



# BEDFORD COUNTY PUBLIC SCHOOLS

## First Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

Kindergarten Standards of Learning  
*Prerequisite Standards*

1<sup>st</sup> Grade Standards of Learning  
*Grade Level Standards*

2<sup>nd</sup> Grade Standards of Learning  
*Extension Standards*

ORAL LANGUAGE	ORAL LANGUAGE	ORAL LANGUAGE
<p><b>K.1 The student will demonstrate growth in the use of oral language.</b></p> <ul style="list-style-type: none"> <li>a. Listen to a variety of literary forms, including stories and poems.</li> <li>b. Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.</li> <li>c. Participate in creative dramatics.</li> <li>d. Begin to discriminate between spoken sentences, words, and syllables.</li> <li>e. Recognize rhyming words.</li> <li>f. Generate rhyming words in a rhyming pattern.</li> </ul> <p><b>K.2 The student will use listening and speaking vocabularies.</b></p> <ul style="list-style-type: none"> <li>a. Use number words.</li> <li>b. Use words to describe/name people, places, and things.</li> <li>c. Use words to describe location, size, color, and shape.</li> <li>d. Use words to describe actions.</li> <li>e. Ask about words not understood.</li> <li>f. Follow one-step and two-step directions.</li> <li>g. Begin to ask how and why questions.</li> </ul> <p><b>K.3 The student will build oral communication skills.</b></p> <ul style="list-style-type: none"> <li>a. Begin to follow implicit rules for conversation, including taking turns and staying on topic.</li> <li>b. Express ideas and needs in complete sentences.</li> </ul>	<p><b>1.1 The student will continue to demonstrate growth in the use of oral language.</b></p> <ul style="list-style-type: none"> <li>a. Listen and respond to a variety of electronic media and other age-appropriate materials.</li> <li>b. Tell and retell stories and events in logical order.</li> <li>c. Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.</li> <li>d. Participate in creative dramatics.</li> <li>e. Express ideas orally in complete sentences.</li> </ul> <p><b>1.2 The student will expand understanding and use of word meanings.</b></p> <ul style="list-style-type: none"> <li>a. Increase listening and speaking vocabularies.</li> <li>b. Begin to ask for clarification and explanation of words and ideas.</li> <li>c. Use common singular and plural nouns.</li> <li>d. Use vocabulary from other content areas.</li> </ul> <p><b>1.3 The student will adapt or change oral language to fit the situation.</b></p> <ul style="list-style-type: none"> <li>a. Initiate conversation with peers and adults.</li> <li>b. Follow rules for conversation using appropriate voice level in small-group settings.</li> </ul>	<p><b>2.1 The student will demonstrate an understanding of oral language structure.</b></p> <ul style="list-style-type: none"> <li>a. Create oral stories to share with others.</li> <li>b. Create and participate in oral dramatic activities.</li> <li>c. Use correct verb tenses in oral communication.</li> <li>d. Use increasingly complex sentence structures in oral communication.</li> <li>e. Begin to self-correct errors in language use.</li> </ul> <p><b>2.2 The student will expand understanding and use of word meanings.</b></p> <ul style="list-style-type: none"> <li>a. Increase listening and speaking vocabularies.</li> <li>b. Use words that reflect a growing range of interests and knowledge.</li> <li>c. Clarify and explain words and ideas orally.</li> <li>d. Identify and use synonyms and antonyms.</li> <li>e. Use vocabulary from other content areas.</li> </ul> <p><b>2.3 The student will use oral communication skills.</b></p> <ul style="list-style-type: none"> <li>a. Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.</li> </ul>



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<p>c. Begin to use voice level, phrasing, and intonation appropriate for language situation. d. Listen and speak in informal conversations with peers and adults. e. Begin to initiate conversations. f. Participate in discussions about books and specific topics.</p> <p><b>K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</b> a. Identify orally words that rhyme. b. Identify words orally according to shared beginning or ending sounds. c. Blend sounds orally to make words or syllables. d. Divide one-syllable words into sounds (phonemes). e. Divide words into syllables.</p> <p><b>READING</b></p> <p><b>K.5 The student will understand how print is organized and read.</b> a. Hold print materials in the correct position. b. Identify the front cover, back cover, and title page of a book. c. Follow words from left to right and from top to bottom on a printed page.</p>	<p>c. Ask and respond to questions. d. Follow simple two-step oral directions. e. Give simple two-step oral directions.</p> <p><b>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> a. Create rhyming words. b. Count phonemes (sounds) in one-syllable words. c. Blend sounds to make one-syllable words. d. Segment one-syllable words into individual speech sounds (phonemes). e. Add or delete phonemes (sounds) to make new words.</p> <p><b>READING</b></p> <p><b>1.5 The student will apply knowledge of how print is organized and read.</b> a. Read from left to right and from top to bottom. b. Match spoken words with print. c. Identify letters, words, sentences, and ending punctuation. d. Read his/her own writing.</p>	<p>b. Share stories or information orally with an audience. c. Participate as a contributor and leader in a group. d. Retell information shared by others. e. Follow three- and four-step directions. f. Give three- and four-step directions.</p> <p><b>2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</b> a. Count phonemes (sounds) within one-syllable words. b. Blend sounds to make one-syllable words. c. Segment one-syllable words into individual speech sounds (phonemes). d. Add or delete phonemes (sounds) to make words. e. Blend and segment multisyllabic words at the syllable level.</p> <p><b>READING</b></p>
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<p>d. Match voice with print: syllables, words, and phrases.</p> <p><b>K.6 The student will demonstrate an understanding that print makes sense.</b></p> <p>a. Explain that printed materials provide information.</p> <p>b. Identify common signs and logos.</p> <p>c. Read ten high-frequency words.</p> <p>d. Read and explain own writing and drawings.</p> <p><b>K.7 The student will develop an understanding of basic phonetic principles.</b></p> <p>a. Identify and name the uppercase and lowercase letters of the alphabet.</p> <p>b. Match consonant and short vowel sounds to appropriate letters.</p> <p>c. Identify beginning consonant sounds in single-syllable words.</p>	<p><b>1.6 The student will apply phonetic principles to read and spell.</b></p> <p>a. Use beginning and ending consonants to decode and spell single-syllable words.</p> <p>b. Use two-letter consonant blends to decode and spell single-syllable words.</p> <p>c. Use beginning consonant digraphs to decode and spell single-syllable words.</p> <p>d. Use short vowel sounds to decode and spell single-syllable words.</p> <p>e. Blend beginning, middle, and ending sounds to recognize and read words.</p> <p>f. Use word patterns to decode unfamiliar words.</p> <p>g. Read and spell simple two-syllable compound words.</p> <p>h. Read and spell commonly used sight words.</p> <p><b>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</b></p> <p>a. Use words, phrases, and sentences.</p> <p>b. Use titles and pictures.</p>	<p><b>2.5 The student will use phonetic strategies when reading and spelling.</b></p> <p>a. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</p> <p>b. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</p> <p>c. Decode regular multisyllabic words.</p> <p><b>2.6 The student will use semantic clues and syntax to expand vocabulary when reading.</b></p> <p>a. Use information in the story to read words.</p>
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<p><b>K.8 The student will demonstrate comprehension of fiction and nonfiction.</b></p> <ul style="list-style-type: none"> <li>a. Use pictures to make predictions about content.</li> <li>b. Retell familiar stories, using beginning, middle, and end.</li> <li>c. Discuss characters, setting, and events.</li> <li>d. Use story language in discussions and retellings.</li> <li>e. Identify what an author does and what an illustrator does.</li> <li>f. Identify the topics of nonfiction selections.</li> </ul>	<ul style="list-style-type: none"> <li>c. Use information in the story to read words.</li> <li>d. Use knowledge of sentence structure.</li> <li>e. Use knowledge of story structure.</li> <li>f).Reread and self-correct.</li> </ul> <p><b>1.8 The student will expand vocabulary.</b></p> <ul style="list-style-type: none"> <li>a. Discuss meanings of words in context.</li> <li>b. Develop vocabulary by listening to and reading a variety of texts.</li> <li>c. Ask for the meaning of unknown words and make connections to familiar words.</li> <li>d. Use text clues such as words or pictures to discern meanings of unknown words.</li> <li>e. Use vocabulary from other content areas.</li> </ul> <p><b>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</b></p> <ul style="list-style-type: none"> <li>a. Preview the selection.</li> <li>b. Set a purpose for reading.</li> <li>c. Relate previous experiences to what is read.</li> <li>d. Make and confirm predictions.</li> <li>e. Ask and answer who, what, when, where, why, and how questions about what is read.</li> <li>f. Identify characters, setting, and important events.</li> <li>g. Retell stories and events, using beginning, middle, and end.</li> <li>h. Identify the main idea or theme.</li> <li>i. Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful</li> </ul>	<ul style="list-style-type: none"> <li>b. Use knowledge of sentence structure.</li> <li>c. Use knowledge of story structure and sequence.</li> <li>d. Reread and self-correct.</li> </ul> <p><b>2.7 The student will expand vocabulary when reading.</b></p> <ul style="list-style-type: none"> <li>a. Use knowledge of homophones.</li> <li>b. Use knowledge of prefixes and suffixes.</li> <li>c. Use knowledge of antonyms and synonyms.</li> <li>d. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.</li> <li>e. Use vocabulary from other content areas.</li> </ul> <p><b>2.8 The student will read and demonstrate comprehension of fictional texts.</b></p> <ul style="list-style-type: none"> <li>a. Make and confirm predictions.</li> <li>b. Relate previous experiences to the main idea.</li> <li>c. Ask and answer questions about what is read.</li> <li>d. Locate information to answer questions.</li> <li>e. Describe characters, setting, and important events in fiction and poetry.</li> <li>f. Identify the problem and solution.</li> <li>g. Identify the main idea.</li> <li>h. Summarize stories and events with beginning, middle, and end in the correct sequence.</li> <li>i. Draw conclusions based on the text.</li> <li>j. Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful</li> </ul>
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	<p>expression.</p> <p><b>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <ul style="list-style-type: none"> <li>a. Preview the selection.</li> <li>b. Use prior and background knowledge as context for new learning.</li> <li>c. Set a purpose for reading.</li> <li>d. Identify text features such as pictures, headings, charts, and captions.</li> <li>e. Make and confirm predictions.</li> <li>f. Ask and answer who, what, where, when, why, and how questions about what is read.</li> <li>g. Identify the main idea.</li> <li>h. Read and reread familiar passages with fluency, accuracy, and meaningful expression.</li> </ul> <p><b>1.11 The student will use simple reference materials.</b></p> <ul style="list-style-type: none"> <li>a. Use knowledge of alphabetical order by first letter.</li> <li>b. Use a picture dictionary to find meanings of unfamiliar words.</li> </ul>	<p>expression.</p> <p><b>2.9 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <ul style="list-style-type: none"> <li>a. Preview the selection using text features.</li> <li>b. Make and confirm predictions about the main idea.</li> <li>c. Use prior and background knowledge as context for new learning.</li> <li>d. Set purpose for reading.</li> <li>e. Ask and answer questions about what is read.</li> <li>f. Locate information to answer questions.</li> <li>g. Identify the main idea.</li> <li>h. Read and reread familiar passages with fluency, accuracy, and meaningful expression.</li> </ul> <p><b>2.10 The student will demonstrate comprehension of information in reference materials.</b></p> <ul style="list-style-type: none"> <li>a. Use table of contents.</li> <li>b. Use pictures, captions, and charts.</li> <li>c. Use dictionaries, glossaries, and indices.</li> <li>d. Use online resources.</li> </ul>
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WRITING	WRITING	WRITING
<p><b>K.9 The student will print the uppercase and lowercase letters of the alphabet independently.</b></p> <p><b>K.10 The student will print his/her first and last names.</b></p> <p><b>K.11 The student will write to communicate ideas.</b></p> <p>a. Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p> <p>b. Write left to right and top to bottom.</p>	<p><b>1.12 The student will print legibly.</b></p> <p>a. Form letters accurately.</p> <p>b. Space words within sentences.</p> <p>c. Use the alphabetic code to write unknown words phonetically.</p> <p><b>1.13 The student will write to communicate ideas for a variety of purposes.</b></p> <p>a. Generate ideas.</p> <p>b. Focus on one topic.</p> <p>c. Revise by adding descriptive words when writing about people, places, things, and events.</p> <p>d. Use complete sentences in final copies.</p> <p>e. Begin each sentence with a capital letter and use ending punctuation in final copies.</p> <p>f. Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p> <p>g. Share writing with others.</p>	<p><b>2.11 The student will maintain legible printing and begin to make the transition to cursive.</b></p> <p><b>2.12 The student will write stories, letters, and simple explanations.</b></p> <p>a. Generate ideas before writing.</p> <p>b. Organize writing to include a beginning, middle, and end for narrative and expository writing.</p> <p>c. Expand writing to include descriptive detail.</p> <p>d. Revise writing for clarity.</p> <p><b>2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</b></p> <p>a. Recognize and use complete sentences.</p> <p>b. Use and punctuate declarative, interrogative, and exclamatory sentences.</p> <p>c. Capitalize all proper nouns and the word I.</p> <p>d. Use singular and plural nouns and pronouns.</p> <p>e. Use apostrophes in contractions and</p>



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<p><b>K.12 The student will explore the uses of available technology for reading and writing.</b></p>	<p><b>1.14 The student will use available technology for reading and writing.</b></p>	<p>possessives. f. Use contractions and singular possessives. g. Use knowledge of simple abbreviations. h. Use correct spelling for commonly used sight words, including compound words and regular plurals. i. Use commas in the salutation and closing of a letter. j. Use verbs and adjectives correctly in sentences.</p> <p><b>2.14 The student will use available technology for reading and writing.</b></p>
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### **General Instructional Resources and Expectations for Teaching Reading in First Grade**

#### **Oral Language**

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

#### **Reading**

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

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

#### **Writing**

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

*Excerpts taken from the 2010 VDOE Curriculum Framework*





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### General Literacy Resources

\*Reading A-Z (RAZ) resources will require your BCPS login information

\*CBM is a free site that will require you to create a free account

#### **Instructional Tools/Resources**

- [Phonological Awareness Lessons](#) (RAZ)
- [Phonics](#) (RAZ)
- [High Frequency Words](#) (RAZ)
- [Nursery Rhymes](#) (RAZ)
- [Shared Reading](#) (RAZ)
- [Fluency Passages](#) (RAZ)
- [Reader's Theater Scripts](#) (RAZ)
- [Literacy Apps](#)
- [K-1 Student Center Activities](#) (FCRR)
- [PALS Literacy Activities](#)
- [Comprehension Skill Packs](#) (RAZ)
- [Early Literacy Instructional Strategy Videos](#)
- [Dolch Word Kit](#)
- [Cognitive Rigor Matrix](#)

#### **VDOE/Local Resources**

- [Curriculum Framework](#)
- [Enhanced Scope and Sequence](#)
- [English Instructional Resources](#)
- [Early Literacy Strategies](#)
- [Vocabulary Resources](#)
- [Writing Resources](#)
- Standards Based Rubrics:
  - [K](#), [1](#), [2](#), [3](#), [4](#), [5](#)
- [Reading Interventions Chart](#) (coming soon!)
- [Unpacking the Standards](#)

#### **Assessments and Progress Monitoring**

- [Phonological Awareness Assessments](#) (RAZ)
- [Phonics Assessments](#) (RAZ)
- [Pre-decoding Skills Survey](#)
- [Informal Decoding Inventory](#)
- [High Frequency Words Assessments](#) (RAZ)
- [Dolch Word Kit](#)
- [Administering Running Records](#) (RAZ)
- [Retelling Rubric](#) (RAZ)
- [Fluency Reading Assessments](#) (CBM)
- [Words Correct per Minute](#)
- [The Abecedarian Assessment](#)
- [PALS Quick Checks](#)
- [Yopp-Singer Test of Phoneme Segmentation](#)
- [Informal Word Analysis Inventory](#)
- [Easy CBM Assessment Site](#) (CBM)
  - Phonemic Segmentation
  - Letter Names/Letter Sounds
  - Word Reading Fluency
  - High Frequency Sight Words
  - Comprehension
- [Informal Reading Assessments](#)
  - Phonological Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
- [Sample Writing Rubric](#)

#### **Best Practices/Training for Reading**

- [Reading 101: The Basics of Teaching Reading](#)
  - [Effective Reading Instruction](#)
  - [Early Literacy Development](#)
  - [Phonemic Awareness](#)
  - [Phonics and Decoding](#)
  - [Development of Phonological Skills](#)
  - [Spelling and Word Study](#)
  - [Word Study instruction in K-2 Classrooms](#)
  - [Concept of Word](#)
  - [Screening and Diagnosis Module](#)
  - [Differentiating in Phonemic Awareness and Word Recognition](#)
  - [Informational Text Structure Module](#)
  - [Teaching K-3 Comprehension Strategies](#)
  - [Engaging K-3 Students with Text](#)
  - [Teaching Text Structure to Support K-3 Comprehension](#)
- VDOE Webinars:
- [Reading Instruction and Targeted Interventions](#)
  - [Assessing Reading at Mid-Year](#)
  - [Spelling/Reading Correlations from PALS](#)



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Content	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><b>Reading: Word Knowledge</b></p> <p><b>Word Study Expectations</b></p> <p><b>Spelling/Reading Correlations</b></p> <p>Word study expectations should be developmentally appropriate, and students should be assessed at their word study level. However, all students, regardless of word study level, should be exposed to the grade level expectations (which are listed to the right).</p> <p>SOL 1.6 will be introduced at the indicated 9 weeks but it should be understood that work with this SOL is ongoing.</p> <p><a href="#">Research Skills Progression Chart</a></p>	<p><i>Spelling/word study skills</i></p> <p>1.6 a, d, e, f, h</p> <p><b>1.6 TSW apply phonetic principles to read and spell</b></p> <p>1.6a Use beginning and ending consonants to decode</p> <p>1.6 d Use short vowel sounds to decode</p> <p>1.6e Blend beginning, middle, and ending sounds to recognize and read words</p> <p>1.6f <a href="#">Use word patterns to decode unfamiliar words</a></p> <p>1.6h Read and spell commonly used sight words</p>	<p><i>Spelling/word study skills</i></p> <p>1.6 b, c</p> <p>1.11 a</p> <p><b>1.6 TSW apply phonetic principles to read and spell</b></p> <p>1.6b Use two-letter consonant blends</p> <p>1.6c Use beginning consonant digraphs</p> <p><b>1.11 TSW use simple reference materials</b></p> <p>1.11a Use knowledge of alphabetical order by first letter</p>	<p><i>Spelling/word study skills</i></p> <p>1.6 g</p> <p>1.11 b</p> <p><b>1.6 TSW apply phonetic principles to read and spell</b></p> <p>1.6g Read and spell simple two-syllable compound words</p> <p><b>1.11 TSW use simple reference materials</b></p> <p>1.11b <a href="#">Use a picture dictionary to find meanings of unfamiliar words</a></p>	<p>Continue developing skills taught in SOLs 1.6 and 1.11</p>



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<p><b>Vocabulary</b></p> <p>SOL 1.2 and SOL 1.8 will be introduced during the first 9 weeks but it should be understood that work with this SOL is ongoing as students' vocabulary expands. This should remain a continual focus through whole-group, small-group, and content-area instruction.</p>	<p><b>1.2 TSW expand understanding and use of word meanings</b></p> <p>1.2a Increase listening and speaking vocabularies</p> <p>1.2b Begin to ask for clarification and explanation of words and ideas</p> <p>1.2c Use common singular and plural nouns</p> <p>1.2d Use vocabulary from other content areas</p>	<p>—————→</p> <p>Continue developing skills taught by SOL 1.2 and SOL 1.8</p>	<p>—————→</p> <p>Continue developing skills taught by SOL 1.2 and SOL 1.8</p>	<p>—————→</p> <p>Continue developing skills taught by SOL 1.2 and SOL 1.8</p>
	<p><b>1.8 TSW expand vocabulary</b></p> <p>1.8a Discuss meanings of <a href="#">words in context</a></p> <p>1.8b Develop vocabulary by listening to and reading a variety of texts</p> <p>1.8c Ask for the meaning of unknown words and make connections to familiar words</p> <p>1.8d Use text clues such as words or pictures to discern meanings of unknown words</p> <p>1.8e Use vocabulary from other content areas</p>	<p>—————→</p> <p>Continue to develop vocabulary during whole-group, small-group, and content-area instruction</p>	<p>—————→</p> <p>Continue to develop vocabulary during whole-group, small-group, and content-area instruction</p>	<p>—————→</p> <p>Continue to develop vocabulary during whole-group, small-group, and content-area instruction</p>
	<p><b>1.7 TSW use semantic clues and syntax to expand vocabulary when reading</b></p> <p>1.7a Use words, phrases, and sentences</p> <p>1.7b Use titles and pictures</p>	<p>—————→</p> <p>1.7e Use knowledge of story structure</p> <p>1.7f Reread and self-correct</p> <p>1.7c Use information in the story to read words</p>	<p>—————→</p> <p>1.7d use knowledge of sentence structure</p>	<p>—————→</p>



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Content	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><b>Reading: Comprehension</b></p> <p><b>NEW</b> <a href="#">Reading Skills Progression Chart</a></p> <p><a href="#">Spelling/Reading Correlations</a></p> <p><b>Nonfiction Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Under-standing the Weather</a></li> <li>• <a href="#">Assessment 1</a></li> <li>• <a href="#">Assessment 2</a></li> </ul>	<p><i>The expectation in first grade is that fiction and nonfiction are taught throughout the school year and integrated into all content areas. Therefore, skills listed within the first nine weeks should be taught and/or maintained throughout the year.</i></p>			
	<p><b>1.9 TSW read and demonstrate comprehension of a variety of fictional texts</b></p> <p>1.9a <a href="#">Preview the selection</a></p> <p>1.9b Set a purpose for reading</p> <p>1.9c <a href="#">Relate previous experiences to what is read</a></p> <p>1.9f <a href="#">Identify characters, settings, and important events</a> <i>(additional lesson <a href="#">here</a>)</i></p> <p><b>1.10 TSW read and demonstrate comprehension of a variety of nonfiction texts</b></p> <p>1.10a <a href="#">Preview the selection</a> <i>(additional lesson <a href="#">here</a>)</i></p> <p>1.10c Set a purpose for reading</p> <p><b>1.5 TSW apply knowledge of how print is organized and read</b></p> <p>1.5a read from left to right and from top to bottom</p> <p>1.5b Match spoken words w/ print</p> <p>1.5c Identify letters, words, sentences, and ending punctuation</p> <p>1.5d Read his/her own writing</p>	<p><b>1.9 TSW read and demonstrate comprehension of a variety of fictional texts</b></p> <p>1.9d <a href="#">Make and confirm predictions</a></p> <p>1.9g <a href="#">Retell stories and events using beginning, middle, and end</a></p> <p><b>1.10 TSW read and demonstrate comprehension of a variety of nonfiction texts</b></p> <p>1.10b <a href="#">Use prior and background knowledge as a context for new learning</a></p> <p>1.10e <a href="#">Make and confirm predictions</a></p>	<p><b>1.9 TSW read and demonstrate comprehension of a variety of fictional texts</b></p> <p>1.9e <a href="#">Ask and answer who, what, when, where, why and how questions about what is read</a></p> <p>1.9h <a href="#">Identify main idea or theme</a></p> <p>1.9i Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression</p> <p><b>1.10 TSW read and demonstrate comprehension of a variety of nonfiction texts</b></p> <p>1.10d <a href="#">Identify text features such as pictures, headings, charts, and captions</a></p> <p>1.10f <a href="#">Ask and answer who, what, where, when, why, and how questions about what is read</a></p> <p>1.10g Identify the main idea</p> <p>1.10h Read and reread familiar passages with fluency, accuracy, and meaningful expression</p>	<p>Continue developing skills taught by SOL 1.9 and 1.10</p>



# BEDFORD COUNTY PUBLIC SCHOOLS

## First Grade Curriculum Guide

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**NEW**

Content	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><b><u>Oral Language and Writing</u></b></p> <p><a href="#">Writing Skills Progression Chart</a></p> <p>Oral language and the ability to construct oral narratives are the foundation of written narratives. It is therefore essential that the instruction for the oral language and writing standards be integrated.</p>	<p><b>1.1 TSW continue to demonstrate growth in the use of oral language</b></p> <p>1.1a Listen and respond to a variety of electronic media and other age-appropriate materials</p> <p>1.1c Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns</p> <p>1.1e Express ideas orally in complete sentences</p> <p><b>1.3 TSW adapt or change oral language to fit the situation</b></p> <p>1.3a Initiate conversation with peers adults</p> <p>1.3b Follow rules for conversation using appropriate voice level in small-group settings</p> <p>1.3c Ask and respond to questions</p> <p><b>1.4 TSW orally identify, produce, and manipulate various units of speech sounds within words</b></p> <p>1.4a <a href="#">Create rhyming words</a></p> <p>1.4b Count phonemes (sounds)</p>	<p><b>1.1 TSW continue to demonstrate growth in the use of oral language</b></p> <p>1.1b Tell and retell stories and events in logical order</p> <p><b>1.3 TSW adapt or change oral language to fit the situation</b></p> <p>1.3d Follow simple two-step oral directions</p> <p>1.3e Give simple two-step oral directions</p> <p><b>1.4 TSW orally identify, produce, and manipulate various units of speech sounds within words</b></p> <p>1.4e Add or delete phonemes (sounds) to make new words</p>	<p><b>1.1 TSW continue to demonstrate growth in the use of oral language</b></p> <p>1.1d <a href="#">Participate in creative dramatics</a></p> <p>Continue developing skills taught by SOL 1.3</p> <p>Continue developing skills taught by SOL 1.4</p>	<p>Continue teaching skills taught by SOL 1.1</p> <p>Continue developing skills taught by SOL 1.3</p> <p>Continue developing skills taught by SOL 1.4</p>



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	<p>in one-syllable words</p> <p>1.4c Blends sounds to make one-syllable words</p> <p>1.4d Segment one-syllable words into individual speech sounds (phonemes)</p> <p><b>1.12 TSW print legibly</b></p> <p>1.12a Form letters accurately</p> <p>1.12b Space words within sentences</p> <p>1.12c Use the alphabetic code to write unknown words phonetically</p> <p><b>1.13 TSW write to communicate for a variety of purposes</b></p> <p>1.13a generate ideas</p> <p>1.13f Use correct spelling for commonly used sight words and phonetically regular words in final copies</p> <p>1.13g Share writing with others</p>	<p>Continue developing skills taught by SOL 1.12</p> <p><b>1.13 TSW write to communicate for a variety of purposes</b></p> <p>1.13b <a href="#">Focus on one topic</a></p> <p>1.13d Use complete sentences in final copies</p> <p>1.13e <a href="#">Begin each sentence with a capital letter and use ending punctuation in final copies</a></p>	<p>Continue developing skills taught by SOL 1.12</p> <p><b>1.13 TSW write to communicate for a variety of purposes</b></p> <p>1.13c <a href="#">Revise by adding descriptive words when writing about people, places, things, and events</a></p>	<p>Continue developing skills taught by SOL 1.12</p> <p>Continue developing skills taught by SOL 1.13</p>
<b>Technology</b>	<a href="#">1.14 TSW use available technology for reading and writing</a>	1.14 TSW use available technology for reading and writing	1.14 TSW use available technology for reading and writing	1.14 TSW use available technology for reading and writing



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<p><b>Grammar Mini Lessons</b></p> <p><a href="#">Grammar Skills Progression Chart</a></p> <p>Grammar skills may be taught in any order according to writing focus and needs of class and individual.</p>	Grammar skills should be addressed during writing by utilizing Thinking Maps and Write from Beginning and Beyond.																								
<p><b>PALS Focus</b></p> <p><a href="#">PALS Site</a></p> <p><a href="#">PALS Benchmarks</a></p> <p><a href="#">PALS Quick Checks</a></p> <p><a href="#">PALS Literacy Activities</a></p> <p><a href="#">Word Study Expectations</a></p> <p><a href="#">Spelling/Reading Correlations</a></p>	<table border="1"> <thead> <tr> <th>Fall Administration – Benchmark 39</th> <th>Midyear Administration – Benchmark 91</th> <th>Spring Administration – Benchmark 35</th> </tr> </thead> <tbody> <tr> <td>spelling 9</td> <td>spelling 24</td> <td>spelling 20</td> </tr> <tr> <td>PP world list 10</td> <td>PP world list 19</td> <td>first grade list 15</td> </tr> <tr> <td>letter sounds 20</td> <td>Primer world list 15</td> <td></td> </tr> <tr> <td></td> <td>First grade list 7</td> <td></td> </tr> <tr> <td></td> <td>letter sounds 26</td> <td></td> </tr> <tr> <td>STRATEGIC Intervention =21-38 INTENSIVE Intervention =20 &amp; below</td> <td>STRATEGIC Intervention =46-90 INTENSIVE Intervention.=45 &amp; below</td> <td>STRATEGIC Intervention =19-34 INTENSIVE Intervention=18 &amp; below</td> </tr> </tbody> </table> <p>The PALS office provides Summed Score Benchmarks for the fall and spring administrations. The chart above is intended to provide teachers with a reference point for the individual assessment tasks. Each student’s assessment results should be analyzed in order to provide timely and targeted interventions in areas of need.</p>				Fall Administration – Benchmark 39	Midyear Administration – Benchmark 91	Spring Administration – Benchmark 35	spelling 9	spelling 24	spelling 20	PP world list 10	PP world list 19	first grade list 15	letter sounds 20	Primer world list 15			First grade list 7			letter sounds 26		STRATEGIC Intervention =21-38 INTENSIVE Intervention =20 & below	STRATEGIC Intervention =46-90 INTENSIVE Intervention.=45 & below	STRATEGIC Intervention =19-34 INTENSIVE Intervention=18 & below
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