

In Grades K-5, students will receive foundational instruction in both reading and writing as students grow in their skills of reading unfamiliar words in grade level text. The foundational standards establish the building blocks necessary for students to engage with grade level text. When planning and instructing students across the literacy standards, students will build reading fluency, read grade-level-complex text, and ensure they’re responding both in writing and orally to text-based

questioning and instruction. These knowledge building and comprehension skills are outlined in the Developing Skilled Readers and Building Reading Stamina. The Developing Skilled Readers and Building Reading Stamina was added to emphasize skills and strategies use within content-rich complex text each time students engage with text, rather than isolated skill work. This strand emphasizes that students should be reading challenging grade-level literary and informational texts fluently, while learning vocabulary, writing, collaborating, and researching in grade level complex text. These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.

As educators are utilizing this English Instructional Guide as a resource, each guide page highlights sample standards that may be considered. However, specific standards are text-dependent, instruction will be text-based, and the standards will rely on the grade-level-complex text in which students are engaged.

Text Sets

Text sets are a collection of various texts, like articles, books, videos, or images, all centered around a single topic, theme, or question. Text sets provide students the opportunities to build vocabulary and knowledge around a topic because they offer different perspectives and formats for deeper understanding. Text sets enhance the teaching of the 2024 English *Standards of Learning* and can naturally be paired with content area subjects. Text sets will vary by school and division based on resources and relevant school board policies. Text sets provide the opportunity for students to make authentic connections between texts and apply their background knowledge in order to meet the rigor of the Reading Literary Texts and Reading Informational Text standards.

- History/Social Science Example: When teaching the Grade 1 Geography standards from the 2023 History and Social Studies *Standards of Learning*, teachers may decide to include reading the literary text, *The Boy Who Loved Maps* by Kari Allen and the informational text, *Maps and Globes* by Harriet Barton and Jack Knowlton. This text set reinforces what students are learning in social studies, while allowing students to engage with multiple grade level texts on a topic.

A more comprehensive list of text set examples is included in the Grade 1 Cross Content Connections section at the end of the instructional guide.

INSTRUCTIONAL GUIDE QUICK LINKS:

While each of the instructional guides has an overarching strand – each guide provides additional avenues, tasks, and

planning questions to consider with integrating all the 2024 English *Standards of Learning*.

- [Developing Skilled Readers and Building Reading Stamina](#)
- [Foundations for Reading and Foundations for Writing](#)
- [Reading & Vocabulary](#)
- [Reading Literary Texts](#)
- [Reading Informational Texts](#)
- [Writing and Language Usage](#)
- [Communication & Multimodal Literacy and Language Usage](#)
- [Research](#)
- [Grade 1 Cross Content Connections](#)
- [References](#)

DEVELOPING SKILLED READERS AND BUILDING READING STAMINA

1.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain worthwhile knowledge and vocabulary.

- A. Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. (**Text Complexity, 2-12**) Introduced in Grade Two.
- C. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. (**Reading Strategies, 3-12**) - Introduced in Grade Three.

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building

Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 1 Understanding the Standards- Developing Skilled Readers and Building Reading Stamina](#)

Planning for Literacy Instruction + Integration of Standards	
Developing Skilled Readers and Building Reading Stamina (DSR)	Connections to High Quality Instructional Materials (HQIM), from <i>Core Curriculum Review Rubric- Grade 1</i>
1.DSR.A Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).	<ul style="list-style-type: none"> • The texts students are asked to read independently from the division-adopted HQIM, include both controlled text that contains previously taught phonic elements and other rich, complex text accessible to the student. • In division-adopted HQIM, fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing). • Within the division-adopted HQIM, there are sufficient numbers of controlled decodable text that aligns to the phonics scope and sequence and are available to allow students to practice to automaticity. • Materials within division-adopted HQIM, provide repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words student have learned previously.
1.DSR.C With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).	<ul style="list-style-type: none"> • In division-adopted HQIM, activities and materials are designed to elicit high levels of response an engagement. • Division-adopted HQIM also includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-level.

1.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).

- Division-adopted HQIM contain materials that include a wide variety of literary and informational high-quality text with relatable experiences that are developmentally appropriate for the grade level of the students.
- Division-adopted HQIM contain materials that provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas.
- Connections can be made between texts in division-adopted HQIM and the *Virginia Standards of Learning* in both Science and History and Social Science.

Incorporating K-5 HQIM and the 2024 English *Standards of Learning*:

In the following Instructional Guides, educators will receive additional guidance and instructional supports to ensure students reach the grade-level expectations outlined in the Board of Education adopted 2024 English *Standards of Learning*. Educators will utilize their division adopted and approved HQIM during their core literacy instructional time. The Virginia Literacy Act requires that all Virginia school divisions must adopt HQIM for all K-5 classrooms no later than the 2024-2025 school year. This means daily lessons must be grounded in adopted materials, students need access to a curriculum that builds on a systematic sequence in foundational skills and builds coherently grade-to-grade on knowledge-building topics. There is a compelling body of evidence that shows that HQIM not only provides this coherent sequence but leads to better outcomes for students (adopted from the [Virginia Literacy Act Playbook](#)). K-5 educators will use their HQIM, the 2024 *Standards of Learning*, and the Instructional Guidance outlined below when crafting effective, aligned literacy instruction for all learners.

FOUNDATIONS FOR READING AND FOUNDATIONS FOR WRITING

GRADE 1 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 1 Foundations for Reading and Foundations for Writing standards, review:

- [Progression Chart - Foundations for Reading](#)
- [Progression Chart - Foundations for Writing](#)
- [Grades K-2 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Foundations for Reading and Foundations for Writing in the 2024 English Standards of Learning.

- [LINK- Grade 1 Understanding the Standards- Foundations for Reading](#)
- [LINK- Grade 1 Understanding the Standards- Foundations for Writing](#)

Teacher's Note:

- Use the Grade 1 Understanding the Standards.
- Foundations for Reading (FFR) focuses on phonological and phonemic awareness, and phonics and word analysis.
- Phonemic awareness skills are directly related to decoding/reading and encoding/spelling. An emphasis is placed on blending and segmenting and isolating phonemes, or individual sounds.
- The end of the year expectation for students is to read words containing common vowel teams and r-controlled vowels.
- Teach students to decode multisyllabic words with basic patterns by learning how to break the big word into smaller syllables.
- Foundations for Writing (FFW) focuses on the foundational, transcription skills that students must have to effectively and efficiently communicate their ideas through writing.
- Teach accuracy and automaticity for handwriting skills while placing importance on the functional pencil grasp for letter formation.
- Students apply their phonics knowledge when spelling known and unknown words.
- Provide explicit instruction in decoding and encoding words with long vowel sounds spelled with vowel-consonant-e and vowel teams as well as words with r-controlled vowels.
- **Note that since reading is a recognition task and spelling is a production task, the standards reflect different levels of mastery for decoding and encoding.**

Foundations for Reading

1.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).

- A. Isolate sounds in four and five phoneme words.
- B. Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).

- C. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).

1.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.

- A. Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).
- B. Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel-consonant-e (CVCE, CCVCE).
- C. Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.
- D. Decode multisyllabic words following basic patterns by breaking the words into syllables.
- E. Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy.

Foundations for Writing

1.FFW The student will print legibly in manuscript.

1.FFW.1 Handwriting

- A. Use functional pencil grasp for letter formation.
- B. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation.
- C. Accurately and automatically apply spaces between written words in phrases or sentence-level writing.

1.FFW.2 Spelling

- A. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce).
- B. Encode (spell) 2-syllable words (e.g., *pancake*) following basic patterns by breaking the words into syllables.
- C. Encode (spell) unfamiliar words by recognizing and applying taught word patterns.
- D. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Phonological and	<ul style="list-style-type: none"> • What activities can be 	<ul style="list-style-type: none"> • Give students opportunities for isolating sounds,

<p>Phonemic Awareness <i>1.FFR.2A Isolate sounds in four and five phoneme words.</i></p> <p><i>1.FFR.2B Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl).</i></p> <p><i>1.FFR.2C Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl).</i></p>	<p>done to practice isolating, blending, and segmenting words?</p> <ul style="list-style-type: none"> • How will the teacher ensure that instruction is explicit (I do, we do, you do) and systematic (logical order)? • How will the teacher reinforce previous taught patterns (cumulative instruction)? 	<p>blending sounds to create words and segmenting words into individual sounds/phonemes.</p> <ul style="list-style-type: none"> ○ Isolate Sounds: Teacher will say a word. Students will repeat the word and then tell either the initial, medial or final sound. ○ Elkonin Boxes: Teacher will say a word. Students will repeat the word and then move a chip into a box for each sound of phoneme the student hears. ○ Say It/Move It: Teacher will say a word. Students will repeat the word and move a counter onto an arrow for each sound they hear. Then slide under the counters to blend the sounds together and say the word. ○ Finger Tapping: Teacher will say a word. Students will hold up one finger for each sound they hear. <ul style="list-style-type: none"> • Provide opportunities for students to manipulate (delete, add, and substitute) letters in words (<i>1.FFR.3</i>) <ul style="list-style-type: none"> ○ Word Chaining: Students will use magnetic letters or letter tiles to alter or build words. Teacher will give students the first word. Then teacher will tell students a sound/phoneme or letter, to change to create a new word. Example: In this example the teacher is focusing on long vs short vowel sounds. Students start with the word hop. Teacher asks students to change the short /o/ sound to the long /o/ sound. Students say the new word hope. Teacher asks students to change /p/ sound to /m/ sound. Students say the new word home. • Review previously taught patterns by incorporating them into isolation, blending and segmenting activities until mastery (<i>1.FFR.2</i>).
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<p>Decoding <i>1.FFR.3A Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).</i></p> <p><i>1.FFR.3B Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel-consonant-e (CVCE, CCVCE).</i></p> <p><i>1.FFR.3C Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels.</i></p> <p><i>1.FFR.3D Decode multisyllabic words following basic patterns by breaking the words into syllables.</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are decoding/reading words? 	<ul style="list-style-type: none"> • Model how to sound out letters and then blend them together to decode/read words (1.FFR.3G, 1.FFR.3D). <ul style="list-style-type: none"> ○ Blending Practice: Teacher models how to blend words and then gives students practice blending. Example: Teacher displays a word (slam). Teacher says “blend” As teacher slowly drags her finger under the word students blend “ssssllllaaaamm”) Then teacher returns to the front of the word, taps the word and says “word” Students reply “slam”. • Provide practice for students to decode/read words that incorporate the new and previously taught phonics features. <ul style="list-style-type: none"> ○ Visual Practice: Teacher will show students letter or word cards. Students will give the corresponding sound or read the word shown by the card. ○ Auditory Practice: Teacher will say a sound or word. Students will give the letter or letters they hear. ○ Word Chaining: Students will use magnetic letters or letter tiles to alter or build words. Teacher will give students the first word. Then teacher will tell students a sound(phoneme) or letter, to change to create a new word. Example: In this example the teacher is focusing on long vs. short vowel sounds. Students start with the word <i>shine</i>. Teacher asks students to take away the e. Students must then decode to read the new word <i>shin</i> (1.FFR.2A, 1.FFR.2B, 1.FFR.2C).
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<p>Encoding</p> <p><i>1.FFR.2A Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC).</i></p> <p><i>1.FFR.3B Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel-consonant-e (CVCE, CCVCE).</i></p> <p><i>1.FFW.1 Handwriting</i></p> <p><i>1.FFW.1 Spelling</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are encoding/spelling words? 	<ul style="list-style-type: none"> • Provide practice for students to encode/spell words with short vowels and/or blends with digraphs, closed syllables (1.FFR.3A). • Provide practice for students to encode/spell words with long vowels, open syllables and vowel-consonant-e (1.FFR.3B). • Provide practice for students to encode/spell words that incorporate the new and previously taught phonics features. <ul style="list-style-type: none"> ○ Phoneme-Grapheme Mapping: Teacher will say a word. Students will repeat the word and then move a chip into a box for each sound/phoneme the student hears. Students will then replace the chips with the grapheme that correctly represents the phoneme. ○ Word Spelling: Students will write words to correspond to the phonics feature currently being taught. Be sure no words used include phonics features students have not learned (1.FFW.1A, 1.FFW.1B, 1.LU.1C). ○ Dictation: Students will write a sentence or sentences to reinforce phonics features they are currently learning or have learned in previous lessons. Be sure no words in the sentence include phonics features students have not learned (1.FFW.1C, 1.LU.1A). ○ Word Chaining: Students will write or build using letter tiles new words by changing a sound or phoneme in the word. Teacher will say the first word and students will write the word down. Then
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		<p>the teacher will tell students to change the word to another word. Example: In this example the teacher is focusing on initial and final blends. Students write the first word <i>clap</i>. Teacher asks students to change the word <i>clap</i> to <i>cap</i>. Teacher asks students to change <i>cap</i> to <i>camp</i> (1.FFR.3)</p>
<p>Irregular and High Frequency Words <i>1.FFR.3 E Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy.</i></p>	<ul style="list-style-type: none"> • Educators will use the scope and sequence from their division-adopted HQIM for the high-frequency words. 	<ul style="list-style-type: none"> • Use protocol for introducing irregular words that calls attention to predictable spellings, along with the unexpected spellings (1.FFR.2A, 1.FFR.2C). <ul style="list-style-type: none"> ○ Introduce students to the new word and use the word in a sentence. ○ Say the sounds and identify how many sounds are in the word, draw blanks for the number of sounds on a whiteboard. ○ Model writing the word for students: Discuss the regularly spelled sounds within the word and model writing them. ○ Discuss the irregular sound with students and tell them they will need to remember this part of the word. ○ Guide students to write the word in the air, on paper, on a whiteboard, etc. ○ Provide opportunities for students to practice writing and saying the word. • Provide opportunities for students to practice encoding/spelling irregular words and high-frequency words within sentences (1.FFW.3C, 1.FFW.3D, 1.FFR.3F). • Provide opportunities for students to practice decoding/reading irregular words and high-frequency

		words within sentences (1.FFR.D, 1.FFR.E).
<p>Connected Text <i>1.DSR.A Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</i></p>	<ul style="list-style-type: none"> • What text will be used for students to practice using foundational reading and writing skills? • How might the teacher include opportunities to write? 	<ul style="list-style-type: none"> • Provide students with opportunities to read decodable text that includes words with the new and previously taught phonics features (1.FFR.3A, 1.FFR.3B, 1.FFR.3C, 1.FFR.3D, 1.FFR.3E). Students can: <ul style="list-style-type: none"> ○ Whisper read the text while the teacher monitors. ○ Partner read decodable text. ○ Chorally read the text with the teacher. ○ Reread decodable text to build fluency. • Provide corrective feedback when a student misreads a word. The teacher can alert the student to misread word and give an opportunity to self-correct. If the student has difficulty, the teacher can restate the sound-spelling that was missed and give the student the opportunity to re-blend the word correctly. • Provide students with opportunities to transfer decodable reading skills within grade-level text to support understanding of text being read. <ul style="list-style-type: none"> ○ Encourage students to self-monitor while reading (e.g., realizing when to pause, break words into phonemes, and blend together for accuracy when reading for understanding) (1.DSR.A).

Supports & Extensions

- If more support is needed, students can echo read decodable text. In an echo read, the teacher reads 2-3 sentences from the decodable text while the student follows along. Then the student rereads the same part by themselves while the teacher monitors. This routine is repeated until the end of the text.
- Teachers can provide reteaching or review of phonics skills to students who need more practice and more explicit teacher feedback.

- Students who are successful with the featured grapheme can read an additional decodable or the teacher can provide them with less accountable texts.
- Students who are successful with the featured grapheme can write about their reading. They can write a summary of the story. This reinforces the reciprocal processes of reading and writing.

READING AND VOCABULARY | GRADE 1 – INSTRUCTIONAL GUIDE

Prior to teaching the Grade 1 Reading and Vocabulary standards, review:

- [Progression Chart - Reading and Vocabulary](#)
- [Grades K-2 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading and Vocabulary in the 2024 English Standards of Learning.

- [LINK- Grade 1 Understanding the Standards- Reading and Vocabulary](#)

Teacher's Note:

- Use the Grade 1 Understanding the Standards.
- Grade 1 Reading and Vocabulary focuses on students systematically building vocabulary from listening to high-quality, content rich texts and participating in discussions.
- Vocabulary words should be culled from books read to and with students instead of using a random list and should not be taught only in isolation.
- Vocabulary instruction should be both explicit and implicit.

Reading and Vocabulary

1.RV The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.

1.RV.1 Vocabulary Development and Word Analysis

- A. Discuss meanings of words in context from a variety of texts.
- B. Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships.
- C. Ask for the meaning of unknown words and make connections to familiar words.
- D. Use vocabulary across content areas.

- E. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. *-s, -ing, -ed*).
- F. Distinguish shades of meaning among verbs and adjectives.
- G. Identify the purpose of simple reference materials (e.g. picture dictionary, digital dictionary).
- H. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.
- I. Use newly learned words and phrases in discussions and speaking activities.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Within the selected literary or informational text <i>1.DSR.A Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<ul style="list-style-type: none"> • Identify authentic stopping points in the text to teach/decode new, grade level words using morphology and/or syllabication. • Vocabulary taught is dependent on the text. Plan for ways to build students' vocabulary and add to students' understanding of morphology. • Consult division-adopted HQIM for a scope and sequence for morphemes to be taught systematically. 	<ul style="list-style-type: none"> • Expose students, through read alouds, to concepts, vocabulary, and sentence structure that stretch their listening comprehension, while also building their world and word knowledge. • Teachers should be intentional about which words they select from grade-level text to explicitly teach. These could include: <ul style="list-style-type: none"> ○ General academic language and content-specific vocabulary words. ○ Adding stopping points to model and/or explicitly teach students how to use knowledge of morphology to read with automaticity and accuracy and build word knowledge. ○ Identify explicit stopping points in the text to teach/decode new, grade level words and their morphology.
<p>Connect to previously</p>	<ul style="list-style-type: none"> • Utilize division-adopted 	<ul style="list-style-type: none"> • Explicitly teach new words using vocabulary protocol

<p>read text to build knowledge and vocabulary understanding</p> <p><i>1.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<p>HQIM and/or text sets to build knowledge and vocabulary.</p> <ul style="list-style-type: none"> • How will the teacher allow students multiple opportunities to hear related words and build knowledge networks? • What words are selected to explicitly teach from the text (general academic language, content-specific vocabulary)? • How will the teacher explicitly teach selected vocabulary from text? • Plan for a vocabulary routine. 	<p>that provides opportunities for students to engage with the word meaning.</p> <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing. <ul style="list-style-type: none"> • Engage in activities with students to activate prior (experience) and background (content knowledge) through reading literary and informational texts. • Explicitly teach the decoding of grade level vocabulary through syllable types or morphemes. • Model breaking down words to their smallest parts of meaning (base, affixes). • Allow opportunities where students can use knowledge of word relationships when inferring the meaning of complex words.
<p>Supports for decoding and encoding*</p> <p><i>1.FFR.3 Phonics and Word Analysis</i></p> <p><i>1.FFW.2 Spelling</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are decoding/reading words in Grade 1 text? • How will the teacher ensure that decoding and encoding instruction is explicit (I do, we do, you do) and systematic (logical order)? 	<ul style="list-style-type: none"> • Provide opportunities for students to decode/read words that incorporate the new and previously taught phonics features. • Provide opportunities for students to apply the following features when decoding/reading and encoding/spelling words from text: <ul style="list-style-type: none"> ○ Words containing short vowels to include blends with digraphs, closed syllables (1.FFR.3A). ○ Words containing long vowels, open syllables, and vowel-consonant-e (1.FFR.3B). ○ Words containing common vowel teams and r-

	<ul style="list-style-type: none"> • Does the text provide authentic opportunities to revisit previously taught morphemes? • How will students read, write and discuss/communicate using newly acquired vocabulary? 	<p>controlled vowels (1.FFR.3C).</p> <ul style="list-style-type: none"> • Explicitly model and provide opportunities for students to: <ul style="list-style-type: none"> ○ Break multisyllabic words into syllables (1.FFR.3D). ○ Analyze words for root words and inflectional affixes (1.RV.1E). • Build students’ general and academic language and content specific vocabulary by providing opportunities for students to listen, read and discuss a variety of texts. • *Provide scaffolded assistance as needed.
<p>Craft text dependent questioning (in discussion and in writing) <i>1.DSR.C With prompting and support, when responding to texts through discussion and/or writing, draw several pieces of evidence from read-aloud to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> • Plan for stopping points and questioning that will support student’s in systematically building vocabulary and word knowledge – consider roots, affixes, homophones, morphology, synonyms, antonyms, shades of meaning when developing your stopping points. 	<ul style="list-style-type: none"> • Ensure students are using grade-level words and vocabulary when responding orally to text-based discussion and when responding to text in writing. • Provide opportunities for students to use newly acquired vocabulary and topic specific language and vocabulary to communicate when responding text-based discussions and writing (1.RV.1).

READING LITERARY TEXT | GRADE 1 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 1 Reading Literary Text standards, review:

- [Progression Chart- Reading Literary Text](#)
- [Grades K-2 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Literary Text in the 2024 English Standards of Learning.

- [LINK- Grade 1 Understanding the Standards- Reading Literary Texts](#)

Teacher's Note:

- Use the Grade 1 Understanding the Standards.
- In Grade 1, the Reading Literary Text standards engage students in content rich read alouds and with prompting and support from adults.
- Teach students to recognize various types of literary texts to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tales.
- When reading aloud to students, teachers take on the burden of decoding and instead use literary texts to build students' vocabularies and apply background knowledge to think deeply and critically about the texts.
- Key Ideas and Plot Details focuses on retelling familiar stories, understanding the central message, and identify key elements such as characters, setting, and events.
- Integration of Concepts sets the foundation for Grade 1 students to think deeply within and between texts.

Reading Literary Text

1.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.

1.RL.1 Key Ideas and Plot Details

- A. Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details.
- B. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution).
- C. Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read.
- D. Generate predictions about story characters and events using the text.

1.RL.3 Integration of Concepts

- A. Set a purpose for reading by providing a guiding question, activating prior (experience) and background (content) knowledge.
- B. Make connections between characters, settings, and major events in stories heard, using key details.
- C. Compare and contrast the adventures or experiences of characters in stories heard, using key details.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a literary text <i>1.DSR.A Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</i></p>	<ul style="list-style-type: none"> • Educators will utilize division-adopted HQIM for text selections. • When selecting text, plan for appropriate grade-level complexity and plan for teaching points and places in the text that will meet the rigor of the 2024 <i>English Standards of Learning</i>. • Ensure Grade 1 students listen to and read a variety of text including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale. 	<ul style="list-style-type: none"> • Use grade level complex texts from division-adopted HQIM. • Provide practice for students to read complex texts with appropriate fluency, accuracy, and expression, focusing on building comprehension and vocabulary through successive readings (<i>1.DSR.A, 1.RV.1</i>).
Demands of Text*	<ul style="list-style-type: none"> • What key takeaways 	<ul style="list-style-type: none"> • Orient the students as to how the text is organized and

<p><i>1.DSR.A Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p> <p><i>DSR.B Introduced in Grade Two.</i></p>	<p>should students gain from the texts?</p> <ul style="list-style-type: none"> • What structures are important to call students' attention to? • What are the knowledge demands of the text (literacy knowledge, background knowledge, vocabulary knowledge)? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students' understanding of the text. 	<p>what features the author employs to convey their message.</p> <ul style="list-style-type: none"> • Provide opportunities for students to apply knowledge of phonics to decode/read grade-level, high-frequency words, including decodable and irregular words, with automaticity and accuracy. • Provide students with opportunities to read grade-level complex text. Students can: <ul style="list-style-type: none"> ○ Chorally read grade level literary text, ○ Partner read grade level text, ○ Partner read with a strategically selected partner for second read of text. • Provide sentence frames to support both oral language and writing. • *Provide scaffolded assistance as needed.
<p>Connect to previously read text to build knowledge and vocabulary understanding</p> <p><i>1.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as</i></p>	<ul style="list-style-type: none"> • How will the teacher address the vocabulary that is crucial to the understanding of the text? • How will the teacher build connections between related text? • How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired</i> 	<ul style="list-style-type: none"> • Facilitate discussions about what is read to build background knowledge and vocabulary understanding <i>before, during and after reading.</i> • Build background knowledge with visuals, introductory articles, discussions, videos, and read alouds based on demands of the text students will listen to and/or read in the lesson. • Explicitly teach new words using a vocabulary protocol that provides opportunities for students to engage with the word meaning. <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context.

<p><i>context for new learning.</i></p>	<p>texts)?</p> <ul style="list-style-type: none"> • Use division-adopted HQIM to support the building of thematic units. • Plan to set a purpose for reading by activating prior (experience) and background (content knowledge). 	<ul style="list-style-type: none"> ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing. • Provide opportunities for students to apply knowledge of phonics to decode/read grade-level, high-frequency words, including decodable and irregular words, with automaticity and accuracy. • Explicitly pre-teach academic vocabulary, and content specific vocabulary crucial to the meaning of the text by using the following strategies: <ul style="list-style-type: none"> ○ <i>Teacher Think Aloud</i>: Teacher will stop at strategic, predetermined points to model thinking and use knowledge of morphology to decode challenge words and determine meaning within the text (1.RV.1H) ○ Connect challenging words through visualizing and connecting words, as well as examples and non-examples, support students in creating connections with graphic organizers (2.RV.1). • Build connections between related text around a topic of study by: <ul style="list-style-type: none"> ○ Modeling through read aloud and interactive think aloud, ○ Selecting previously read connected text that students can relate to while building understanding, ○ Asking questions that guide students toward making connections. • Use division-adopted HQIM to build thematic units around related topics of study and across content.
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		<ul style="list-style-type: none"> • Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.
<p>Craft text dependent questioning (in discussion and in writing) <i>1.DSR.C With prompting and support, when responding to texts through discussion and/or writing, draw several pieces of evidence from read-aloud to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> • Identify key questions from division-adopted HQIM to match the lesson’s objectives. • Ensure questioning is text-dependent, think through exemplar student responses that push students back to the text to support response, both in student discussion and in student writing. • Plan to extend student comprehension by writing about what is read by using division-adopted HQIM. 	<ul style="list-style-type: none"> • Facilitate discussions about what is being read both <i>during reading</i> and <i>after reading</i>. <ul style="list-style-type: none"> ○ Use think alouds and share metacognition when supporting students in building comprehension. ○ Provide prompting and support to students when discussing the text. ○ Use turn and talks to discuss responses to questions, both literal and inferential, posed by the teacher about the text students heard or read (<i>1.RL.1A, 1.EL.1B</i>). ○ Provide sentence frames for students to use as support during discussions around a specific topic from the text read (<i>1.W.1C, 1.LU.1A</i>). ○ Give students opportunities to make predictions or informed guesses about characters and events in the literary text being read. ○ Provide opportunities for students to retell the story in sequential order (<i>1.C.2D, 1.W.1A</i>). ○ Give students opportunities to make connections between texts heard. ○ Provide students with opportunities to answer text-dependent questions at predetermined stopping points. ○ Provide opportunities for students to write in response to texts heard (<i>1.W.1C</i>).

READING INFORMATIONAL TEXT | GRADE 1 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 1 Reading Informational Text standards, review:

- [Progression Chart - Reading Informational Text](#)
- [Grades K-2 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Informational Text in the 2024 *English Standards of Learning*.

- [LINK- Grade 1 Understanding the Standards- Reading Informational Texts](#)

Teacher's Note:

- Use the Grade 1 Understanding the Standards.
- In Grade 1, the Reading Informational Text standards are met through students engaging in content rich read alouds and with prompting and support from adults.
- Use content rich read alouds and give prompting and support for students to demonstrate their comprehension.
- Expose students to a variety of informational texts to include biographies, directions, textbooks, recipes, magazine articles, and news articles.
- Key Ideas and Confirming Details in informational texts focuses on supporting students explain an author's use of facts and opinions.
- Craft and Style of informational text focuses on the purpose of common text features. Teachers can help students to understand by asking why the author used various features to convey his/her information.
- Integration of Concepts focuses on students identifying similarities and differences between two texts on the same topic and making connections to information within a text.

Reading Informational Text

1.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.

K1.RI.1 Key Ideas and Confirming Details

- A. Ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read, including demonstrating an understanding of the main topics.
- B. Identify the main idea and supporting details of a text.

C. Explain the difference between facts and opinions in a text.

1.RI.2 Craft and Style

- A. Identify and use common text features to gain information, table of contents, headings, bolded words, and pictures, captions, and diagrams.
- B. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

1.RI.3 Integration of Concepts

- A. Identify basic similarities in and differences between two texts on the same topic.
- B. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select an informational text <i>1.DSR.A Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and</i></p>	<ul style="list-style-type: none"> • Educators will utilize division-adapted HQIM for text selections. • When selecting text, plan for appropriate grade-level complexity and plan for teaching points and places in the text that will meet the rigor of the 2024 English Standards of Learning. • Ensure Grade 1 students listen to and read a variety of informational text to include 	<ul style="list-style-type: none"> • Use grade level complex texts from division-adopted HQIM. • Provide practice for students to read complex texts with appropriate fluency, accuracy, and expression, focusing on building comprehension and vocabulary through successive readings (1.DSR.A, 1.RV.1).

<p><i>understanding, as necessary.</i></p>	<p>biographies, directions, textbooks, recipes, magazine articles, and news articles.</p>	
<p>Demands of Text* <i>1.DSR.A Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p> <p><i>DSR.B Introduced in Grade Two</i></p>	<ul style="list-style-type: none"> • What key takeaways should students gain from the texts? • How does this text further the unit objectives or answer essential questions? • What structures are important to call students' attention to? • What are the knowledge demands of the text (literacy knowledge, background knowledge, vocabulary knowledge)? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students' understanding of the text. 	<ul style="list-style-type: none"> • Orient the students as to how the text is organized and what features the author employs to share their message. • Provide opportunities for students to apply knowledge of phonics to decode/read grade-level, high-frequency words, including decodable and irregular words, with automaticity and accuracy. • Provide students with opportunities to read grade-level complex text. Students can: <ul style="list-style-type: none"> ○ Chorally read grade level literary text, ○ Partner read grade level text, ○ Partner read with a strategically selected partner for second read of text. • Provide sentence frames to support both oral language and writing • *Provide scaffolded assistance as needed.
<p>Connect to previously read text to build</p>	<ul style="list-style-type: none"> • How will the teacher address the vocabulary 	<ul style="list-style-type: none"> • Facilitate discussions about what is read to build background knowledge and vocabulary understanding

<p>knowledge and vocabulary understanding</p> <p><i>1.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<p>that is crucial to understanding the text?</p> <ul style="list-style-type: none"> • How will the teacher build connections between related text? • How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)? • Division-adopted HQIM will support the building of thematic units. • Plan to set a purpose for reading by activating and/or building prior (experience) and background (content knowledge). 	<p><i>before, during and after reading.</i></p> <ul style="list-style-type: none"> • Build background knowledge with visuals, introductory articles, discussions, videos, and read alouds based on demands of the text students will listen to and/or read in the lesson. • Explicitly teach new words using vocabulary protocol that provides opportunities for students to engage with the word meaning. <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing. • Provide opportunities for students to apply knowledge of phonics to decode/read grade-level, high-frequency words, including decodable and irregular words, with automaticity and accuracy. • Explicitly pre-teach academic vocabulary, and content specific vocabulary crucial to the meaning of the text by using the following strategies: <ul style="list-style-type: none"> ○ Use word attack skills to break words apart by prefixes, suffixes, and root words, and finding meaningful parts of word to construct meaning (<i>2.RV.1C, E, 2.FFR.3C, 2.FFR.3D</i>). ○ <i>Teacher Think Aloud</i>: Teacher will stop at strategic, predetermined points to model thinking and use knowledge of morphology to decode challenge words and determine meaning within the text (<i>2.RV.1H</i>). ○ Connect challenging words through visualizing
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		<p>and connecting words, as well as examples and non-examples, support students in creating connections with graphic organizers (2.RV.1).</p> <ul style="list-style-type: none"> • Build connections between related text around a topic of study by: <ul style="list-style-type: none"> ○ Modeling making connections through read alouds and interactive think alouds, ○ Selecting previously read connected text that students can relate to while building understanding, ○ Asking questions that guide students toward making connections. • Provide opportunities for students to engage in written responses which use vocabulary words taught to show comprehension of key concepts of the informational text. • Use division-adopted HQIM to build thematic units around related topics of study and across content. • Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.
<p>Craft text dependent questioning (in discussion and in writing) <i>1.DSR.C With prompting and support, when responding to texts through discussion and/or writing, draw several pieces of evidence from read-aloud to support</i></p>	<ul style="list-style-type: none"> • Identify key questions from division-adopted HQIM to match the lesson’s objectives. • Ensure questioning is text-dependent, think through exemplar student responses that push students back to the text to support 	<ul style="list-style-type: none"> • Facilitate discussions about what is read both <i>during reading</i> and <i>after reading</i>. <ul style="list-style-type: none"> ○ Use turn and talks to discuss responses to questions, both literal and inferential, posed by the teacher about the text students heard or read (1.RL.1A, 1.RL.1B). ○ Provide opportunities for students to turn and talk about the text. ○ Give students opportunities to identify text features in the text and discuss the importance of

<p><i>claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<p>response, both in student discussion and in student writing.</p> <ul style="list-style-type: none"> • Plan to extend student comprehension by writing about what is read using division-adopted HQIM. 	<p>the feature as it relates to the text being read.</p> <ul style="list-style-type: none"> ○ Identify places throughout the text where students can identify important information critical to understanding the main idea of the text <i>(1.RI.1A, 1.RI.1B)</i>. ○ Identify places throughout the text where students may stop and jot and include quotes or paraphrases from the text that describe connections between information and ideas <i>(1.RI.3B)</i>. ○ Provide sentence frames for students to use as support during discussions around a specific topic from the text read <i>(1.W.1C, 1.LU.1A)</i>. ○ Give students opportunities to differentiate between facts and opinion in texts. ○ Give students opportunities to make connections between texts heard. ○ Use think alouds and share metacognition when supporting students in building comprehension. ○ Provide students with opportunities to answer text-dependent questions at predetermined stopping points. ○ Provide opportunities for students to write in response to texts heard <i>(1.W.1C)</i>.
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WRITING AND LANGUAGE USAGE | GRADE 1 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 1 Writing and Language Usage standards, review:

- [Progression Chart - Writing](#)
- [Progression Chart - Language Usage](#)
- [Grades K-2 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Writing and Language Usage in the 2024 English Standards of Learning.

- [LINK- Grade 1 Understanding the Standards- Writing](#)
- [LINK- Grade 1 Understanding the Standards- Language Usage](#)

Teacher's Note:

- Use the Grade 1 Understanding the Standards.
- Recognize the difference between teaching writing and assigning writing.
- In Grade 1, the Writing standards set the foundation for students' writing for different purposes, composition and organization of writing, and understanding that writing conventions help the writer's message to be clearly communicated by the reader.
- At the beginning of the year, students may continue to express their message with a combination of writing and drawings, by mid-year the expectation is that student rely on writing to express their message. By the end of the year the expectation is that students will write narrative, informative/expository or opinion pieces along with responding to texts through writing.
- Language Usage standards focus on students' use of language and grammar when communicating their ideas both orally and in writing.
- In Grade 1, reading and writing will develop together.
- Provide daily opportunities to write and read their writing.

Writing

1.W The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.

1.W.1 Modes and Purpose of Writing

- A. Use a combination of drawing, dictating, and writing to recount two or more sequenced events or experiences and include details about the events and characters.
- B. Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic.
- C. Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion.

- D. Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text.

1.W.2 Organization and Composition

- A. With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes:
 - i. Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.).
 - ii. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives.

1.W.3 Usage and Mechanics

- A. With guidance and support from adults, edit writing for conventions e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations).

Language Usage

1.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

1.LU.1 Grammar

- A. Produce and expand simple sentences, including a noun, verb, and adjective.
- B. For regular plural nouns orally by adding ‘s’ or ‘es’ sound.
- C. Use personal and possessive pronouns to represent nouns.
- D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
- E. Form and use simple verb tenses (past, present, and future) for regular verbs.
- F. Use proper verb tense and correct subject-verb agreement.
- G. Use articles correctly (e.g., a, an, the).
- H. Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how).

1.LU.2 Mechanics

- A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.
- B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).

C. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select an exemplar of the genre <i>1.DSR.A Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<ul style="list-style-type: none"> • Utilize model texts of the type of writing: <ul style="list-style-type: none"> ○ texts from division-adopted HQIM, ○ texts from multiple sources, ○ student exemplar. 	<ul style="list-style-type: none"> • Introduce various genres found within division-adopted HQIM explaining organizational characteristics and purpose in writing. • When selecting a model text consider, <ul style="list-style-type: none"> ○ Purpose and characteristics of writing (narrative, expository or informational, opinion), ○ How the author makes purposeful choices to express their message (text structure, word choice, style, organization).
<p>Connect to previously read text to build knowledge and vocabulary understanding <i>1.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this</i></p>	<ul style="list-style-type: none"> • How does this writing instruction connect to previously instructed reading/texts? <ul style="list-style-type: none"> ○ Educators will plan to build writing instruction off previous steps in the writing process. 	<ul style="list-style-type: none"> • Make connections between previously read text from the division-adopted HQIM and the exemplar of the type of writing to collaboratively brainstorm common characteristics. • Provide support to students to build upon knowledge from texts heard used during instruction to write narrative stories, informational or expository pieces and opinion pieces. • Reinforce phonics features previously taught, as well as new phonics features used in writing (<i>1.FFR, 1.FFW</i>). • To prepare students for writing and to ensure all

<i>background knowledge as context for new learning</i>		students have a catalyst to write, consider pulling an excerpt or paired passage to build background knowledge and context (1.DSR.D).
<p>Skills in Practice</p> <p><i>1.DSR.C With prompting and support, when responding to texts through discussion and/or writing, draw several pieces of evidence from read-aloud to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging the writing process (Modeled, Shared writing, Sentence frames/stems, Paragraph stems, Graphic organizers to support organization and thinking)? • How will the teacher ensure that all students can access the mentor or exemplar texts? 	<ul style="list-style-type: none"> • Use graphic organizers from division-adopted HQIM to support planning process in writing (1.W.2A). • Provide sentence frames or starters to students for support when responding to grade level text in writing. • Include opportunities to apply the newly learned words and phrases in discussions and writing (1.C.1, 1.W). • Provide opportunities for students to respond to texts using drawings, dictation or writing. • Provide guidance and support to students through the revision process to ensure writing is organized around a central idea using elaboration and transition words. • Provide guidance and support to students through the editing process to ensure appropriate use of punctuation, correct spelling, and sentence variety.

COMMUNICATION & MULTIMODAL LITERACIES AND LANGUAGE USAGE | GRADE 1 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 1 Communication & Multimodal Literacies and Language Usage standards, review:

- [Progression Chart - Communications & Multimodal Literacies](#)
- [Progression Chart - Language Usage](#)
- [Grades K-2 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Communication & Multimodal Literacies, and Language Usage in the 2024 English Standards of Learning.

- [LINK- Grade 1 Understanding the Standards- Communication & Multimodal Literacies](#)

- [LINK- Grade 1 Understanding the Standards- Language Usage](#)

Teacher’s Note:

- Use the Grade 1 Understanding the Standards.
 - In Grade 1, the Communication and Multimodal Literacies standards focus on building skills around communication, listening, and collaboration.
 - Provide daily opportunities for student communication and participation in oral language activities in a variety of settings.
 - Students will participate in discussions and conversations, work respectfully by building on others’ ideas and effectively share their ideas through speaking.
 - Focusing on students’ oral communication skills, sets the foundation for students’ writing
-

Communication and Multimodal Literacies

1.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

1.C.1 Communication, Listening, and Collaboration

- A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:
 - i. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic).
 - ii. Respectfully building on others’ ideas and expressing their own clearly.
 - iii. Asking questions to seek help, get information, or clarify information for further understanding.
 - iv. Expressing ideas and needs in complete sentences.

1.C.2 Speaking and Presentation of Ideas

- A. Describe people, places, things, and events with relevant details and using appropriate vocabulary.
- B. Speak audibly with appropriate pacing, prosody, and voice level.
- C. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.
- D. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story.

Language Usage

1.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

1.LU.1 Grammar

- A. Produce and expand simple sentences, including a noun, verb, and adjective.
- B. For regular plural nouns orally by adding 's' or 'es' sound.
- C. Use personal and possessive pronouns to represent nouns.
- D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location).
- E. Form and use simple verb tenses (past, present, and future) for regular verbs.
- F. Use proper verb tense and correct subject-verb agreement.
- G. Use articles correctly (e.g., a, an, the).
- H. Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how).

1.LU.2 Mechanics

- A. Capitalize the first word in a sentence, proper nouns, and the pronoun I.
- B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points).
- C. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Reading Literary Texts	<ul style="list-style-type: none">• How will the teacher support students responding to text dependent questions?• Plan for and/or structure literacy instruction for	<ul style="list-style-type: none">• Ask, guide, and support students in answering text-dependent questions.• Model for students and guide them to find evidence in the text to support their answer to text-dependent questions.• Model through teacher-led collaborative discussions and guide students in group or one-on-one collaboration

	<p>students to regularly engage in sustained, collaborative discussions about grade level texts.</p>	<p>discussions focused on grade level texts.</p> <ul style="list-style-type: none"> • Guide students through a variety of literary text. • Use think aloud strategies during read aloud, modeling how good readers stop, question, and think as they read.
Reading Informational Texts	<ul style="list-style-type: none"> • How will the teacher support students responding to text dependent questions? • Plan for and/or structure literacy instruction for students to regularly engage in sustained, collaborative discussions about grade level texts. 	<ul style="list-style-type: none"> • Ask, guide, and support students in answering text-dependent questions. • Model for students and guide them to find evidence in the text to support their answer to text-dependent questions. • Demonstrate through teacher-led collaborative discussions and guide students in group or one-on-one collaboration discussions focused on grade level texts. • Guide students through a variety of literary forms found in informational text to build reading proficiency and understanding. • Use think aloud strategies during read aloud, modeling how good readers stop, question, and think as they read.
Reading and Vocabulary	<ul style="list-style-type: none"> • How is the teacher supporting students to learn, use, and develop their general academic content and content specific vocabulary? 	<ul style="list-style-type: none"> • Model using taught vocabulary during daily instruction when speaking and writing (<i>1.RV.1</i>). • Encourage students to ask for the meaning of unknown words and make connections to familiar words. • Encourage students to use newly learned words and phrases in discussions and speaking activities (<i>1.RV.1</i>). • Discuss and explicitly teach meanings of words in context from a variety of texts across content areas to deepen understanding of word meaning and relationships (<i>1.RV.1</i>).
Writing and Language	<ul style="list-style-type: none"> • How will the teacher 	<ul style="list-style-type: none"> • Encourage students to ask for the meaning of unknown

Usage	instruct and/or provide feedback on oral language usage in order to support instruction and student response?	words and make connections to familiar words. <ul style="list-style-type: none"> • Encourage students to use newly learned words and phrases in discussions and speaking activities (1.RV.1). • Model appropriate language usage.
Research	<ul style="list-style-type: none"> • How will the teacher support effective speaking and the presentation of ideas in order for students to communicate research findings successfully? • Plan for experiences where students are asked to present in an organized and concise manner, providing evidence to support their main ideas, as founded through research. 	<ul style="list-style-type: none"> • Ensure opportunities for students to share information collected from research. • Plan for opportunities for students to ask clarifying questions to paraphrase and summarize ideas being discussed.

RESEARCH | GRADE 1 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 1 Research standards, review:

- [Progression Chart - Research](#)
- [Grades K-2 Side-By-Side](#)

Critical for successful planning and implementation of the grade level expectations for Research in the 2024 English Standards of Learning.

- [LINK- Grade 1 Understanding the Standards- Research](#)

Teacher’s Note:

- Use the Grade 1 Understanding the Standards.
- In Grade 1 students will conduct research by listening to texts on selected topics to build knowledge and/or solve problems using available resources.
- Provide prompting and support to students to generate questions for research on a given topic.
- Encourage the development of research skills that are foundational to effective critical thinking and responsible use of information.
- Students will collaborate in whole or small groups to generate topics, ask questions, and find and record information.

Research

1.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.

1.R.1 Evaluation and Synthesis of Information

- A. With prompting and support, generate research questions related to a given topic.
- B. Locate and collect information related to the given topic from pictures, texts, people, or provided sources.
- C. Use templates to organize the information collected (e.g., charts, graphs).
- D. Use drawing, writing, or dictation to record facts and information collected from research.
- E. In small or large group settings, informally share recorded information collected from research.

Planning for Literacy Instruction + Integration of Standards

Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Select the purpose for research <i>1.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of</i>	<ul style="list-style-type: none">• Utilize theme from division-adopted HQIM.• Utilize opportunities for cross-content connections when researching topics or	<ul style="list-style-type: none">• Use a variety of literary and informational texts to provide opportunities to compare and contrast topics and ideas (<i>1.RL.3C, 1.RI.3B</i>).• Encourage students to ask for the meaning of unknown words and make connections to familiar words.• Set a purpose for completing research by providing a

<p><i>study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<p>themes from History and Social Science, and Science.</p>	<p>guiding question, activating prior (experience) and background (content) knowledge (1.R.1).</p>
<p>Connect to previously read text to build knowledge and vocabulary understanding <i>1.DSR.D Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How does this research connect to the topics and themes students are learning? • Plan for how students will share new knowledge garnered from research and continue to ask questions to deepen understanding. 	<ul style="list-style-type: none"> • Guide students in researching to build background knowledge on grade level content and texts.
<p>Skills in Practice <i>1.DSR.C With prompting and support, when responding to texts through discussion and/or writing, draw several pieces of evidence from read-aloud to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and</i></p>	<ul style="list-style-type: none"> • Plan for integrating student research with expository writing (W, LU) instruction and student reading of information text (RI, RV). 	<ul style="list-style-type: none"> • Provide opportunities during reading and writing instruction for students to formulate questions about specific literary or informational text topics (1.R.1A). • Prompt and support students as they generate research questions related to a given topic. • Provide support to students as they collect information related to the given topic from pictures, texts, people, or other provided sources. • Provide opportunities for students to ask peer questions about research completed (1.R.1A). • Use a variety of literary and informational texts to provide opportunities to compare and contrast topics

<p><i>tracing where relevant evidence is located.</i></p>		<p>and ideas (1.RL.3C, 1.RI.3B).</p> <ul style="list-style-type: none"> • Encourage students to ask for the meaning of unknown words and make connections to familiar words.
<p>Modeling <i>1.DSR.C With prompting and support, when responding to texts through discussion and/or writing, draw several pieces of evidence from read-aloud to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<ul style="list-style-type: none"> • How can the teacher model working through the research process? • Utilize examples of finished research products (papers, multimodal presentations). 	<ul style="list-style-type: none"> • Model how to respond to topics using notes and information from print and digital literary and informational texts. • Model how to draw and/or write to record information collected from research. • Model how to compose a series of simple sentences focused on the topic researched, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives (1.W.2). • Integrate opportunities for students to use templates to organize information collected (e.g., charts, graphs).

GRADE 1 CROSS CONTENT CONNECTIONS

Developed in collaboration with the Virginia Department of Education’s History and Science Department

Teacher’s Note about Lexile Levels and Pairing Text: The Virginia English *Standards of Learning* focus on building student ability to read and understand grade-level complex text and express that understanding clearly through writing and speaking. The English *Standards of Learning* emphasize the role of close engagement with text in students building knowledge about the world. A coherent sequence of texts around a clear topic or line of inquiry will support students in building vocabulary and background knowledge. In addition to educators utilizing their division, selected approved HQIM, text sets are one tool for educators in planning units of instruction to help students meet the demands of the standards. Additionally, Virginia K-5 educators will utilize HQIM throughout the entirety of the core literacy instructional time. Educators should seek opportunities to reinforce the English *Standards of Learning* throughout the instructional day. While there is no single process for developing

text sets, students should be anchored in grade-level complex text. Grade level complex text is both a quantitative and qualitative decision-making process. In Kindergarten and Grade 1, students will engage in listening to complex texts in the Lexile range of 2nd/3rd grade, as student language comprehension in these grades are above their reading comprehension. Teachers will carry the cognitive lift of decoding complex text in Kindergarten and Grade 1 while students develop listening comprehension. In the sample text sets below, organized around grade level science and/or social studies content, students will be engaged in grade level, complex text for the bulk of instructional time. However, teachers may decide to introduce a topic and/or build understanding around a theme or area of knowledge by reading a text that is below the quantitative grade band outlined in the Appendix of the English *Standards of Learning* with the intent of utilizing the knowledge/vocabulary/topics in that text to scaffold students in accessing grade-level text and expressing comprehension of what they’ve read in both writing and speaking.

Note: The included texts are intended to serve as a suggested sample for compiling text variety within a suggested topic. When determining texts and materials to utilize in the classroom, it is key that all educators adhere to and follow the guidance of their local school board and division.

Science		
Theme	Literary Text(s) + Lexile	Informational Text(s) + Lexile
Scientific and Engineering Practices 1.1	<ul style="list-style-type: none"> • <i>Ada Twist, Scientist</i> by Adrea Beaty (550L) • <i>Libby Loves Science</i> by Kimberly Derting and Shelli R. Johannes (549L) • <i>Ashlee Learns About Engineers</i> by Tiffany Obeng 	<ul style="list-style-type: none"> • <i>I Use Science Tools for Kid</i> by Kelli Hicks (410L) • <i>Science Safety Rules</i> by Kelli Hicks (370L) • <i>What is Science?</i> by Rebecca Kai Dotlich (480L)
Force, Motion, and Energy 1.2	<ul style="list-style-type: none"> • <i>Oscar and the Cricket: A Book About Moving and Rolling</i> by Geoff Waring (500L) • <i>Newton and Me</i> by Lynne Mayer (540L) • <i>Flashlight</i> by Lizi Boyd • <i>Oscar and the moth: A book about light and dark</i> by Geoff Waring (520L) 	<ul style="list-style-type: none"> • <i>Forces: Physical Science for Kids</i> by Andi Diehn (560L) • <i>Energy: Physical Science for Kids</i> by Andi Diehn (510L) • <i>Motion: Push and Pull, Fast and Slow</i> by Darlene R Stille (570L) • <i>TIME for Kids: Pushes and Pulls</i> by

	<ul style="list-style-type: none"> • <i>Blackout</i> by John Rocco (330L) 	<p>Sharon Coan</p> <ul style="list-style-type: none"> • <i>Forces Make Things Move</i> by Kimberly Bradley (300L) • <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba • <i>Give it a Push! Give it a Pull</i> by Jennifer Boothroyd (500L) • <i>Motion: Push And Pull, Fast and Slow</i> by Darlene R. Stille (570L)
Matter 1.3	<ul style="list-style-type: none"> • <i>What's the Matter in Mr. Whiskers' Room?</i> By Michael Elsohn Ross (590L) • <i>Libby loved Science States of Matter</i> by Kimberly Darling • <i>Ice Boy</i> by David Ezra Stein 	<ul style="list-style-type: none"> • <i>All about Solids, Liquids, and Gases</i> by Kathleen Weidner Zoehfeld (560L) • <i>All About Matter</i> by Mari Schuh • <i>Many Kinds of Matter: A Look at Solids, Liquids and Gases</i> by Jennifer Boothroyd (500L) • <i>What is a Liquid?</i> By Lynn Peppas (580L) • <i>What is Gas?</i> by Jennifer Boothroyd • <i>Gases (What is Matter?)</i> by Cindy Rodriguez
Living Systems and Processes 1.4, 1.5	<ul style="list-style-type: none"> • <i>Pumpkin Jack</i> by Will Hubbell (580L) • <i>Animals Should Definitely Not Wear Nothing</i> by Judi Barret • <i>Time to Sleep</i> by Denise Fleming (410L) • <i>Around One Log: Chipmunks, Spiders, and Creepy Insiders</i> by Anthony D. Fredericks (650L) • <i>The Mess we Made</i> by Michelle Lord (710L) 	<ul style="list-style-type: none"> • <i>Pumpkin Circle</i> by George Levenson (420L) • <i>Living or Nonliving?</i> By Hicks (420L) • <i>What Do Living Things Need?</i> By Elizabeth Austen • <i>Ocean Animals: Be An Expert</i> by Amy Edgar (420L) • <i>What Can Live in the Forest</i> by Sheila Anderson (540L)

		<ul style="list-style-type: none"> • <i>What Can Live in the Desert</i> by Sheila Anderson (560L) • <i>National Geographic Readers: In the Desert</i> by Michaela Weglinski (400L) • <i>About Habitats: Forests</i> by Cathryn Sill (680L) • <i>About Habitats: Oceans</i> by Cathryn Sill (630L) • <i>About Habitats: Deserts</i> by Cathryn Sill (680L)
Earth and Space Systems 1.6	<ul style="list-style-type: none"> • <i>I Am Earth: An Earth Day Book for Kids</i> by James McDonald 	<ul style="list-style-type: none"> • <i>The Sun is kind of a Big Deal</i> by Nick Seluk • <i>Sun! One in a Billion</i> by Stacy McAnulty (520L) • <i>Earth! My First 4.54 Billion Years</i> by Stacy McAnulty (540L)
Earth and Space Systems 1.7	<ul style="list-style-type: none"> • <i>Goodbye-Summer, Hello Autumn</i> by Kenard Pak • <i>Seasons of the Year: Fall</i> by Cynthia Amoroso (540L) • <i>Why Do Leaves Change Colors?: And Other Autumn Wonders</i> by Victoria Van Ness • <i>I Wonder! Why Leaves Change Color</i> by Andrew Charman • <i>Hello Autumn!</i> by Shelley Rotner 	<ul style="list-style-type: none"> • <i>The Very Last Leaf</i> by Stef Wade • <i>Pete the Cat Falling for Autumn</i> by James Dean (590L) • <i>Fletcher and the Falling Leaves</i> by Julia Rawlinson • <i>Leaf Thief</i> by Alice Hemming (500L)

<p>Earth Resources- Trees 1.8</p>	<ul style="list-style-type: none"> • <i>Our Tree Named Steve</i> by Alan Zweibel (890L) • <i>The Oak Tree</i> by Julia Donaldson • <i>Tremendous, Diary of a Not Yet Mighty Oak</i> by Bridget Heos Fletcher and the Falling Leaves 	<ul style="list-style-type: none"> • <i>Log Hotel</i> by Anne Schrieber • <i>Around One Log, Chipmunks, Spiders, and Creepy Insiders</i> by Anthony Fredericks
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<p style="text-align: center;">Social Studies</p>		
<p style="text-align: center;">Theme</p>	<p style="text-align: center;">Literacy Text(s) + Lexile</p>	<p style="text-align: center;">Information Text(s) + Lexile</p>
<p>Civics 1.1, 1.2, 1.3</p>	<ul style="list-style-type: none"> • <i>We The Kids: The Preamble to the Constitution of the United States</i> by David Catrow • <i>I promise</i> by LeBron James (520L) • <i>Our Pledge Our Promise</i> by Sherri Wall (440L) • <i>Teach Children the Importance of Unity and About the Diversity, History, and Values of America</i> by Rana DiOrio (790L) • <i>We Live Here Too!: Kids Talk About Good Citizenship</i> by Nancy Loewen and Omar Wesley • <i>Our Class is Family</i> by Shannon Olsen (740L) • <i>We don't eat our Classmates</i> by Ryan Higgins (500L) • <i>What if Everybody Did That?</i> (540L by Eleen Javernick 	<ul style="list-style-type: none"> • <i>I Pledge Allegiance</i> by Bill Martin Jr. and Michael Sampson (770L) • <i>Our Values: My community</i> by Grace Jones (620L) • <i>I am a Good Citizen</i> by Jenny Fretland VanVoorst (390L) • <i>My Flag</i> by Ellen Mitten (610L) <p>1.1d,e</p> <ul style="list-style-type: none"> • <i>Konoba (520L)</i> by Marion Traore (recommended by HQIM) • <i>When I Grow Up (1000L)</i> by Al Yankovic • <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia (570L)</i> by Miranda Paul • <i>I Am We: A book of Community</i> by Susan Verde

	<p>1.1d,e</p> <ul style="list-style-type: none"> • <i>Clothesline, Clues to Jobs People Do (490L)</i> by Kathryn Heling (Recommended by HQIM) • <i>Saving the Day: Garrett Morgan’s Life-Changing Invention of the Traffic Signal</i> by Karyn Parsons • <i>Maggie Lena Walker: First Female Bank President</i> by Carole Marsh 	
History 1.4, 1.5	<ul style="list-style-type: none"> • <i>A Flag for Juneteenth</i> by Kim Taylor • <i>Juneteenth for Maize</i> by Floyd Cooper (660L) 	<ul style="list-style-type: none"> • <i>Fifty Cents and a Dream: Young Booker T. Washington</i> by Jabari Asim (650L) • <i>The Ashe Brothers: How Arthur and Johnnie Changed Tennis Forever</i> by Judy Allen Dodson (790L) • <i>Independence Day</i> • <i>Martin’s Big Words: The Life of Dr, Martin Luther King Jr.</i> By Doreen Rappaport • <i>The Jamestown Colony Disaster</i> by Marcia Amidon Lusted (710L) • <i>Virginia</i> by Holly Saari
Geography 1.6, 1.7	<ul style="list-style-type: none"> • <i>Mapping Penny’s World</i> by Loreen Leedy (640L) • <i>Mapping Sam</i> by Joyce Hesselberth • <i>Martha Maps It Out</i> by Leigh Hodgkinson • <i>The Boy Who Loved Maps</i> by Kari Allen (590L) • <i>My Map Book</i> by Sara Fanelli 	<ul style="list-style-type: none"> • <i>Looking at Maps and Globes</i> by Rebecca Olien • <i>Me on the Map</i> by Joan Sweeney (280L) • <i>Maps and Globes</i> by Harriet Barton and Jack Knowlton • <i>Follow That Map! (A First Look at Mapping Skills)</i> by Scott Ritchie

<p>Economics 1.8</p>	<ul style="list-style-type: none"> • <i>Wants vs, Needs, vs, Robots</i> by Michael Rex (520L) • <i>But I Want It!</i> by Dr. Holly Karapetkova (450L) • <i>Lily Learns About wants and Needs</i> by Lisa Bullard (490L) • <i>I Am Money: And I Don't Grow of Trees</i> by Juila Cooke (620L) • <i>Alexander, Who Used to be Rich Last Sunday</i> by Judith Viorst • <i>A Chair for My Mother</i> by Vera B. Williams • <i>Chicken Sunday</i> by Patricia Polacco • <i>Cloud Tea Monkeys</i> by Mal Peet • <i>Beatrice's Goat</i> by Page McBrier (640L) 	<ul style="list-style-type: none"> • <i>What Can You Do With Money?: Earning, Spending, and Saving</i> by Jennifer S. Larson • <i>Do I Need It Or Do I Want It?: Making Budget Choices</i> by Jennifer S. Larson • <i>Who's Buying? Who's Selling?: Understanding Consumers and Producers</i> by Jennifer S. Larson • <i>Money Madness</i> by David. A Adler • <i>Give it!</i> by Cinders McLeod (500L) • <i>Earn it!</i> by Cinders McLeod (480L) • <i>Spend It!</i> by Cinders McLeod (430L) • <i>Save It!</i> by Cinders McLeod (500L)
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