

**CARROLL COUNTY SCHOOL DISTRICT**  
**First Grade CURRICULUM WEEKLY PACING GUIDE**  
**MS Reading Framework**

**First Nine Weeks**

<b>Grade Level: 1st</b>	<b>Subject: Reading Term: August 6 – Oct 12, 2007 - 2008</b>
8/13 – 8/17	Point to words in text when reading aloud matching spoken words to print Distinguish between uppercase and lowercase letters Identify and use title page, title, author, illustrator, and table of contents
8/20 – 8/24	<b><u>Short A:</u></b> Identify and produce rhyming words orally that include consonant blends and digraphs Identify orally beginning, final, and medial sounds in one syllables words Distinguish short and long vowel sounds in spoken syllable words Blend and segment the phonemes in words containing two or four phonemes Blend and segment sounds in spoken words containing initial and final blends Add or delete a phoneme to change a spoken word Read words derived from common word families Begin to use common spelling patterns to make new words. Use inflectional endings (-s) Text Features – <b>illustrations</b> Parts of a book – title page, title, author, illustrator, table of contents, etc. Text structures – <b>sequential order</b>
8/27 – 8/31	<b><u>Diagraph ck:</u></b> Identify and produce rhyming words orally that include consonant blends and digraphs Identify orally beginning, final, and medial sounds in one syllables words Distinguish short and long vowel sounds in spoken syllable words Blend and segment the phonemes in words containing two or four phonemes Blend and segment sounds in spoken words containing initial and final blends Add or delete a phoneme to change a spoken word Read words derived from common word families Begin to use common spelling patterns to make new words. Use inflectional endings (-s) Parts of a book – title page, title, author, illustrator, table of contents, etc. Text structures – <b>sequential order</b>

<p>9/4 – 9/7</p>	<p><b><u>Short i:</u></b>  Identify and produce rhyming words orally that include consonant blends and digraphs  Identify orally beginning, final, and medial sounds in one syllables words  Distinguish short and long vowel sounds in spoken syllable words  Blend and segment the phonemes in words containing two or four phonemes  Blend and segment sounds in spoken words containing initial and final blends  Add or delete a phoneme to change a spoken word  Read words derived from common word families  Begin to use common spelling patterns to make new words.  Use inflectional endings (-s)  Parts of a book – title page, title, author, illustrator, table of contents, etc.  Text structures –<b>sequential order</b>  The student will use context to determine the meanings of unfamiliar or multiple meaning words.</p>
<p>9/10 – 9/14</p>	<p><b><u>Diagraph sh, th:</u></b>  Identify and produce rhyming words orally that include consonant blends and digraphs  Identify orally beginning, final, and medial sounds in one syllables words  Distinguish short and long vowel sounds in spoken syllable words  Blend and segment the phonemes in words containing two or four phonemes  Blend and segment sounds in spoken words containing initial and final blends  Add or delete a phoneme to change a spoken word  Read words derived from common word families  Begin to use common spelling patterns to make new words.  Use inflectional endings (-s)  Parts of a book – title page, title, author, illustrator, table of contents, etc.  Text structures –<b>sequential order</b>  The student will use context to determine the meanings of unfamiliar or multiple meaning words.</p>
<p>9/17 – 9/21</p>	<p><b><u>Short u:</u></b>  Identify and produce rhyming words orally that include consonant blends and digraphs  Identify orally beginning, final, and medial sounds in one syllables words  Distinguish short and long vowel sounds in spoken syllable words  Blend and segment the phonemes in words containing two or four phonemes  Blend and segment sounds in spoken words containing initial and final blends  Add or delete a phoneme to change a spoken word  Read words derived from common word families</p>

	<p>Begin to use common spelling patterns to make new words.          Use inflectional endings (-ed)          Answer and generate questions about characters, settings and events          Identify and sort pictures and words into basic categories</p>
9/24 – 9/28	<p><b><u>Short o:</u></b>          Identify and produce rhyming words orally that include consonant blends and digraphs          Identify orally beginning, final, and medial sounds in one syllables words          Distinguish short and long vowel sounds in spoken syllable words          Blend and segment the phonemes in words containing two or four phonemes          Blend and segment sounds in spoken words containing initial and final blends          Add or delete a phoneme to change a spoken word          Read words derived from common word families          Begin to use common spelling patterns to make new words.          Use inflectional endings (-ed)          Answer and generate questions about characters, settings, and events</p>
10/1 – 10/5	<p><b><u>Short e:</u></b>          Identify and produce rhyming words orally that include consonant blends and digraphs          Identify orally beginning, final, and medial sounds in one syllables words          Distinguish short and long vowel sounds in spoken syllable words          Blend and segment the phonemes in words containing two or four phonemes          Blend and segment sounds in spoken words containing initial and final blends          Add or delete a phoneme to change a spoken word          Read words derived from common word families          Begin to use common spelling patterns to make new words.          Identify the main idea of a simple story or topic of an informational text.          The student will use context to determine the meanings of unfamiliar or multiple meaning words.</p>
10/8 – 10/12	Review/ 1 <sup>st</sup> 9 Weeks Test

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Second Nine Weeks

Grade Level: 1st	Subject: Reading Term: Oct. 8 – Dec. 21, 2007 - 2008
10/16 – 10/ 26	<p><b><u>Blends sl, sm, sn, fl, fr and Double Consonants ll, ss, ff:</u></b>  Identify and produce rhyming words orally that include consonant blends and digraphs  Identify, blend and segment syllables within compound, two and three syllable spoken words Identify orally beginning, final, and medial sounds in one syllables words  Distinguish short and long vowel sounds in spoken syllable words  Blend and segment the phonemes in words containing two or four phonemes  Blend and segment sounds in spoken words containing initial and final blends  Add or delete a phoneme to change a spoken word  Read words derived from common word families  Begin to use common spelling patterns to make new words.  Make a prediction about narrative or informational text and confirm or revise the prediction  Text Features – titles, illustration, headings, graphs, etc  Retell a story including characters, setting, and important event.</p>
10/29 – 11/2	<p><b><u>Blends sk, sp, st, nd, ng, nt, mp, ft:</u></b>  Identify and produce rhyming words orally that include consonant blends and digraphs  Identify, blend and segment syllables within compound, two and three syllable spoken words  Identify orally beginning, final, and medial sounds in one syllables words  Distinguish short and long vowel sounds in spoken syllable words  Blend and segment the phonemes in words containing two or four phonemes  Blend and segment sounds in spoken words containing initial and final blends  Add or delete a phoneme to change a spoken word  Read words derived from common word families</p>

	<p>Begin to use common spelling patterns to make new words.          Make a prediction about narrative or informational text and confirm or revise the prediction          Text Features – titles, illustration, headings, graphs, etc          Retell a story including characters, setting, and important event.</p>
11/5 – 11/16	<p><b><u>Blends tw, pl, pr, cr, tr:</u></b>          Identify and produce rhyming words orally that include consonant blends and digraphs          Identify and count the number of syllables in a spoken word          Identify orally beginning, final, and medial sounds in one syllable words          Distinguish short and long vowel sounds in spoken syllable words          Blend and segment the phonemes in words containing two or four phonemes          Blend and segment sounds in spoken words containing initial and final blends          Add or delete a phoneme to change a spoken word          Read words derived from common word families          Begin to use common spelling patterns to make new words.          Make a prediction about narrative or informational text and confirm or revise the prediction          Text Features – titles, illustration, headings, graphs, etc          Retell a story including characters, setting, and important event.</p>
11/26 – 12/7	<p><b><u>Diagraph ch, wh, nk:</u></b>          Identify and produce rhyming words orally that include consonant blends and digraphs          Identify and count the number of syllables in a spoken word          Identify orally beginning, final, and medial sounds in one syllable words          Distinguish short and long vowel sounds in spoken syllable words          Blend and segment the phonemes in words containing two or four phonemes          Blend and segment sounds in spoken words containing initial and final blends          Add or delete a phoneme to change a spoken word          Read words derived from common word families          Begin to use common spelling patterns to make new words.          Identify simple contractions correctly          Make a prediction about narrative or informational text and confirm or revise the prediction          Text Features – titles, illustration, headings, graphs, etc          Retell a story including characters, setting, and important events</p>
12/10 – 12/14	Review
12/17 – 12/21	2 <sup>nd</sup> 9 Weeks Test

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**Third Nine Weeks**

<b>Grade Level: 1st</b>	<b>Subject: Reading Term: Jan. 8 – March 14, 2007 - 2008</b>
1/8 – 1/11	<p><b><u>Long a (a-e, ai, ay) :</u></b>            Identify and produce rhyming words orally that include consonant blends and digraphs            Identify orally beginning, final, and medial sounds in one syllables words            Distinguish short and long vowel sounds in spoken syllable words            Blend and segment the phonemes in words containing two or four phonemes            Blend and segment sounds in spoken words containing initial and final blends            Add or delete a phoneme to change a spoken word            Read words derived from common word families            Begin to use common spelling patterns to make new words.            Identify simple contractions correctly            The student will use syllabication types to analyze words.            Use key words in text to justify prediction(s)            Text Features – titles, illustration, headings, graphs, etc            Recognize and explain word relationships within categories of words            The students will begin to identify and use <b>synonyms</b>.            Compose visual images based on text            Generate the sounds from all the letters and letter patterns and blend those sounds into recognizable words.</p>
1/14 – 1/18	<p><b><u>Long i (i-e, i, y, igh) :</u></b>            Identify and produce rhyming words orally that include consonant blends and digraphs            Identify orally beginning, final, and medial sounds in one syllables words            Distinguish short and long vowel sounds in spoken syllable words            Blend and segment the phonemes in words containing two or four</p>

	<p>phonemes</p> <p>Blend and segment sounds in spoken words containing initial and final blends</p> <p>Add or delete a phoneme to change a spoken word</p> <p>Read words derived from common word families</p> <p>Begin to use common spelling patterns to make new words.</p> <p>Use inflectional endings (-s, -es)</p> <p>Use key words in text to justify prediction(s)</p> <p>Text Features – titles, illustration, headings, graphs, etc</p> <p>The students will begin to identify and use <b>antonyms</b></p> <p>Generate the sounds from all the letters and letter patterns and blend those sounds into recognizable words.</p>
<p>1/28 – 2/1</p>	<p><b><u>Long o (o-e, o, oa, oe, ow) :</u></b></p> <p>Identify and produce rhyming words orally that include consonant blends and digraphs</p> <p>Identify orally beginning, final, and medial sounds in one syllables words</p> <p>Distinguish short and long vowel sounds in spoken syllable words</p> <p>Blend and segment the phonemes in words containing two or four phonemes</p> <p>Blend and segment sounds in spoken words containing initial and final blends</p> <p>Add or delete a phoneme to change a spoken word</p> <p>Read words derived from common word families</p> <p>Begin to use common spelling patterns to make new words.</p> <p>Use inflectional endings (-ed)</p> <p>The student will use syllabication types to analyze words.</p> <p>Use key words in text to justify prediction(s)</p> <p>Text Features – titles, illustration, headings, graphs, etc</p> <p>The students will begin to identify and use <b>homonyms</b>.</p> <p>The students will begin to identify and use roots and affixes to decode and understand words.</p>
<p>2/4 – 2/8</p>	<p><b><u>Long u (u-e) :</u></b></p> <p>Identify dialogue in connected text</p> <p>Identify and produce rhyming words orally that include consonant blends and digraphs</p> <p>Identify orally beginning, final, and medial sounds in one syllables words</p> <p>Distinguish short and long vowel sounds in spoken syllable words</p> <p>Blend and segment the phonemes in words containing two or four phonemes</p> <p>Blend and segment sounds in spoken words containing initial and final blends</p> <p>Add or delete a phoneme to change a spoken word</p> <p>Read words derived from common word families</p> <p>Begin to use common spelling patterns to make new words.</p>

	<p>Use inflectional endings (-ing)</p> <p>Make simple inferences based on information from narrative and /or informational text</p> <p>Use key words in text to justify prediction(s)</p> <p>Text Features – titles, illustration, headings, graphs, etc</p> <p>The students will begin to identify and use <b>synonyms, antonyms and homonyms.</b></p> <p>Identify simple compound words</p> <p>The students will begin to identify and use roots and affixes to decode and understand words.</p>
<p>2/11 – 2/15</p>	<p><b><u>Long e (e, ee, ie, ea) :</u></b></p> <p>Identify and produce rhyming words orally that include consonant blends and digraphs</p> <p>Identify orally beginning, final, and medial sounds in one syllables words</p> <p>Distinguish short and long vowel sounds in spoken syllable words</p> <p>Blend and segment the phonemes in words containing two or four phonemes</p> <p>Blend and segment sounds in spoken words containing initial and final blends</p> <p>Add or delete a phoneme to change a spoken word</p> <p>Read words derived from common word families</p> <p>Begin to use common spelling patterns to make new words.</p> <p>Use inflectional endings (-ing)</p> <p>The student will use syllabication types to analyze words.</p> <p>Use key words in text to justify prediction(s)</p> <p>Text Features – titles, illustration, headings, graphs, etc</p> <p>The student will use reference materials to find, to determine the meaning of , to pronounce, or to spell unknown words.</p> <p>The students will begin to identify and use <b>synonyms, antonyms and homonyms.</b></p>
<p>2/19 – 2/22</p>	<p><b><u>/u/ oo :</u></b></p> <p>Identify and produce rhyming words orally that include consonant blends and digraphs</p> <p>Identify orally beginning, final, and medial sounds in one syllables words</p> <p>Distinguish short and long vowel sounds in spoken syllable words</p> <p>Blend and segment the phonemes in words containing two or four phonemes</p> <p>Blend and segment sounds in spoken words containing initial and final blends</p> <p>Add or delete a phoneme to change a spoken word</p> <p>Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words</p>

	<p>Read words derived from common word families</p> <p>Begin to use common spelling patterns to make new words.</p> <p>Use inflectional endings (<b>-ing</b>)</p> <p>The student will use syllabication types to analyze words.</p> <p>Genres – Fiction, non fiction and poetry</p> <p>Use key words in text to justify prediction(s)</p> <p>Text Features – titles, illustration, headings, graphs, etc</p> <p>The students will begin to identify and use <b>synonyms, antonyms and homonyms.</b></p>
2/25 – 2/29	<p><b><u>/ar/ ar:</u></b></p> <p>Identify and produce rhyming words orally that include consonant blends and digraphs</p> <p>Identify orally beginning, final, and medial sounds in one syllables words</p> <p>Distinguish short and long vowel sounds in spoken syllable words</p> <p>Blend and segment the phonemes in words containing two or four phonemes</p> <p>Blend and segment sounds in spoken words containing initial and final blends</p> <p>Add or delete a phoneme to change a spoken word</p> <p>Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words</p> <p>Read words derived from common word families</p> <p>Begin to use common spelling patterns to make new words.</p> <p>Use inflectional endings (<b>-ing</b>)</p> <p>The student will use syllabication types to analyze words.</p> <p>Genres – Fiction , non fiction and poetry</p> <p>Use key words in text to justify prediction(s)</p> <p>Text Features – titles, illustration, headings, graphs, etc</p> <p>The students will begin to identify and use <b>synonyms, antonyms and homonyms.</b></p>
3/3 – 3/7	Review
3/10 – 3/14	3 <sup>rd</sup> 9 Weeks Test

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Fourth Nine Weeks

<b>Grade Level: 1st</b>	<b>Subject: Reading Term: Mar. 25 2008 – May 23, 2008</b>
3/25 – 3/28	<p><b><u>Long a ( ai, ay) :</u></b>  Identify and produce rhyming words orally that include consonant blends and digraphs  Identify orally beginning, final, and medial sounds in one syllables words  Distinguish short and long vowel sounds in spoken syllable words  Blend and segment the phonemes in words containing two or four phonemes  Blend and segment sounds in spoken words containing initial and final blends  Add or delete a phoneme to change a spoken word  Read words derived from common word families  Begin to use common spelling patterns to make new words.  Identify simple contractions correctly  The student will use syllabication types to analyze words.  Use key words in text to justify prediction(s)  Text Features – titles, illustration, headings, graphs, etc</p>
3/31 – 4/4	<p><b><u>Long i ( i, y, igh) :</u></b>  Identify and produce rhyming words orally that include consonant blends and digraphs  Identify orally beginning, final, and medial sounds in one syllables words  Distinguish short and long vowel sounds in spoken syllable words  Blend and segment the phonemes in words containing two or four phonemes  Blend and segment sounds in spoken words containing initial and final blends  Add or delete a phoneme to change a spoken word  Read words derived from common word families  Begin to use common spelling patterns to make new words.  Use inflectional endings (-s, -es)</p>

	Use key words in text to justify prediction(s) Text Features – titles, illustration, headings, graphs, etc
4/7 – 4/11	<p><b><u>Long o (o, oa, oe, ow) :</u></b>  Identify and produce rhyming words orally that include consonant blends and digraphs  Identify orally beginning, final, and medial sounds in one syllables words  Distinguish short and long vowel sounds in spoken syllable words  Blend and segment the phonemes in words containing two or four phonemes  Blend and segment sounds in spoken words containing initial and final blends  Add or delete a phoneme to change a spoken word  Read words derived from common word families  Begin to use common spelling patterns to make new words.  Use inflectional endings (-ed)  The student will use syllabication types to analyze words.  Use key words in text to justify prediction(s)  Text Features – titles, illustration, headings, graphs, etc</p>
4/14 – 4/18	<p><b><u>Long e (e, ee, ie, ea) :</u></b>  Identify and produce rhyming words orally that include consonant blends and digraphs  Identify orally beginning, final, and medial sounds in one syllables words  Distinguish short and long vowel sounds in spoken syllable words  Blend and segment the phonemes in words containing two or four phonemes  Blend and segment sounds in spoken words containing initial and final blends  Add or delete a phoneme to change a spoken word  Read words derived from common word families  Begin to use common spelling patterns to make new words.  Use inflectional endings (-ing)  The student will use syllabication types to analyze words.  Use key words in text to justify prediction(s)  Text Features – titles, illustration, headings, graphs, etc</p>
4/21 – 4/25	Review skills
4/28 – 5/2	Review skills
5/5 – 5/9	Review skills
5/12 – 5/16	Review skills