

# FOUNDATIONS LEVEL 1 SCOPE AND SEQUENCE

## First Grade Curriculum Map

**By the end of Level 1, first grade students will be able to:**

- Segment words into syllables
- Segment syllables into sounds (phonemes)- up to five sounds
- Name sounds of consonants (primary) and short and long vowels when given letters
- Name corresponding letter(s) when given sounds of consonants and vowels
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell words with the following syllable patterns: CVC, CCVC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables
- Read and spell words with s, es, ed, and ing suffixes
- Read and spell approximately 100 Trick Words or targeted high-frequency words
- Construct sentences using vocabulary words
- Read controlled stories with fluency, expression, and understanding
- Apply beginning dictionary skills
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people
- Retell short narrative stories
- Retell facts from expository text

TIER 1 WHOLE GROUP DAILY 30 MINUTE LESSON		TIER 2 SMALL GROUP LESSON (30 minutes three to five times per week for struggling general education students)
TIER 1B is individual targeted instruction during the lesson.		
<p><b>Unit 1(2-3 weeks) August –September</b></p> <ul style="list-style-type: none"> <li>-Letter formations (a-z)</li> <li>-Alphabetical order</li> <li>-Letter names, keywords and sounds: short vowels, consonants</li> </ul> <p><b>Unit 2 (2 weeks) September</b></p> <ul style="list-style-type: none"> <li>-Blending and reading three-sound short vowel words</li> <li>-Segmenting and spelling three –sound short vowel words</li> <li>-Phonemic awareness skills: sound manipulation (initial, final, medial)</li> <li>-Sentence dictation procedures; capitalization, period, word spacing</li> <li>-Sentence proofreading procedures</li> <li>-Trick Words: <b>the, of, and</b></li> <li>-Sample words: <b>cat, sip, log, fox</b></li> </ul> <p><b>Unit 3 (3 weeks) September –October</b></p> <ul style="list-style-type: none"> <li>-Concept of consonant digraph, keywords and sounds: <b>sh, ch, th, wh, ck</b></li> <li>-Spelling of <b>ck</b> at the end of words</li> <li>-Sentence dictation procedures: question mark</li> <li>-Narrative vs. expository text</li> <li>-Prosody with echo reading</li> <li>-Trick Words: <b>to, a, was, is, he, for, as, his, has</b></li> <li>-Sample words: <b>wish, chop, sock</b></li> </ul> <p><b>Unit 4 (2 weeks) October</b></p> <ul style="list-style-type: none"> <li>-“Bonus” Letter spelling rule-<b>ff, ll, ss and sometimes zz</b></li> <li>-Glued sounds-<b>all</b></li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Trick Words: <b>I, you, we, they, one, said</b></li> <li>-Sample words: <b>hill, puff, bill, miss, call</b></li> </ul>	<p><b>Unit 5 (1 week) October</b></p> <ul style="list-style-type: none"> <li>-Glued sounds: <b>am, an</b></li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Trick Words: <b>from, or, have</b></li> <li>-Sample words: <b>ham, can, fan</b></li> </ul> <p><b>Unit 6 (3 weeks) November</b></p> <ul style="list-style-type: none"> <li>-Baseword and suffix with the suffix –s</li> <li>-Plural nouns</li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Narrative story structure</li> <li>-Beginning composition skills</li> <li>-Trick Words: <b>were, her, put, there, what, she, been, by, who</b></li> </ul> <p><b>Unit 7 (3 weeks) November –December</b></p> <ul style="list-style-type: none"> <li>-Glued sounds: <b>ang, ing, ong, ung, ank, ink, onk, unk</b></li> <li>-Blending and reading words with <b>ng</b> and <b>nk</b></li> <li>-Segmenting and spelling words with <b>ng</b> and <b>nk</b></li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Narrative story structure</li> <li>-Beginning composition skills</li> <li>-Trick Words: <b>out, so, are, two, about, into, only, other, new</b></li> <li>-Sample words: <b>bang, bank, pink</b></li> </ul>	<p><b>Units 1 through 7</b></p> <p><b>*Construct Tier 2 lessons based on Foundations diagnostic assessments.</b></p> <p><b>*Administer Foundations CBM biweekly to monitor progress.</b></p> <p><b>Day 1</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds with focus on student needs</li> <li>2. Segment and blend words for reading</li> <li>3. “Word Talk” vocabulary words</li> <li>4. Flash cards for Trick Words</li> </ol> <p><b>Day 2</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds using large and standard sound cards</li> <li>2. Fluency drills with sounds, words, non-real words, Trick Words and phrases</li> <li>3. Group practice and chart success for individuals</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds.</li> <li>2. Echo Find Letters/ Words</li> <li>3. Dictation sounds, words and Trick Words (dry erase)</li> <li>4. Fluency drills sounds and words</li> </ol> <p><b>Day 4</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds with focus on student needs</li> <li>2. “Word Talk” vocabulary words</li> <li>3. Flash cards for Trick Words</li> <li>4. Fluency drills trick words and non-real words and chart success for individuals</li> </ol> <p><b>Day 5</b></p> <ol style="list-style-type: none"> <li>1. Drill Sounds</li> <li>2. Fluency drills for phrases</li> <li>3. Group practice and chart success for individuals</li> <li>4. Work on prosody with unit story</li> </ol>

## Fundations Level 1 Scope and Sequence continued

TIER 1 WHOLE GROUP DAILY 30 MINUTE LESSON		TIER 2 SMALL GROUP LESSON (30 minutes three to five times per week for struggling general education students)
TIER 1B is individual targeted instruction during the lesson.		
<p><b>Unit 8 (3 weeks) January</b></p> <ul style="list-style-type: none"> <li>-Blending and reading words with four sounds (+ suffix –s)</li> <li>-Segmenting and spelling words with four sounds (+ suffix –s)</li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Narrative story structure</li> <li>-Paragraph structure</li> <li>-Trick Words: <b>some, could, want, say, do, first, any, my, now</b></li> <li>-Sample words: <b>bump, stash, bled, past, step</b></li> </ul> <p><b>Unit 9 (2 weeks) February</b></p> <ul style="list-style-type: none"> <li>-Teach the concept of closed syllable</li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Trick Words: <b>our over, come, would after, also</b></li> <li>-Sample words: <b>kit, slip, stash</b></li> </ul> <p><b>Unit 10 (3 weeks) February ► March</b></p> <ul style="list-style-type: none"> <li>-Blending and reading words with five sounds (+ suffix –s)</li> <li>-Segmenting and spelling words with five sounds (+ suffix –s)</li> <li>-Words with suffix –s used as action words vs. plurals</li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Narrative story structure</li> <li>-Beginning composition skills</li> <li>-Trick Words: <b>many, before, called, how, your, down, should, because, each</b></li> <li>-Sample words: <b>stump, clasp, strap</b></li> </ul>	<p><b>Unit 11 (3 weeks) March</b></p> <ul style="list-style-type: none"> <li>-Concept of syllable</li> <li>-Compound words</li> <li>-Syllable division rules for closed syllables: compound words between two vowels</li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Expository text</li> <li>-Beginning composition skills</li> <li>-Trick Words: <b>people, Mr., Mrs., years, says, little, good, very, own</b></li> <li>-Sample words: <b>catnip, publish</b></li> </ul> <p><b>Unit 12 (2 weeks) April</b></p> <ul style="list-style-type: none"> <li>-Adding –s, –es, suffix to unchanging basewords with closed syllables</li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Trick Words: <b>see, work, between, both, being, under</b></li> <li>-Sample words: <b>bumps, steps, wishes, lunches</b></li> </ul> <p><b>Unit 13 (2 weeks) April</b></p> <ul style="list-style-type: none"> <li>-Adding –ed, –ing suffixes to unchanging basewords with closed syllables</li> <li>-Story retelling</li> <li>-Prosody with echo reading</li> <li>-Trick Words: <b>never, another, day, words, look, through</b></li> <li>-Sample words: <b>wishing, rented, slashing, blended</b></li> </ul> <p><b>Unit 14 (2 weeks) May</b></p> <ul style="list-style-type: none"> <li>-Long vowel sounds for vowel-consonant-e</li> <li>-Vowel-consonant-e syllable type (one-syllable words)</li> <li>-Expository text</li> <li>-Prosody with echo reading</li> <li>-Trick Words: <b>friend, around, circle, does, nothing, write, none, color, month</b></li> <li>-Sample words: <b>stove, hope, caves</b></li> </ul>	<p><b>Units 7 through 14</b></p> <p><b>* Construct Tier 2 lessons based on Foundations diagnostic assessments.</b></p> <p><b>*Administer Foundations CBM biweekly to monitor progress.</b></p> <p><b>Day 1</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds with focus on student needs</li> <li>2. Segment and blend words for reading</li> <li>3. “Word Talk” vocabulary words</li> <li>4. Flash cards for Trick Words</li> </ol> <p><b>Day 2</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds using large and standard sound cards</li> <li>2. Fluency drills with sounds, words, non-real words, Trick Words and phrases</li> <li>3. Group practice and chart success for individuals</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds.</li> <li>2. Echo Find Letters/ Words</li> <li>3. Dictation sounds, words and Trick Words (dry erase)</li> <li>4. Fluency drills sounds and words</li> </ol> <p><b>Day 4</b></p> <ol style="list-style-type: none"> <li>1. Drill sounds with focus on student needs</li> <li>2. “Word Talk” vocabulary words</li> <li>3. Flash cards for Trick Words</li> <li>4. Fluency drills trick words and non-real words and chart success for individuals</li> </ol> <p><b>Day 5</b></p> <ol style="list-style-type: none"> <li>1. Drill Sounds</li> <li>2. Fluency drills for phrases</li> <li>3. Group practice and chart success for individuals</li> <li>4. Work on prosody with unit story</li> </ol>