



# Elementary School Teaching and Learning

## 2022-2023 Scope and Sequence

### English Language Arts – Grade 1

<b>FIRST NINE WEEKS</b>	<b>OVERVIEW</b>
	<p>In Foundations Units 1-3, students will review all letter-keyword sounds for consonants and vowels and will practice reading and spelling three sound short vowel words. Students will learn about digraphs: wh, ch, sh, th, ck and the different spellings for the /k/ sound (c, k, and ck). Students will review the correct letter formation for lowercase letters and work on sentence dictation that includes capitalization, punctuation, and proofreading procedures. Students will retell stories in sequence that include story elements and details. Students will also begin their yearlong study of trick words, words that don't follow normal spelling patterns.</p> <p>The Reading Fundamentals Launch Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are reading.</p> <p>The Writing Fundamentals How Writer's Work Unit of Study helps students understand the writing process. Students will go through the writing process to get to know how and why writers write in the ways that they do.</p>
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Year Round: July 20 - August 9	Amplify Dibels Beginning of the Year Assessment
Restart: August 11 – August 31	
Traditional: September 6 - September 27	

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units 1-3	39 Lessons	<a href="#">Orientation (English)</a> <a href="#">Orientation (Spanish)</a>  <a href="#">Unit 1 (English)</a> <a href="#">Unit 1 (Spanish)</a>	RF.1.2 Print all upper- and lowercase letters legibly.  RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)  RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.  RF.1.5 Read with sufficient accuracy and fluency to support comprehension.



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		<a href="#">Unit 2 (English)</a> <a href="#">Unit 2 (Spanish)</a>  <a href="#">Unit 3 (English)</a> <a href="#">Unit 3 (Spanish)</a>	
Launching	18 Lessons	<a href="#">Letter Home</a>  <a href="#">NCDPI ELA Parent Guide (English)</a>  <a href="#">NCDPI ELA Parent Guide (Spanish)</a>  <a href="#">Literacy at Home: Digital Reading Children's Initiative</a>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.5 Know and use various text features to locate key facts or information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
How Writer's Work	14 Lessons	<a href="#">Parent Letter</a>	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p>



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			<p>W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.1.5 Participate in shared research and writing projects.</p> <p>W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
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<b>SECOND NINE WEEKS</b>	<b>OVERVIEW</b>
	<p>In Foundations Units 4-7, students will learn to read and spell bonus spelling rule (ff, ll, ss, and sometimes zz), glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk. Students will also learn about base words and how and when to add suffix -s. Students will continue to practice reading fluently with accuracy.</p> <p>In Reading Fundamentals Fiction Unit of Study, students will read and study different types of fiction (fantasy, traditional, and realistic). Students will understand the features of the genre to help them better understand the fiction texts they read. Students will learn to ask and answer questions about details in a text, retell a story to include key details and identify the central message or lesson, and describe characters, settings, and events in a story.</p> <p>In the Writing Fundamentals Personal Narrative Unit of Study, students will study personal narrative texts as both readers and writers to learn about features of the genre and then apply those skills to their own writing. Students will publish a personal narrative by the end of this unit.</p>
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Year Round: November 28 – December 14	Amplify Dibels Middle of the Year Assessment

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units 4-7	45 Lessons	<a href="#">Unit 4 (English)</a> <a href="#">Unit 4 (Spanish)</a>  <a href="#">Unit 5 (English)</a> <a href="#">Unit 5 (Spanish)</a>  <a href="#">Unit 6 (English)</a> <a href="#">Unit 6 (Spanish)</a>  <a href="#">Unit 7 (English)</a> <a href="#">Unit 7 (Spanish)</a>	RF.1.2 Print all upper- and lowercase letters legibly.  RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)  RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.  RF.1.5 Read with sufficient accuracy and fluency to support comprehension.
Fiction	18 Lessons	<a href="#">Parent Letter</a>	RL.1.1 Ask and answer questions about key details in a text.



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		<p><a href="#">NCDPI ELA Parent Guide (English)</a></p> <p><a href="#">NCDPI ELA Parent Guide (Spanish)</a></p> <p><a href="#">Literacy at Home: Digital Reading Children's Initiative</a></p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.</p>
Personal Narratives	20 Lessons		<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <p>W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.1.5 Participate in shared research and writing projects.</p> <p>W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>



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<b>THIRD NINE WEEKS</b>	<b>OVERVIEW</b>
	<p>In Foundations Units 8-10, students will learn to read and spell consonant blends and digraph blends, words with four and five sounds, r-controlled sounds: ar, or, ir, er, ur. Students will also learn about closed syllable words with short vowels and the difference between closed and open syllables. Students will continue to practice reading fluently and with accuracy.</p> <p>In the Reading Fundamentals Nonfiction Unit of Study, students will read and study three types of nonfiction: reference, literary, and biography to help them understand the features of nonfiction texts. Students will learn to ask and answer questions using details in the text, identify the main topic and recall key details, make connection, determine the meaning of unknown words, and utilize text features to identify facts.</p> <p>In the Writing Fundamentals Nonfiction All-About Books Unit of Study, students will study nonfiction texts as both readers and writer's to better understand the genre features to apply to their own writings. Students will collect facts on a chosen topic and publish an all about books to share their learning.</p>
	<b>ASSESSMENTS</b>
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Restart: January 9 – January 30	Amplify Dibels Middle of the Year Assessment
Traditional: January 17 – February 8	

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units 8-10	35 Lessons	<a href="#">Unit 8 (English)</a> <a href="#">Unit 8 (Spanish)</a>  <a href="#">Unit 9 (English)</a> <a href="#">Unit 9 (Spanish)</a>  <a href="#">Unit 10 (English)</a> <a href="#">Unit 10 (Spanish)</a>	RF.1.2 Print all upper- and lowercase letters legibly.  RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)  RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.  RF.1.5 Read with sufficient accuracy and fluency to support comprehension.
Nonfiction	18 Lesson	<a href="#">Letter Home</a>  <a href="#">NCDPI ELA Parent Guide (English)</a>	RI.1.1 Ask and answer questions about key details in a text.  RI.1.2 Identify the main topic and retell key details of a text.



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		<a href="#">NCDPI ELA Parent Guide (Spanish)</a>  <a href="#">Literacy at Home: Digital Reading Children's Initiative</a>	<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 Know and use various text features to locate key facts or information in a text</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p> <p>RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.</p> <p>L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.</p>
Nonfiction: All About Books	22 Lessons	<a href="#">Parent Letter</a>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.1.5 Participate in shared research and writing projects.</p> <p>W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>



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<b>FOURTH NINE WEEKS</b>	<b>OVERVIEW</b>
	<p>In Foundations Units 11-14, students will learn to read and spell long vowel sounds, reading two syllable words with two closed syllables or closed and v-e syllables, words with suffixes: -s, -ing, -ed. Students will also learn the concept of syllables in multisyllabic words and syllable division rules. Students will continue to work on reading fluently and accurately.</p> <p>In the Writing Fundamentals Fiction with a Book Review Unit of study, students will produce an opinion piece as a book review that will include a summary of the book along with giving advice on why or why not someone should read that book. Students will also learn about book reviews and how they provide an opportunity to share their thoughts and passions about books.</p>
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Year Round: May 2 – May 22	Amplify Dibels End of the Year Assessment
Restart: May 4 – May 24	
Traditional: May 5 – May 25	

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units 11-14	45 lessons	<a href="#">Unit 11 (English)</a> <a href="#">Unit 11 (Spanish)</a>  <a href="#">Unit 12 (English)</a> <a href="#">Unit 12 (Spanish)</a>  <a href="#">Unit 13 (English)</a> <a href="#">Unit 13 (Spanish)</a>  <a href="#">Unit 14 (English)</a> <a href="#">Unit 14 (Spanish)</a>	RF.1.2 Print all upper- and lowercase letters legibly.  RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)  RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.  RF.1.5 Read with sufficient accuracy and fluency to support comprehension.
Poetry	18 Lessons	<a href="#">Parent Letter</a>  <a href="#">NCDPI ELA Parent Guide (English)</a>	RL.1.1 Ask and answer questions about key details in a text.  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.



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		<a href="#">NCDPI ELA Parent Guide (Spanish)</a>  <a href="#">Literacy at Home: Digital Reading Children's Initiative</a>	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings. c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p>
Fiction with a Book Review: Opinion Writing	32 Lessons		<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.</p> <p>W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.1.5 Participate in shared research and writing projects.</p> <p>W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

**\*Amplify Dibels:**

Universal benchmarking measures your child’s literacy development. It helps determine where your child stands in reading and flags any literacy areas where they are at risk of falling behind. Benchmarking is completed three times a year: beginning, middle, and end of year.