

# First Grade Curriculum Pacing Guide – Reading & Writing

## Page County Public Schools

	<b>SOL</b>	<b>Skills</b>	<b>Strategies</b>	<b>Vocabulary</b>
<b>1<sup>st</sup> 9-weeks</b>	1.1 (a, b, c, d, e) 1.2 (a, b, d) 1.3 (a, b, c) 1.4 (a, b, c) 1.5 (a, b, c, d) 1.6 (a, d, e, f) 1.7 (a, b, c, f) 1.8 (a, b, e) 1.9 (a, b, c, d) 1.10 (a, b, c, e) 1.12 (a, b, c) 1.13 (a, b, d, e) 1.14	<ul style="list-style-type: none"> <li>• Listen and respond to a variety of electronic media</li> <li>• Tell and retell stories and events in logical order</li> <li>• Participate in a variety of oral language activities including choral speaking and reciting</li> <li>• Participate in creative dramatics</li> <li>• Express ideas orally in complete sentence</li> <li>• Increase listening and speaking vocabularies</li> <li>• Use vocabulary from other content areas</li> <li>• Initiate conversation with peers and adults</li> <li>• Follow rules for conversation</li> <li>• Create rhyming words</li> <li>• Count phonemes in one syllable words</li> <li>• Blend sounds to make one syllable words</li> <li>• Read from left to right and from top to bottom</li> <li>• Match spoken word with print</li> <li>• Identify letters, words, sentences, and ending punctuation</li> <li>• Read own writing</li> <li>• Use beginning and ending consonants to decode and spell single-syllable</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for clarification and explanation of words and ideas</li> <li>• Ask and respond to questions</li> <li>• Reread and self-correct</li> <li>• Relate personal experiences to what is read</li> <li>• Make and confirm predictions</li> <li>• Use prior and background knowledge as context for new learning</li> </ul>	<ul style="list-style-type: none"> <li>• Choral speaking</li> <li>• Repeated pattern</li> <li>• Complete sentence</li> <li>• Phoneme</li> <li>• Rhyme</li> <li>• Syllable</li> <li>• Blend (put words together)</li> <li>• Punctuation</li> <li>• Letter</li> <li>• Word</li> <li>• Vowels</li> <li>• Consonants</li> <li>• Titles</li> <li>• Prediction</li> <li>• Fiction</li> <li>• Nonfiction</li> <li>• Purpose</li> <li>• Preview</li> <li>• Capital letters</li> <li>• Punctuation</li> <li>• Topic</li> </ul>

		<p>words</p> <ul style="list-style-type: none"> <li>• Use short vowel sounds to decode and spell single-syllable words</li> <li>• Blend beginning, middle, and ending sounds to recognize and read words</li> <li>• Use word patterns to decode familiar words</li> <li>• Use words, phrases, and sentences</li> <li>• Use titles and pictures</li> <li>• Use information in the story to read words</li> <li>• Discuss meanings of words in context</li> <li>• Develop vocabulary by listening to and reading a variety of texts</li> <li>• Preview the selection</li> <li>• Set a purpose for reading</li> <li>• Form letters accurately</li> <li>• Space words within sentences</li> <li>• Use the alphabetic principle to write unknown words phonetically</li> <li>• Generate ideas</li> <li>• Focus on one topic</li> <li>• Use complete sentences in final copies</li> <li>• Begin each sentence with a capital letter and use ending punctuation in final copies</li> <li>• Use technology for reading and writing</li> </ul>		
<p><b>2<sup>nd</sup></b> <b>9-weeks</b></p>	<p>1.2 (c) 1.3 (d, e) 1.4 (d) 1.6 (b, c ,h) 1.7 (d, e) 1.9 (e ,f, i)</p>	<ul style="list-style-type: none"> <li>• Use common singular and plural nouns</li> <li>• Follow and give simple 2 step oral directions</li> <li>• Segment one syllable words into individual phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer who, what, where, when, why, and how questions about what is read in fictional and nonfiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Singular&amp; plural nouns</li> <li>• Segment</li> <li>• Digraph</li> <li>• Blends (sounds)</li> <li>• Sentence/story</li> </ul>

	1.10 (f, h) 1.13 (f, g)	<ul style="list-style-type: none"> <li>• Use two-letter consonant blends to decode and spell single-syllable words</li> <li>• Use beginning consonant digraphs to decode and spell single-syllable words</li> <li>• Read and spell high frequency words</li> <li>• Use knowledge of sentence structure</li> <li>• Use knowledge of story structure</li> <li>• Identify characters, setting, and important events in fictional texts</li> <li>• Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression in fictional and nonfiction texts</li> <li>• Use correct spelling for high frequency words</li> <li>• Share writing with others</li> </ul>		<p>structure</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Important events</li> <li>• Fluency</li> <li>• Accuracy</li> <li>• Expression</li> </ul>
<b>3<sup>rd</sup></b> <b>9-weeks</b>	1.4 (e) 1.8 (c, d) 1.9 (g, h) 1.10 (g) 1.11 (a, b) 1.13 (c, f)	<ul style="list-style-type: none"> <li>• Add or delete phonemes to create words</li> <li>• Use text clues such as words or pictures to discern meanings of unknown words</li> <li>• Use knowledge of alphabetical order by first letter</li> <li>• Use a picture dictionary to find meanings of unfamiliar words</li> <li>• Revise by adding descriptive words when writing about people, places, things, and events</li> <li>• Use correct spelling for phonetically regular words</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for the meaning of unknown words and make connections to familiar words</li> <li>• Retell stories and events, using beginning, middle, and end in a fictional text</li> <li>• Identify the main idea or theme</li> </ul>	<ul style="list-style-type: none"> <li>• Delete phonemes</li> <li>• Text clues</li> <li>• Plot</li> <li>• Main idea</li> <li>• Detail</li> <li>• Theme</li> <li>• Alphabetical order</li> <li>• Dictionary</li> <li>• Descriptive words</li> </ul>

<b>4<sup>th</sup></b> <b>9-weeks</b>	1.6 (g) 1.10 (d)	<ul style="list-style-type: none"> <li>Identify text features such as pictures, headings, charts, and captions</li> </ul>	<ul style="list-style-type: none"> <li>Read and spell simple two-syllable compound words</li> </ul>	<ul style="list-style-type: none"> <li>Compound word</li> <li>Picture</li> <li>Heading</li> <li>Chart</li> <li>Caption</li> <li>Text feature</li> </ul>
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- The 9-weeks in which the SOL is stated is the time in which the standard should be introduced and then applied throughout the rest of the year in your curriculum, even after mastery.
- Vocabulary – This column lists the terms that students must be taught in order to be successful with the strategies and skills of each standard.
- Refer to the Curriculum Framework from the VDOE and the Unpacking of the Standards for more details and additional information.

### Skills versus Strategies

