

## **Wilson Area School District Planned Course Guide**

**Title of planned course:** Reading and Language Arts Grade 1

**Subject Area:** Reading and Language Arts

**Grade Level:** 1

**Course Description:** This course is designed to provide students with strategies to develop skills in reading comprehension, reading fluency, phonemic awareness, phonics, writing, vocabulary use and recognition, conventions of grammar, and accurate spelling.

**Time/Credit for this Course:** One Academic Year

**Curriculum Writing Committee:** Kayla Lohrman and Carol Monkiewicz

## Curriculum Map

### **August:** Baseline DIBELS/Placement Tests

### **September:** (Module 1, weeks 1-3; Module 2, week 1)

- Phonemic Awareness: blend onset/rime, segment syllables, segment onset/rime, alliteration; isolate phonemes, identify vowel sounds, blend phonemes, segment phonemes
- Phonics: review consonants Mm, Ss, Tt, Bb, Nn, Dd, Pp, Cc /k/, Rr, Ff, Ss /z/, Gg, Kk; review vowels short a and short i
- Fluency: read accurately and self correct; practice phrasing, expression & reading rate
- Comprehension: understand story structure, identify characters & setting, ask and answer questions, monitor and clarify, make inferences, identify central idea, identify author's purpose, elements of poetry
- Vocabulary: identify and use high frequency words and power words; understand inflected endings; identify antonyms
- Writing: Identify common nouns for people, animals, places, things; identify action verbs; identify adjectives for size and shape; use nouns, verbs, and adjectives in writing; write narrative text & informational text ~ prewriting, drafting, revising, editing, publishing

### **October:** (Module 2, weeks 2-3; Module 3, weeks 1-2)

- Phonemic Awareness: segment & isolate phonemes, blend phonemes, identify vowel sounds, identify & produce rhyme
- Phonics: review consonants Ll, Hh, Ww, Jj, Yy, Vv, qu, Xx, Zz, -ck /k/; identify and read double consonant sounds; review vowels short a, short e, short i, short o, short u
- Fluency: read accurately and self-correct; practice intonation, expression, and reading rate
- Comprehension: identify setting, make connections, monitor and clarify, visualize, summarize, use text features and organization, understand story structure, identify point of view
- Vocabulary: identify and use high frequency words and power words; identify synonyms
- Writing: identify adjectives for colors and numbers, identify pronouns, identify the naming part and the action part, identify statement sentences, use nouns and adjectives in writing, write complete sentences; write informational text ~ prewriting (finding and researching a topic), drafting, revising, editing, publishing

### **November:** (Module 3, week 3; Module 4, weeks 1-3)

- Phonemic Awareness: blend phonemes, segment and count phonemes, manipulate phonemes by adding, deleting and changing phonemes, alliteration with digraphs
- Phonics: introduce and read digraphs sh, ch, th, wh, -tch; identify and read inflected endings -s, -es; introduce and read initial blends with s
- Fluency: read accurately and self-correct, practice phrasing, intonation, and reading rate
- Comprehension: identify the elements of story structure and point of view; use text features and text organization, make connections, summarize, evaluate, synthesize, understand theme and central idea
- Vocabulary: identify and use high frequency words and power words, read inflected endings; identify and read compound words, use context clues
- Writing: Identify singular and plural nouns, prepositions and prepositional phrases; identify statements, commands, and exclamations; write informational text ~ prewriting, drafting, revising, editing, publishing

**December:** (Module 5, weeks 1-3)

- Phonemic Awareness: blend phonemes, manipulate phonemes by adding, deleting, and changing phonemes, segment and count phonemes
- Phonics: introduce and read initial blends with l & r, introduce and read final blends, identify and read inflected ending -ed, identify and read compound words
- Fluency: practice expression, phrasing, intonation
- Comprehension: make and confirm predictions, make connections, use text features, make inferences, identify main idea and supporting details, identify the elements of story structure; understand theme
- Vocabulary: identify and use high frequency words and power words, identify and read inflected endings -s, -er, -est; identify and read suffixes -y, -ful
- Writing: identify subjects and verbs; use proper subject/verb agreement, identify and use plural -s and verb -s, understand present and past tense, identify and use verbs with -ed; accurately use is, are, was, and were in writing; writing narrative text, an imaginative story ~ prewriting, drafting, revising, editing, publishing

**January:** (Module 6, weeks 1-3; Module 7, week 1)

- Phonemic Awareness: blend phonemes, segment and isolate phonemes, identify vowel sounds, manipulate phonemes by adding, deleting, and changing phonemes, identify and produce rhymes
- Phonics: introduce and read open syllables (CV), introduce and read magic e syllables (VCe), long a, long e, long i, long o, long u; introduce and read possessives 's; introduce and read soft c (ce, ci, cy), soft g (ge, gi, gy, -dge), Introduce and read silent letters kn, wr
- Fluency: read accurately and self correct; practice expression, intonation, and reading rate
- Comprehension: make and confirm predictions, make connections, make inferences, visualize, use text features and organization, identify main idea and supporting details, identify the elements of story structure, identify point of view
- Vocabulary: identify and use high frequency words and power words, identify and read suffixes -y, -ful, -less; define multiple meaning words
- Writing: identify subjects and verbs; use proper subject/verb agreement, identify and use plural -s and verb -s, understand present and past tense, capitalize months, days, and holidays, identify and use verbs with -ed; accurately use is, are, was, and were in writing; writing narrative text, an imaginative story ~ prewriting, drafting, revising, editing, publishing

**February:** (Module 7, weeks 2-3; Module 8 weeks 1-2)

- Phonemic Awareness: blend and segment phonemes, isolate phonemes, identify vowel sounds, manipulate phonemes by adding and deleting phonemes, identify and produce rhymes
- Phonics: introduce and read sound-spellings for long e(ea,ee), short e (ea), long a(ai, ay), long o(oa,ow) long i (igh,y), long o,i (oe, ie); introduce and read contractions with 'm, 's, n't, 'll
- Fluency: practice phrasing, reading rate, and expression; read accurately and self correct
- Comprehension: identify setting, character, and central idea; monitor and clarify understanding while reading, summarize, text organization, make connections, make inferences, identify elements of drama
- Vocabulary: identify and use high frequency words and power words, identify and read suffixes -less and -ly, use words that name directions and actions
- Writing: identify and use pronouns that name one, more than one, I, me, them, and they, identify and use possessive pronouns your, his, hers, their, and theirs; writing poetry, writing narrative text, ~ prewriting, drafting, revising, editing, publishing

**March:** (Module 8 week 3, Module 9 weeks 1-3)

- Phonemic Awareness: blend phonemes, segment and count phonemes, change phonemes, segment and count syllables, blend syllables, add and delete syllables
- Phonics: introduce and read sound-spellings for r-controlled vowels (ar, or, er, ir, ur); introduce and read sound-spellings for final digraphs ng, nk, and inflected endings -ing, -s, -es; read two syllable words (VCCV pattern)
- Fluency: practice phrasing, intonation, and reading rate; read accurately and self correct
- Comprehension: identify the main elements of story structure and point of view; use text features and text organization, monitor, clarify, synthesize, and evaluate, ask and answer questions, retell in chronological order, identify elements of poetry
- Vocabulary: identify and use high frequency words and power words, identify and read suffix -ly and prefix un- ; use words about places and things
- Writing: identify and use contractions with not and contractions with pronouns; identify and use adjectives for taste, smell, sound, and texture, identify and use pronouns I and me; identify kinds of sentences including compound sentences, write narrative text, ~ prewriting, drafting, revising, editing, publishing

**April:** (Module 10 weeks 1-3, Module 11 week 1)

- Phonemic Awareness: blend and segment syllables, blend and segment phonemes, manipulate phonemes ~ add & change
- Phonics: introduce and read sound-spellings for vowel pattern /oo/ and diphthongs ow, ou, oy, oi; introduce and read contractions with 've, 're; introduce and read consonant /e pattern, introduce and read comparative endings er, est.
- Fluency: practice phrasing, intonation, and expression
- Comprehension: identify the main elements of story structure focusing on characters and setting; identify central idea and theme; use text organization to understand stories, make connections, visualize, make inferences, retell in chronological order, identify elements of poetry
- Begin Genre Studies ~ focus on Narrative Nonfiction- identify genre characteristics and author's purpose; use text organization
- Vocabulary: identify and use high frequency words and power words, identify and read prefix re- ; use words about places and things
- Writing: identify and use adverbs for how, where, when, and how much; identify and use adjectives that compare (-er, -est) , choosing the right adjective; focus on using phonics rules to spell words correctly in writing; write informational text, a biography~ prewriting, drafting, revising, editing, publishing; introduce and practice opinion writing in the form of a letter

**May:** (Module 11 weeks 2-3, Module 12 weeks 1-2)

- Phonemic Awareness: blend and segment syllables, add & delete syllables; blend and segment phonemes, manipulate phonemes ~ add & change
- Phonics: introduce and read sound-spellings for vowel pattern /o/ and long e ( ie, y, ey) ; introduce, read and spell inflected endings with spelling change, practice suffixes -ful, -ly, -y and prefixes un-, re-; apply rules to read two syllable words (CV and CVC)
- Fluency: read accurately and self correct, practice phrasing, intonation, expression, and reading rate
- Comprehension: Continue with Genre Studies ~ focus on Informational Text, Biography, Realistic Fiction, and Folklore- identify genre characteristics of each focus text; identify central idea and text features; identify the main elements of story structure and theme; use text organization; identify point of view
- Vocabulary: review and use previously learned high frequency words and power words

- Writing: review previously learned grammar skills; focus on using phonics rules to spell words correctly in writing; practice opinion writing in the form of a letter and essay ~ prewriting, drafting, revising, editing, publishing

**June:** (Module 12 week 3)

- Phonemic Awareness: blend and segment syllables
- Phonics: read and spell inflected endings with spelling change, read and spell comparative endings with spelling change
- Fluency: read accurately and self correct, practice phrasing, intonation, expression, and reading rate
- Comprehension: Continue with Genre Studies ~ focus on Fantasy- identify genre characteristics; identify the main elements of story structure
- Vocabulary: review and use previously learned high frequency words and power words
- Writing: review previously learned grammar skills; focus on using phonics rules to spell words correctly in writing; practice opinion writing in the form of an essay ~ prewriting, drafting, revising, editing, publishing

## Wilson Area School District Planned Course Materials

**Course Title:** Reading and Language Arts Grade 1

**Textbook:** HMH into Reading

**Supplemental Books:**

- Corresponding Big Books
- Start Right Readers
- Rigby Leveled Readers
- Student Choice Library
- Readers' Theater

**Teacher Resources:**

- Step by Step
- Teacher Manuals
- Literacy Centers
- Tabletop Mini Lessons
- Mentor/Focal Text

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 1 “Nice to Meet You!”

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-F, CC.1.2.1.H, CC.1.2.1.J, CC.1.2.1.L, CC.1.3.1.A-C, CC.1.3.1.J-K, CC.1.4.1.M-R, CC.1.4.1.T-X, CC.1.5.1A-C, CC.1.5.1.E-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**

- Blend onset/rime in one syllable words
- Segment syllables in multisyllabic words
- Segment onset/rime in one-syllable words
- Alliteration; isolate and segment phonemes
- Blend and segment phonemes
- Blend phonemes to say one-syllable words
- Recognize spoken alliteration
- Isolate phonemes: identify vowels
- Isolate initial and final phonemes in spoken one-syllable words

- **Phonics**

- Learn the sound-spelling, blend sounds, and decode one syllable words with /m/, /s/, /t/, /b/, /n/, /d/, /p/, c/k/, /r/, /f/, and final s /z/
- Spell words with short a and short i (closed syllables)
- Identify relationships between sounds and letters
- Blend and read CVC words
- Blend, build, and decode regularly spelled one-syllable words with /m/, /s/, /t/, /b/, /n/, /d/, /p/, c/k/, /r/, /f/, and final s /z/, inflection -s, short a, and short i

- **Fluency**

- Read on-level text accurately by using context to self-correct
- Identify and fluently read high-frequency words in isolation and context
- Read fluently at an appropriate rate
- Read aloud fluently and with appropriate phrasing

- **Comprehension**

- Identify and describe events in order using sequence words
- Recognize characters of realistic fiction, fantasy, narrative nonfiction, fairytale, songs, and informational text
- Identify and discuss repetition, rhyme, and alliteration in poetry
- Generate questions about a text before, during, and after reading
- Ask and answer questions about key ideas in a text
- Determine the author’s purpose for writing a text, using the genre and text evidence from words and pictures
- Monitor comprehension and use strategies to clarify understanding
- Write a list of details using evidence from a story
- Make inferences based on text evidence and personal knowledge
- Describe characters and the reasons for their actions

- **Vocabulary**
  - Build oral vocabulary
  - Answer questions and discuss meaning to develop vocabulary
  - Compose oral sentences using basic sight vocabulary
  - Categorize words that name actions, location, and direction
  - Identify real-life connections between words and their use
  - Understand and use words about feelings
  - Describe feelings using adjectives
  - Use verbs ending with -ed in phrases and sentences to tell about things in the past
- **Writing**
  - Develop handwriting
  - Write complete sentences that describe
  - Use and identify nouns that name people, animals, and things
  - Use and identify action verbs and verbs in present
  - Generate ideas for writing to develop an oral story
  - Write a narrative: prewriting, drafting, revising, editing, publishing, sharing

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Stretch it out
  - Clap syllables
  - Picture cards- blend word chunks
  - Thumbs up, thumbs down
  - Sound boxes & chips
  - Tapping down arm
  - Pound/hammer it out
  - Tap and blend
  - Pop it, clap it, count it
  - Duck lips or whale talk
  - Picture sort
- **Phonics**
  - Articulation videos
  - Spotlight on sounds and letters
  - Sound boxes
  - Tap it, map it, zap it
  - Finger tapping
  - Magnetic letters and word building
  - Magic 4 (grids)
  - Making words
  - Letter card blending
  - Word sort
- **Fluency**
  - See the word, say the word, spell the word
  - Write and reveal
  - Pass the Word
  - Repeated readings
  - Audio support
  - Echo Read
  - Partner Read
  - Songs, nursery rhymes, and poetry
  - Oral rereading of grade level text



- **Comprehension**
  - Q & A ~ read for understanding
  - Set Purpose for Reading
  - Think-Pair-Share
  - Turn and Talk
  - Share Chair
  - Discuss and describe characters, setting, and details of the illustrations to improve understanding
- **Vocabulary**
  - Two card flip
  - Hot Potato
  - Guess the word
  - Vocabulary cards
  - Word hunt
  - Blast off!
  - Word-O
  - Word jar
  - See the word, say the word, spell the word
  - I Spy
- **Writing**
  - Prewrite
  - Draft
  - Revise
  - Edit
  - Publish
  - Share
  - Conference, one on one and small group

### **Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

### **Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

### **Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for Understanding
- Targeted Close Read
- Echo Read
- Choral Read
- Partner Read
- Hands on manipulatives

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Know It, Show It
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Word cards
- Teaching Pal
- Anchor charts
- myBook
- Start Right Reader
- Online Ed
- Read aloud books
- Tabletop mini lessons
- Websites
- Classroom materials

**Assessments:**

- **Ongoing Formative Assessments**
  - Leveled Readers
  - Comprehension quizzes
  - Running records
  - 1:1 Observation records
  - Daily lesson checks
  - Correct and redirect opportunities
  - Conferencing
- **Module Assessments**
  - Foundational skills
  - Generative vocabulary
  - Vocabulary strategies
  - Comprehension/literary analysis
  - Grammar
  - Writing
  - Rubrics
  - Selection quizzes
  - Spelling
- **Intervention**
  - Intervention logs
  - Progress monitoring (DIBELS, word lists)
  - Screening tools (QPS, RGR)

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 2 “My Family, My Community”

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.C, CC.1.2.1.F, CC.1.2.1.H-I, CC.1.2.1.K, CC.1.2.1.L, CC.1.3.1.A-B, CC.1.3.1.E, CC.1.3.1.H-K, 1.4.1.A-F, CC.1.4.1.T-X, CC.1.5.1A-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend onsets and rimes to say one-syllable words
  - Blend phonemes to say one-syllable words
  - Segment onsets and rimes in one-syllable words
  - Segment spoken one-syllable words into individual phonemes
  - Isolate initial, medial vowel, and final phonemes in spoken one-syllable words
  - Recognize spoken alliteration
- **Phonics**
  - Learn the sound-spelling, blend sounds, and decode one syllable words with /g/, /k/, /l/, /h/, /w/, /j/, /y/, and /v/
  - Identify relationships between sounds and letters
  - Blend and read CVC words
  - Spell words with short a, short i, short o, and short u (closed syllables)
  - Blend letter sounds, decode, and build regularly spelled one-syllable words with /g/, /k/, /l/, /h/, /w/, /j/, /y/, and /v/, short a, short i, short o, and short u
  - Recognize sound-letter relationships and use them to decode words
- **Fluency**
  - Identify and fluently read high-frequency words in isolation and context
  - Recognize and recite basic sight vocabulary
  - Read aloud fluently and with appropriate expression
  - Read aloud fluently and with appropriate intonation (prosody)
  - Use context to self-correct while reading on-level text
- **Comprehension**
  - Identify features of realistic fiction, informational text, and fantasy
  - Identify author’s opinion and supporting reasons
  - Identify the text organization as description
  - Discuss reasons an author gives for an opinion
  - Describe how an author organizes a text
  - Retell a story in sequential order, maintaining meaning
  - Identify and describe the setting of a story
  - Summarize the text by telling its important ideas and details
  - Ask questions to clarify ideas or information
  - Make connections to personal experiences, other texts, and society
  - Generate questions about a text before, during, and after reading and answer them using text evidence
  - Compare and contrast texts on the same topic

- **Vocabulary**
  - Identify real-life connections between words and their use
  - Answer questions and discuss meanings to develop vocabulary
  - Identify and use words that name places, things, actions, and directions
  - Understand and use common nouns that name places and things
  - Use newly acquired vocabulary to identify real-life connections between words and their use
  - Identify and use antonyms, including words that name actions and positions
- **Writing**
  - Develop handwriting
  - Form complete sentences
  - Use and identify adjectives (size, shape, color, and number) and articles
  - Write an informational text (descriptive essay): prewriting, drafting, revising, editing, publishing, sharing

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Picture cards- blend word chunks
  - Sound boxes & chips
  - Tapping down arm
  - Pound/hammer it out
  - Tap and blend
  - Pop it, clap it, count it
  - Unifix cubes
  - Window wiper
  - Karate chop
  - Slinky
  - Stretch it out
  - Wiggle vowel finger
- **Phonics**
  - Spotlight on letters and sounds
  - Articulation videos
  - Sound-By-Sound blending
  - Word sort
  - Tap it, map it, zap it
  - Finger tapping
  - Magnetic letters and word building
  - Magic 4 (grids)
  - Highlight vowels
  - Letter card blending
  - Word sort
- **Fluency**
  - See the word, say the word, spell the word
  - Write and reveal
  - Repeated readings
  - Audio support
  - Echo Read
  - Choral Read
  - Partner Read
  - Pyramid Read
  - Songs, nursery rhymes, and poetry
  - Oral rereading of grade level text

- **Comprehension**
  - Q & A ~ read for understanding
  - Set Purpose for Reading
  - Think-Pair-Share
  - Turn and Talk
  - Share Chair
  - Discuss and describe characters, setting, and details of the illustrations to improve understanding
- **Vocabulary**
  - See the word, say the word, spell the word
  - Build, trace, write, sort, highlight spelling words; games/partner practice with spelling words
  - Word match
  - Eruption
  - Turn and talk
  - Think-Pair-Share
  - Write and reveal
  - What am I thinking?
- **Writing**
  - Prewrite
  - Draft
  - Revise
  - Edit
  - Publish
  - Share
  - Conference, one on one and small group
  - Use COPS to check writing

### **Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

### **Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

### **Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for Understanding
- Targeted Close Read
- Echo Read
- Choral Read
- Partner Read
- Hands on manipulatives

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Know It, Show It
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Word cards
- Picture cards
- Teaching Pal
- Anchor charts
- myBook
- Start Right Reader
- Online Ed
- Printables
- Read aloud books
- Websites

**Assessments:**

- **Ongoing Formative Assessments**
  - Leveled Readers
  - Comprehension quizzes
  - Running records
  - 1:1 Observation records
  - Daily lesson checks
  - Correct and redirect opportunities
  - Conferencing
- **Module Assessments**
  - Foundational skills
  - Generative vocabulary
  - Vocabulary strategies
  - Comprehension/literary analysis
  - Grammar
  - Writing
  - Rubrics
  - Selection quizzes
  - Spelling
- **Intervention**
  - Intervention logs
  - Progress monitoring (DIBELS, word lists)
  - Screening tools (QPS, RGR)

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 3 “Amazing Animals”

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.C, CC.1.2.1.F-G, CC.1.2.1.I, CC.1.2.1.J-L, CC.1.3.1.A-D, CC.1.3.1.G, CC.1.3.1.I, CC.1.3.1.J-K, CC.1.4.1.A-F, CC.1.4.1.T-X, CC.1.5.1A-C, CC.1.5.1.E-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend phonemes to say one-syllable words
  - Segment spoken one-syllable words into individual phonemes
  - Isolate initial, medial vowel, and final phonemes in spoken one-syllable words
  - Identify and produce rhyme
  - Distinguish long from short vowel sounds in spoken one-syllable words
  - Recognize spoken alliteration
- **Phonics**
  - Learn the sound-spelling, blend sounds, and decode one syllable words with qu /kw/, x /ks/, z /z/. ck /k/
  - Learn the sound-spellings for double final consonants *dd, ff, ll, ss, zz*
  - Learn the sound-spelling for the consonant digraph /sh/
  - Review and compare the sound spellings for /s/ and /sh/
  - Identify relationships between sounds and letters and use them to decode
  - Blend, decode, and spell CVC words including double final consonants, ck, and sh
  - Spell words with short e, short a, short i, short o, and short u (closed syllables)
- **Fluency**
  - Identify and fluently read high-frequency words in isolation and context
  - Recognize and recite basic sight vocabulary
  - Read on-level text fluently with an appropriate reading rate
  - Read aloud fluently and with appropriate expression
  - Read aloud fluently and with appropriate intonation and phrasing (prosody)
  - Use context to self-correct while reading on-level text
- **Comprehension**
  - Identify the characteristics of informational text, narrative nonfiction, fantasy, folktale, and procedural text
  - Identify and use text features and graphics to locate and gain information
  - Identify how the author organizes a text to fit a specific purpose
  - Analyze how authors organize their texts to describe things
  - Identify the story’s structure and describe the events that make up the plot
  - Identify the point of view and narrator in a story
  - Discuss first- and third-person texts
  - Retell a story in sequential order, maintaining meaning. Use words such as *first, next, then, finally, and last*
  - Draw and write facts from a story
  - Visualize to deepen understanding of a text
  - Identify how the author uses describing words and phrases to help create mental images
  - Ask questions to monitor and clarify understanding of text

- Summarize the text by telling its most important ideas and details
- Ask questions and answer questions about key ideas in a text. Use question words *who*, *what*, *when*, *where*, *why*, and *how*
- Make connections to personal experiences, other texts, and society
- Discuss and compare texts about the same topic
- Generate questions about a text before, during, and after reading and answer them using text evidence
- Respond to text through drawing and writing
- **Vocabulary**
  - Identify real-life connections between words and their use
  - Answer questions and discuss meanings to develop vocabulary
  - Identify the meanings of words with suffix -ed and -ing
  - Use verbs with endings -ed and -ing in phrases and sentences
  - Identify and use words about time and position
  - Identify and use action words and sequence words
  - Use a dictionary to find the meaning of unknown words
- **Writing**
  - Identify subjects and predicates
  - Identify and form statements
  - Use and identify singular and plural nouns
  - Write an informational text (Research Essay): prewriting, drafting, revising, editing, publishing, sharing

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Sound boxes & chips
  - Tap and blend
  - Magnetic wand
  - Picture Sort
  - Simon Says
  - Match and Stomp
  - Raise the Roof
  - Shoot Hoops
  - March in Place
- **Phonics**
  - Spotlight on letters and sounds
  - Articulation videos
  - Sound-By-Sound blending
  - Additive/Continuous blending
  - Notice a Pattern!
  - Word sort
  - Vowel Cards
  - Vowel Switch
  - Know It, Show It
  - Analyze and compare word parts



- **Vocabulary**
  - See the word, say the word, spell the word
  - Make connections
  - Word match
  - Pass the Word
  - Turn and talk
  - Think-Pair-Share
  - Write and reveal
  - What am I thinking?
  - Collect Words
  - Reading Bee game
  - Word Jar
  - Draw
  - Role-Play
  - Use a Prop
  - Vocabulary Guess
  - Go Fish
  - Word Up!
  - Two Card Flip
  - I Spy
- **Fluency**
  - See the word, say the word, spell the word
  - Write and Reveal
  - Pass the Word
  - Repeated Readings
  - Audio Support
  - Echo Read
  - Partner Read
- **Comprehension**
  - Q & A ~ read for understanding
  - Genre Study
  - Set Purpose for Reading
  - Engage in reading by meeting the author and illustrator
  - Think-Pair-Share
  - Turn and Talk
  - Share Chair
- **Writing**
  - Prewrite
  - Draft
  - Revise
  - Edit
  - Publish
  - Share
  - Conference, one on one and small group
  - Use COPS to check writing

**Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

**Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

**Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for Understanding
- Targeted Close Read
- Echo Read
- Choral Read
- Partner Read
- Hands on manipulatives

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Vowel cards
- Word cards
- Word lists
- Vocabulary cards
- Picture cards
- Teaching Pal
- Anchor charts
- Know It, Show It
- Display and Engage
- BookStix
- myBook
- Start Right Reader
- Online Ed
- Printables
- Read aloud books
- Dictionary
- Classroom materials
- Websites

**Assessments:**

● **Ongoing Formative Assessments**

- Leveled Readers
- Comprehension quizzes
- Running records
- 1:1 Observation records
- Daily lesson checks
- Correct and redirect opportunities
- Conferencing

● **Module Assessments**

- Foundational skills
- Generative vocabulary
- Vocabulary strategies
- Comprehension/literary analysis
- Grammar
- Writing
- Rubrics
- Selection quizzes
- Spelling

● **Intervention**

- Intervention logs
- Progress monitoring (DIBELS, word lists)
- Screening tools (QPS, RGR)

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 4 “Better Together”

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.A-C, CC.1.2.1.E, CC.1.2.1.J-L, CC.1.3.1.A-B, CC.1.3.1.D-E, CC.1.3.1.H-K, CC.1.4.1.A-F, CC.1.4.1.T-X, CC.1.5.1A-C, CC.1.5.1.E-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**

- Recognize spoken alliteration
- Blend phonemes to say one-syllable words
- Segment spoken one-syllable words into individual phonemes
- Change phonemes in words to say new words
- Count phonemes in spoken one-syllable words
- Add phonemes to words to say new words

- **Phonics**

- Recognize sound-letter relationships and use them to decode words
- Learn the sound-spelling, blend sounds, and decode one syllable words with consonant digraphs ch, th, wh, and sh, digraph/consonant blend thr, final -tch, inflections -s and -es, and initial consonant blends with -s, including spl and str
- Spell words with consonant digraphs ch, th, wh, and sh (closed syllables)
- Blend, build, and decode regularly spelled one-syllable words with initial and final consonant digraph ch,sh, th, shr, thr (initial trigraphs), final trigraph -tch, and initial consonant blends with s including spl and str
- Identify relationships between sounds and spelling
- Review and compare the sound-spellings for consonant digraphs ch,sh, th, and consonant blend st
- Recognize inflections -s and -es, use them to decode words, and understand how they affect word meanings

- **Fluency**

- Read on-level text accurately by using context to self-correct
- Identify and fluently read high-frequency words in isolation and context
- Use context to self-correct
- Read aloud fluently and with appropriate intonation
- Read on-level text fluently at an appropriate reading rate

- **Comprehension**

- Recognize characteristics of informational text, biographies, folktales, and fantasies
- Identify and discuss an author’s opinion and reasons that support it
- Identify the narrator and point of view of a story
- Identify the central idea of a text by using text evidence and details in the text
- Identify the topic and theme of a story
- Make connections between the text and their own lives, society, and other texts
- Identify features of informational text and fantasy
- Synthesize information in a text
- Compare texts about the same topic
- Evaluate details that are important to the key idea

- Identify the topic, central idea, and point of view of a story
- Discuss first and third person point of view in text
- Identify and use text and graphic features to locate and gain information
- Retell a story in order
- Describe the main characters and the reasons for their actions
- **Vocabulary**
  - Build oral vocabulary
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Understand and explain the meanings of compound words
  - Use context as a clue to the meaning of a word or phrase
- **Writing**
  - Develop handwriting
  - Use and identify prepositions and prepositional phrases
  - Use and identify names for people, animals, places, and things
  - Write an informational text (procedural text): prewriting, drafting, revising, editing, publishing, sharing

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Clap syllables
  - Picture cards
  - Blend word chunks
  - Sound boxes & chips
  - Tap and blend
  - Magnetic wand
  - Picture sort
  - Simon says
  - Match and stomp
- **Phonics**
  - Articulation videos
  - Spotlight on sounds and letters
  - Sound-By-Sound Blending
  - Sound boxes
  - Letter card blending
  - Word sort
  - Spotlight on letters and sounds
  - Articulation videos
  - Sound-By-Sound blending
  - Additive/Continuous blending
  - Word sort
  - Vowel Cards
  - Vowel Switch
  - Analyze and compare word parts
- **Vocabulary**
  - Simon says
  - Act it out
  - Hot Potato
  - Card flip
  - Vocabulary cards
  - Word hunt

- Blast off!
- See the word, say the word, spell the word
- Write and Reveal
- I Spy
- **Fluency**
  - See the word, say the word, spell the word
  - Write and reveal
  - Pass the word
  - Repeated Readings
  - Audio Support
  - Echo Read
  - Partner Read
  - Choral Read
- **Comprehension**
  - Q & A ~ read for understanding
  - Genre Study
  - Set Purpose for Reading
  - Engage in reading by meeting the author and illustrator
  - Think-Pair-Share
  - Turn and Talk
  - Share Chair
- **Writing**
  - Prewrite
  - Draft
  - Revise
  - Edit
  - Publish
  - Share
  - Conference, one on one and small group
  - Use COPS to check writing

### **Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

### **Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

### **Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for understanding
- Targeted close read
- Echo Read

- Choral Read
- Partner Read
- Think-Pair-Share
- Hands on manipulatives

### **Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Know It, Show It
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Word cards
- Teaching Pal
- Anchor charts
- myBook
- Start Right Reader
- Online Ed
- Read aloud books
- Printables
- Display and Engage

### **Assessments:**

- **Ongoing Formative Assessments**
  - Leveled Readers
  - Comprehension quizzes
  - Running records
  - 1:1 Observation records
  - Daily lesson checks
  - Correct and redirect opportunities
  - Conferencing
- **Module Assessments**
  - Foundational skills
  - Generative vocabulary
  - Vocabulary strategies
  - Comprehension/literary analysis
  - Grammar
  - Writing
  - Rubrics
  - Selection quizzes
  - Spelling
- **Intervention**
  - Intervention logs
  - Progress monitoring (DIBELS, word lists)
  - Screening tools (QPS, RGR)

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 5 “Now You See It, Now You Don’t”

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.A-C, CC.1.2.1.F-H, CC.1.2.1.J-L, CC.1.3.1.C, CC.1.3.1.E, CC.1.3.1.G-K, CC.1.4.1.M-R, CC.1.4.1.T-X, CC.1.5.1A-C, CC.1.5.1.E-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend phonemes to say one-syllable words
  - Add, delete, and change phonemes in words to say new words
  - Segment spoken one-syllable words into individual phonemes and count phonemes
- **Phonics**
  - Learn the sound-spelling, blend sounds, and decode one syllable words with initial two-letter consonant blends with l, s, r and final consonant blends
  - Identify and decode compound words using decodable base words and high-frequency words
  - Blend and decode regularly spelled one- and two- syllable words with inflection -ed
  - Identify relationships between sounds and letters and use them to decode
  - Blend, decode, and spell one syllable words that contain initial consonant blends with l & r, including *spl, scr, spr, str*
  - Blend, decode, and spell one syllable words that contain final consonant blends
  - Blend, decode and spell compound words
  - Spell words with short e, short a, short i, short o, and short u (closed syllables)
  - Identify relationships between sounds and letters and use them to decode
- **Fluency**
  - Identify and fluently read high-frequency words in isolation and context
  - Recognize and recite basic sight vocabulary
  - Read aloud fluently and with appropriate intonation and phrasing (prosody)
- **Comprehension**
  - Identify the characteristics of informational text, realistic fiction, narrative nonfiction, and fantasy
  - Identify and use text features and graphics to locate and gain information
  - Make inferences and use evidence to deepen understanding
  - Ask and answer questions about key details in a text
  - Make and confirm predictions to support understanding
  - Identify opinions and supporting reasons
  - Identify the topic and central idea in a text
  - Identify the topic and theme of a story
  - Compare texts about the same topic
  - Synthesize information from multiple texts about the same topic
  - Analyze how authors organize their texts to describe things
  - Identify the story’s structure and describe the events that make up the plot
  - Make text-to-self connections, text-to-world-connections, text-to-text connections
  - Write a response to text, using evidence to support ideas



- **Vocabulary**
  - Identify real-life connections between words and their use
  - Answer questions and discuss meanings to develop vocabulary
  - Identify the meanings of words with suffix -ed, -s, -ly, -ful
  - Use adjectives and their comparative and superlative forms in sentences (er, est)
  - Use subjects and matching verbs to produce complete sentences that tell about present
  - Identify and use action words
  - Use a dictionary to find the meaning of unknown words
- **Writing**
  - Develop handwriting
  - Use subjects and verbs to produce complete sentences
  - Identify and use singular and plural nouns with matching verbs in sentences
  - Use subject and verb agreement correctly in speaking and writing
  - Use present-tense and past-tense verbs correctly in speaking and in writing
  - Use the verb *be* correctly in speaking and writing
  - Use *is, are, was, and were* as main verbs in sentences
  - Write a narrative (imaginative story): prewriting, drafting, revising, editing, publishing, sharing

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Sound boxes & chips
  - Tap it out and blend
  - Magnetic wand
  - Picture Sort
  - Simon Says
  - Match and Stomp
  - Raise the Roof
  - Shoot Hoops
  - March in Place
  - Hop from foot to foot
  - Sway left and right
- **Phonics**
  - Spotlight on letters and sounds
  - Articulation videos
  - Sound-By-Sound blending
  - Additive/Continuous blending
  - Notice a Pattern!
  - Folded, Aimed, Tossed
  - Word sort
  - Vowel Cards
  - Vowel Switch
  - Know It, Show It
  - Analyze and compare word parts.
  - Bulletin Board Blends
  - Be a Detective!

- **Vocabulary**
  - See the word, say the word, spell the word
  - Make connections
  - Word match
  - Pass the Word
  - Turn and talk
  - Think-Pair-Share
  - Write and reveal
  - What am I thinking?
  - Collect Words
  - Reading Bee game
  - Word Jar
  - Wordhead
  - Silly Sentences
  - Draw
  - Role-Play
  - Use a Prop
  - Vocabulary Guess
  - Go Fish
  - Word Up!
  - Two Card Flip
  - Tic-Tac-Toe
  - Chant and Cheer
  - I Spy
- **Fluency**
  - See the word, say the word, spell the word
  - Write and Reveal
  - Pass the Word
  - Repeated Readings
  - Audio Support
  - Echo Read
  - Partner Read
- **Comprehension**
  - Q & A ~ read for understanding
  - Genre Study
  - Set Purpose for Reading
  - Engage in reading by meeting the author and illustrator
  - Think-Pair-Share
  - Turn and Talk
  - Sing Along ~ name topic of song and central idea
- **Writing**
  - Display and Engage
  - Use cut up sentences to practice subject verb agreement
  - Prewrite
  - Draft
  - Revise
  - Edit
  - Publish
  - Share
  - Conference, one on one and small group
  - Use COPS to check writing

**Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

**Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

**Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for understanding
- Targeted close read
- Echo Read
- Choral Read
- Partner Read
- Think-Pair-Share
- Hands on manipulatives

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Vowel cards
- Word cards
- Word lists
- Vocabulary cards
- Picture cards
- Teaching Pal
- Anchor charts
- Know It, Show It
- Display and Engage
- BookStix
- myBook
- Start Right Reader
- Online Ed
- Printables
- Read aloud books
- Dictionary
- Classroom materials

**Assessments:**

● **Ongoing Formative Assessments**

- Leveled Readers
- Comprehension quizzes
- Running records
- 1:1 Observation records
- Daily lesson checks
- Correct and redirect opportunities
- Conferencing

● **Module Assessments**

- Foundational skills
- Generative vocabulary
- Vocabulary strategies
- Comprehension/literary analysis
- Grammar
- Writing
- Rubrics
- Selection quizzes
- Spelling

● **Intervention**

- Intervention logs
- Progress monitoring (DIBELS, word lists)
- Screening tools (QPS, RGR)

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 6 “Celebrate America”

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.C, CC.1.2.1.E-F, CC.1.2.1.H, CC.1.2.1.J-L, CC.1.3.1.C-K, CC.1.4.1.M-R, CC.1.4.1.T-X, CC.1.5.1A-C, CC.1.5.1.E-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**

- Blend phonemes to say one-syllable words
- Isolate and identify medial vowel sounds in spoken and one-syllable words
- Delete, and change phonemes in words to say new words
- Segment spoken one-syllable words into individual phonemes
- Identify and produce rhyme

- **Phonics**

- Learn the sound-spelling, blend sounds, and decode one syllable words with long e, i, and o (CV pattern), long a (VCe), soft c (ce,ci,cy)
- Recognize and understand possessives with ‘s and silent letters (kn,wr)
- Blend, decode, and spell regularly spelled words with possessives with ‘s and silent letters (kn,wr)
- Identify relationships between sounds and letters and use them to decode
- Blend, decode, and spell one syllable words that contain long e, i, o (CV pattern), long a (VCe), soft c (ce, ci, cy), silent letters (kn,wr)
- Identify relationships between sounds and letters and use them to decode

- **Fluency**

- Identify and fluently read high-frequency words in isolation and context
- Recognize, recite, and spell basic sight vocabulary
- Read on-level text accurately using context to self-correct
- Read on-level text at an appropriate rate and expression

- **Comprehension**

- Identify the characteristics of informational text, songs, drama, realistic fiction, and narrative nonfiction
- Identify the narrator and point of view of a story (first-and third-person)
- Identify and use text features and graphics to locate and gain information
- Identify describing words and phrases, rhyme, and rhythm in poetry
- Ask and answer questions about key details in a text
- Make, confirm, and correct predictions based on text features, structure, and genre
- Evaluate details that are most important to key ideas
- Create mental images to deepen understanding
- Compare texts about the same topic
- Synthesize information from multiple texts about the same topic
- Analyze how authors organize their texts to describe things
- Identify the story’s structure by describing its problem, events, and resolution
- Make text-to-self connections, text-to-world-connections, text-to-text connections
- Write a response to text, using evidence to support ideas

- **Vocabulary**

- Spell high-frequency words
- Identify real-life connections between words and their use
- Answer questions and discuss meanings to develop vocabulary
- Describe and identify meanings of newly acquired vocabulary
- Identify the meanings of words with suffixes -y, -fu, -less
- Write sentences using basic sight vocabulary
- Use context clues in order to define multiple-meaning words
- Alphabetize words to the first or second letter
- Identify and use words that name actions
- Use a dictionary to find the meaning of unknown words

- **Writing**

- Develop handwriting
- Identify and use questions and commands in speaking and writing
- Produce compound sentences using conjunctions
- Use compound sentences correctly in speaking and writing
- Use and identify subjects and verbs correctly in speaking and writing
- Identify and use names for months, days, and holiday with proper capitalization
- Write dates correctly with commas and capitalize names of days, months, and holidays
- Use present tense and past tense correctly in speaking and writing
- Write a narrative (personal story): prewriting, drafting, revising, editing, publishing, sharing

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**

- Sound boxes & chips
- Tap it out and blend
- Make class book with rhyming words
- Draw a rhyme
- Nursery rhyme fill in the blanks
- Three pictures, which doesn't rhyme
- Clappers, yes or no
- Picture Sort
- Simon Says
- Match and Stomp
- Raise the Roof
- Shoot Hoops
- March in Place
- Hop from foot to foot
- Sway left and right

- **Phonics**

- Spotlight on letters and sounds
- Articulation videos
- Sound-By-Sound blending
- Additive/Continuous blending
- Notice a Pattern!
- Word sort
- Vowel Cards
- Vowel Switch
- Know It, Show It
- Analyze and compare word parts
- Be a Detective!

- **Vocabulary**
  - Odd one out
  - Word o!
  - See the word, say the word, spell the word
  - Make connections
  - Word match
  - Pass the Word
  - Turn and talk
  - Think-Pair-Share
  - Write and reveal
  - What am I thinking?
  - Collect Words
  - Reading Bee game
  - Word Jar
  - Wordhead
  - Silly Sentences
  - Draw
  - Role-Play
  - Use a Prop
  - Vocabulary Guess
  - Go Fish
  - Word Up!
  - Two Card Flip
  - Tic-Tac-Toe
  - Chant and Cheer
  - I Spy
- **Fluency**
  - Picture it!
  - See the word, say the word, spell the word
  - Write and Reveal
  - Pass the Word
  - Repeated Readings
  - Audio Support
  - Echo Read
  - Partner Read
  - Choral Read
- **Comprehension**
  - Feature Finder
  - Retell with your five fingers
  - Q & A ~ read for understanding
  - Genre Study
  - Set Purpose for Reading
  - Engage in reading by meeting the author and illustrator
  - Think-Pair-Share
  - Turn and Talk
- **Writing**
  - Display and Engage
  - Use cut up sentences to practice subject verb agreement
  - Prewrite
  - Draft
  - Revise

- Edit
- Publish
- Share
- Conference, one on one and small group
- Use COPS to check writing

**Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

**Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

**Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for understanding
- Targeted close read
- Echo Read
- Choral Read
- Partner Read
- Think-Pair-Share
- Hands on manipulatives

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Know It, Show It
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Word cards
- Teaching Pal
- Anchor charts
- myBook
- Start Right Reader
- Online Ed
- Read aloud books
- Printables
- Display and Engage



**Assessments:**

● **Ongoing Formative Assessments**

- Leveled Readers
- Comprehension quizzes
- Running records
- 1:1 Observation records
- Daily lesson checks
- Correct and redirect opportunities
- Conferencing

● **Module Assessments**

- Foundational skills
- Generative vocabulary
- Vocabulary strategies
- Comprehension/literary analysis
- Grammar
- Writing
- Rubrics
- Selection quizzes
- Spelling

● **Intervention**

- Intervention logs
- Progress monitoring (DIBELS, word lists)
- Screening tools (QPS, RGR)

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 7 “The Big Outdoors”

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.A-C, CC.1.2.1.F-H, CC.1.2.1.K-L, CC.1.3.1.A-B, CC.1.3.1.D, CC.1.3.1.F, CC.1.3.1.I-K, CC.1.4.1.T-X, CC.1.5.1A-C, CC.1.5.1.E-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend phonemes to say one-syllable words
  - Change phonemes in words to say new words
  - Segment spoken one-syllable words into individual phonemes
  - Identify and produce rhyme
- **Phonics**
  - Learn the sound-spelling, blend sounds, and decode one syllable words with long u, e (VCe), soft g /j/ (gi,ge,gy), dge (trigraph), long e (ea,ee), short e (ea), long a (ai, ay), contractions ‘m, ‘s, n’t, ‘ll
  - Understand and use the terms *long vowel* and *vowel team*
  - Blend, decode, spell, and build regularly spelled one syllable words with long u, e, (VCe), soft g /j/ (gi,ge,gy), dge (trigraph), long e (ea,ee), short e (ea), long a (ai, ay), contractions ‘m, ‘s, n’t, ‘ll
  - Identify relationships between sounds and letters and use them to decode
  - Recognize sound-letter relationships and use them to decode words
- **Fluency**
  - Identify and fluently read high-frequency words in isolation and context
  - Recognize, recite, and spell basic sight vocabulary
  - Read aloud fluently with appropriate intonation and phrasing
  - Read on-level text accurately using context to self-correct
- **Comprehension**
  - Identify the characteristics of informational text, fantasies, realistic fiction, procedural text, narrative nonfiction
  - Identify an author’s opinion and supporting reasons in opinion writing
  - Make inferences using evidence from the text and pictures
  - Identify the narrator and point of view in a story
  - Discuss first and third-person texts
  - Identify and describe the setting of a story
  - Monitor and clarify understanding while reading
  - Identify the topic and central ideas of a text, using supporting evidence
  - Summarize a text by telling its most important ideas and details
  - Ask questions to clarify understanding
  - Discuss how a chronological text organization supports an author’s purpose for writing procedural texts
  - Identify and discuss the topic and central idea, using supporting evidence
  - Synthesize information from multiple texts about the same topic
  - Analyze how authors organize their texts to describe things
  - Make text-to-self connections, text-to-world-connections, text-to-text connections
  - Write a response to text, using evidence to support ideas

- **Vocabulary**

- Spell high-frequency words
- Identify real-life connections between words and their use
- Compose oral sentences using basic sight vocabulary
- Identify words that name places (location) and things
- Answer questions and discuss meanings to develop vocabulary
- Describe and identify meanings of newly acquired vocabulary
- Identify the meanings of words with the affix -ed, -s
- Use words with the suffix -less in phrases and sentences
- Write sentences using basic sight vocabulary
- Use context clues in order to define multiple-meaning words
- Identify and use words that name actions
- Define and use adjectives that describe feelings and beliefs
- Use a dictionary to find the meaning of unknown words

- **Writing**

- Develop handwriting
- Use future-tense verbs, subject pronouns, singular pronouns, plural subject pronouns, and personal pronouns *I* and *me* correctly in speaking and writing
- Use verbs with *will* to tell about the future
- Review spellings of words with short and long vowel sounds, words with endings, and high-frequency words
- Identify and use personal pronouns as subjects
- Identify and use pronouns as subjects that name one
- Identify and use pronouns as subjects that name more than one
- Identify how to use the personal pronouns *I* and *me* when talking about oneself
- Write a poem: prewriting, drafting, revising, editing, publishing, sharing

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**

- Sound boxes & chips
- Tap it out and blend
- Silly sentence
- Draw a rhyme
- Nursery rhyme fill in the blanks
- Thumbs up, thumbs down
- Picture Sort
- Simon Says
- Match and Stomp
- Raise the Roof
- Shoot Hoops
- March in Place
- Hop from foot to foot
- Sway left and right

- **Phonics**

- Spotlight on letters and sounds
- Articulation videos
- Sound-By-Sound blending
- Continuous blendings
- Notice a Pattern!
- Make a list
- Short vowel hint

- Pattern hing
- Word sort
- Vowel Cards
- Vowel Switch
- **Vocabulary**
  - Write and reveal
  - Word buddies
  - Illustrate it!
  - Vary the movement
  - School science walk
  - Notice Nouns
  - Word O!
  - See the word, say the word, spell the word
  - Make connections
  - Turn and talk
  - Think-Pair-Share
  - What am I thinking?
  - Word Jar
  - Wordhead
  - Silly Sentences
- **Fluency**
  - Picture it!
  - See the word, say the word, spell the word
  - Write and Reveal
  - Pass the Word
  - Repeated Readings
  - Audio Support
  - Echo Read
  - Partner Read
  - Choral Read
- **Comprehension**
  - Five-star books!
  - Share chair
  - Q & A ~ read for understanding
  - Genre Study
  - Set Purpose for Reading
  - Engage in reading by meeting the author and illustrator
  - Think-Pair-Share
  - Turn and Talk
- **Writing**
  - Display and Engage
  - Use cut up sentences to practice subject verb agreement
  - Prewrite
  - Draft
  - Revise
  - Edit
  - Publish
  - Share
  - Conference, one on one and small group
  - Use COPS to check writing

**Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

**Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

**Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for understanding
- Targeted close read
- Echo Read
- Choral Read
- Partner Read
- Think-Pair-Share
- Hands on manipulatives

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Know It, Show It
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Word cards
- Teaching Pal
- Anchor charts
- myBook
- Start Right Reader
- Online Ed
- Read aloud books
- Printables
- Classroom materials
- Display and Engage

**Assessments:**

● **Ongoing Formative Assessments**

- Leveled Readers
- Comprehension quizzes
- Running records
- 1:1 Observation records
- Daily lesson checks
- Correct and redirect opportunities
- Conferencing

● **Module Assessments**

- Foundational skills
- Generative vocabulary
- Vocabulary strategies
- Comprehension/literary analysis
- Grammar
- Writing
- Rubrics
- Selection quizzes
- Spelling

● **Intervention**

- Intervention logs
- Progress monitoring (DIBELS, word lists)
- Screening tools (QPS, RGR)

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 8 “Tell Me a Story”

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.A-B, CC.1.2.1.J-L, CC.1.3.1.C-E, CC.1.3.1.G-K, C.1.4.1.M-R, CC.1.4.1.T-X, CC.1.5.1A-C, CC.1.5.1.E-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**

- Isolate and identify medial vowel sounds in spoken and one-syllable words
- Distinguish long from short vowel sounds in spoken one-syllable words
- Blend phonemes to say one-syllable words
- Add phonemes and delete phonemes to words to say new words
- Change phonemes in words to say new words
- Segment spoken one-syllable words into individual phonemes
- Segment words into syllables and determine the number of syllables in each word
- Count phonemes in spoken one-syllable words

- **Phonics**

- Learn the oa and ow vowel team spellings for the long o sound
- Learn the oe and ie vowel team spellings for long o, i
- Blend letter sounds and decode regularly spelled one syllable words with igh (trigraph), y spellings for long i, the single letter i, o spellings for long i, o, r control vowel (ar)
- Identify relationships between sounds and letters and use them to decode
- Blend, decode, build and spell one syllable words with long o (spelling oa, ow, oe, o), long i (ie, y, trigraph igh, i), r controlled vowel (ar)
- Recognize that every syllable has a vowel sound and use this knowledge to decode two-syllable words with the VCCV syllable pattern
- Segment, blend, build, and decode regularly spelled two-syllable words with the VCCV syllable pattern

- **Fluency**

- Identify and fluently read high-frequency words in isolation and context
- Recognize, recite, and spell basic sight vocabulary
- Read on-level text at an appropriate rate and expression
- Read aloud fluently and with appropriate phrasing (prosody)

- **Comprehension**

- Identify the characteristics of informational text, folktales, fantasy, drama, fables, biographies
- Identify and use text features and graphics to locate and gain information
- Identify the topic, theme, and setting of a story
- Create mental images to deepen understanding
- Use complete sentences to explain thoughts, and feelings clearly and take turns speaking
- Describe the main characters and the reasons for their actions
- Describe connections to a play
- Discuss elements of drama, including characters, dialogue, and setting
- Make inferences to support understanding
- Identify point of view in a text

- Discuss first and third person texts
- Discuss and compare texts
- Synthesize information from multiple texts about the same topic
- Compare fables and stories
- **Vocabulary**
  - Identify real-life connections between words and their use
  - Answer questions and discuss meanings to develop vocabulary
  - Describe and identify meanings of newly acquired vocabulary
  - Spell high-frequency words
  - Use newly acquired vocabulary to identify real-life connections between words and their use
  - Identify the meanings of words with affixes -ed, ing
  - Use adverbs with the suffix -ly in phrases and sentences
  - Identify and use words that name actions
  - Write sentences using basic sight vocabulary
  - Compare and contrast words and their meanings to determine how to group words
  - Use and identify words that name actions and directions
  - Use a dictionary to find the meaning of unknown words
- **Writing**
  - Develop handwriting
  - Use possessive pronouns correctly in speaking and writing
  - Identify and use the possessive pronouns *my, your, his, and her* in complete sentences, speaking, and writing
  - Identify and use the possessive pronouns *mine, yours, his, hers, their, and theirs* correctly in complete sentences, speaking, and writing
  - Identify and use indefinite pronouns correctly in speaking and writing
  - Use contractions correctly in speaking and writing
  - Form and use contractions with pronouns correctly in speaking and writing
  - Write a narrative (personal story): prewriting, drafting, revising, editing, publishing, sharing

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Tap it out and blend
  - Make class book with rhyming words
  - Draw a rhyme
  - nursery rhyme fill in the blanks
  - Three pictures, which doesn't rhyme
  - Clappers, yes or no
  - Picture Sort
  - Simon Says
  - Match and Stomp
  - Raise the Roof
  - Shoot Hoops
  - March in Place
  - Hop from foot to foot
  - Sway left and right
- **Phonics**
  - Vowel first blending
  - Step it out
  - Sound boxes
  - Spotlight on letters and sounds
  - Articulation videos



- Sound-By-Sound blending
- Additive/Continuous blending
- Notice a Pattern!
- Word sort
- Vowel Cards
- Vowel Switch
- Know It, Show It
- Analyze and compare word parts
- Be a Detective!
- **Vocabulary**
  - Tic-tac-tournament
  - Hot Potato
  - Odd one out
  - Word o!
  - See the word, say the word, spell the word
  - Make connections
  - Word match
  - Pass the Word
  - Turn and talk
  - Think-Pair-Share
  - Write and reveal
  - What am I thinking?
  - Word Jar
  - Go Fish
  - Word Up!
  - Two Card Flip
  - Tic-Tac-Toe
  - Chant and Cheer
  - I Spy
- **Fluency**
  - See the word, say the word, spell the word
  - Write and Reveal
  - Pass the Word
  - Repeated Readings
  - Audio Support
  - Echo Read
  - Partner Read
  - Choral Read
- **Comprehension**
  - Post it
  - Feature Finder
  - Retell with your five fingers
  - Q & A ~ read for understanding
  - Genre Study
  - Set Purpose for Reading
  - Engage in reading by meeting the author and illustrator
  - Think-Pair-Share
  - Turn and Talk
- **Writing**
  - Display and Engage
  - Use cut up sentences to practice subject verb agreement

- Prewrite
- Draft
- Revise
- Edit
- Publish
- Share
- Conference, one on one and small group
- Use COPS to check writing

### **Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

### **Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

### **Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for understanding
- Targeted close read
- Echo Read
- Choral Read
- Partner Read
- Think-Pair-Share
- Hands on manipulatives

### **Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Know It, Show It
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Word cards
- Teaching Pal
- Anchor charts
- myBook
- Start Right Reader
- Online Ed
- Read aloud books
- Printables
- Display and Engage

**Assessments:**

- **Ongoing Formative Assessments**
  - Leveled Readers
  - Comprehension quizzes
  - Running records
  - 1:1 Observation records
  - Daily lesson checks
  - Correct and redirect opportunities
  - Conferencing
- **Module Assessments**
  - Foundational skills
  - Generative vocabulary
  - Vocabulary strategies
  - Comprehension/literary analysis
  - Grammar
  - Writing
  - Rubrics
  - Selection quizzes
  - Spelling
- **Intervention**
  - Intervention logs
  - Progress monitoring (DIBELS, word lists)
  - Screening tools (QPS, RGR)

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 9 “Grow, Plants, Grow!”

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.C, CC.1.2.1.E-F, CC.1.2.1.J-L, CC.1.3.1.A-C, CC.1.3.1.E-K, CC.1.4.1.A-F, CC.1.4.1.T-X, CC.1.5.1.A-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**

- Blend phonemes to say one-syllable words
- Blend syllables to say words
- Segment and count syllables in words
- Add and delete syllables in words to make new words
- Segment spoken one-syllable words into individual phonemes and count phonemes
- Identify and produce rhyme

- **Phonics**

- Learn the sound-spelling, blend sounds, decode and spell one syllable words with r-controlled vowel patterns *or, ore, er, ir, ur*
- Blend and decode regularly spelled one and two-syllable words (VCCV syllable pattern) and r-controlled vowels *ar, or, ore, er, ir, ur*
- Learn the sound-spellings, blend sounds, decode and spell ng, nk, and inflected ending -ing, -s, -es
- Blend, decode, and spell words with final blends
- Identify relationships between sounds and letters and use them to decode
- Recognize that every syllable has a vowel sound and use this knowledge to decode words with the VCCV syllable pattern

- **Fluency**

- Identify and fluently read high-frequency words in isolation and context
- Recognize, recite, and spell basic sight vocabulary
- Read on-level text accurately using context to self-correct
- Read on-level text with appropriate intonation (prosody)

**Comprehension**

- Identify the characteristics of poetry, procedural text, fantasies, informational text, and folktales
- Identify, use, and discuss the features of print and digital newspapers and magazines
- Identify a text’s chronological organization, and discuss how it contributes to the author’s purpose
- Identify sequence words used as clues to a text’s organization (first, next, then, finally, last)
- Use details in a text to describe the story’s structure
- Monitor understanding while reading and use strategies to clarify
- Retell a story in sequential order, maintaining meaning
- Identify and describe plot elements
- Identify and use text features and graphics to locate and gain information
- Identify repetition, rhyme, describing words, and alliteration in poetry
- Ask and answer questions about key details in a text
- Evaluate details that are most important to key ideas

- Compare texts about the same topic
- Synthesize information from multiple texts about the same topic
- Identify the story's structure in relation to the author's purpose
- Write a response to text, using evidence to support ideas
- Respond to a text through drawing and writing
- **Vocabulary**
  - Spell high-frequency words
  - Identify real-life connections between words and their use
  - Answer questions and discuss meanings to develop vocabulary
  - Describe and identify meanings of newly acquired vocabulary
  - Identify the meanings of words with prefix un- and suffixes -ed and -ing
  - Write words with the prefix un- in phrases and sentences
  - Write sentences using basic sight vocabulary
  - Identify and use common nouns that name places and things
  - Identify and use words that name actions
  - Use dictionaries, glossaries, and online sources to find the meaning of unknown words
- **Writing**
  - Develop handwriting
  - Self-assess word spacing in sentences
  - Identify and questions, statements, commands, and exclamations in speaking and writing
  - Produce compound sentences using conjunctions
  - Use compound sentences correctly in speaking and writing
  - Identify and use adjectives that describe taste, smell, sound, and texture
  - Write informational text (descriptive essay): prewriting, drafting, revising, editing, publishing, sharing

**Core Activities: Students will complete/participate in the following:**

- **Phonological / Phonemic Awareness**
  - Sound boxes & chips
  - Tap it out and blend
  - Tap Fingers
  - Jaw Drop
  - Rhyme Time
  - Clap It Out
  - Clap the Beat
  - Slide Left and Right
  - Step Forward and Back
  - Songs/Music
  - Make class book with rhyming words
  - Draw a rhyme
  - Clappers, yes or no
  - Picture Sort
  - Simon Says
  - Match and Stomp
  - Raise the Roof
  - Shoot Hoops
- **Phonics**
  - Spotlight on letters and sounds
  - Articulation videos
  - Sound-By-Sound blending
  - Additive/Continuous blending

- Notice a Pattern!
- Word sort
- Vowel Cards
- Vowel Switch
- Know It, Show It
- Analyze and compare word parts
- Be a Detective!
- **Vocabulary**
  - Illustrate It!
  - Blast Off!
  - Two Card Flip
  - See the word, say the word, spell the word
  - Guess the Word
  - Pass the Word
  - Turn and talk
  - Think-Pair-Share
  - Write and reveal
  - What am I thinking?
  - Collect Words
  - Reading Bee game
  - Word Jar
  - Wordhead
  - Silly Sentences
  - Draw
  - Role-Play
  - Use a Prop
  - I Spy
- **Fluency**
  - Picture it!
  - See the word, say the word, spell the word
  - Write and Reveal
  - Pass the Word
  - Repeated Readings
  - Audio Support
  - Echo Read
  - Partner Read
  - Choral Read
- **Comprehension**
  - Feature Finder
  - Retell with your five fingers
  - Q & A ~ read for understanding
  - Genre Study
  - Set Purpose for Reading
  - Engage in reading by meeting the author and illustrator
  - Think-Pair-Share
  - Turn and Talk
- **Writing**
  - Display and Engage
  - Prewrite
  - Draft
  - Revise

- Edit
- Publish
- Share
- Conference, one on one and small group
- Use COPS to check writing

**Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

**Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

**Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for understanding
- Targeted close read
- Echo Read
- Choral Read
- Partner Read
- Think-Pair-Share
- Hands on manipulatives

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Know It, Show It
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Word cards
- Teaching Pal
- Anchor charts
- myBook
- Start Right Reader
- Online Ed
- Read aloud books
- Printables
- Display and Engage

**Assessments:**

● **Ongoing Formative Assessments**

- Leveled Readers
- Comprehension quizzes
- Running records
- 1:1 Observation records
- Daily lesson checks
- Correct and redirect opportunities
- Conferencing

● **Module Assessments**

- Foundational skills
- Generative vocabulary
- Vocabulary strategies
- Comprehension/literary analysis
- Grammar
- Writing
- Rubrics
- Selection quizzes
- Spelling

● **Intervention**

- Intervention logs
- Progress monitoring (DIBELS, word lists)
- Screening tools (QPS, RGR)



## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 10 “Dare to Dream”

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.C, CC.1.2.1.F, CC.1.2.1.J-L, CC.1.3.1.A-C, CC.1.3.1.E-F, CC.1.3.1.H-K, CC.1.4.1.A-F, CC.1.4.1.T-X, CC.1.5.1A-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend phonemes to say one-syllable words
  - Segment words into phonemes
  - Blend syllables to say words
  - Segment and count syllables in words
- **Phonics**
  - Learn the sound-spelling, blend, decode and spell contractions with ‘ve, ‘re, ‘m, ‘s, n’t, ‘ll
  - Learn the sound-spellings, blend sounds, decode and spell vowel teams oo, ou, ew, ue, and vowel u
  - Identify relationships between sounds and letters and use them to decode
  - Recognize that every syllable has a vowel sound and use this knowledge to decode words with suffixes -er, -est and with the consonant -le syllable pattern
- **Fluency**
  - Identify and fluently read high-frequency words in isolation and context
  - Recognize, recite, and spell basic sight vocabulary
  - Read on-level text accurately using context to self-correct
  - Read on-level text with appropriate intonation and expression (prosody)
- **Comprehension**
  - Identify the characteristics of informational text, realistic fiction, fantasies, and poetry
  - Identify the topic and central idea of text using supporting evidence
  - Identify characters and reasons for their actions
  - Identify a story’s setting, using descriptive words
  - Present information gathered from different sources
  - Make and follow a plan to present research on a chosen topic
  - Make inferences and use evidence from text to support understanding
  - Identify the topic and theme of a story, using those terms
  - Use describing words in the text to create mental images and deepen understanding
  - Identify a text’s chronological organization, and discuss how it contributes to the author’s purpose
  - Identify sequence words used as clues to a text’s organization (first, next, then, finally, last)
  - Make connections to personal experiences, other texts, and society
  - Retell a story in sequential order, maintaining meaning
  - Identify repetition, rhyme, describing words, and alliteration in poetry
  - Compare and contrast texts about the same topic
  - Synthesize information from multiple texts about the same topic
  - Write a response to text, using evidence to support ideas
  - Respond to a text through drawing and writing

- **Vocabulary**

- Spell high-frequency words
- Identify real-life connections between words and their use
- Answer questions and discuss meanings to develop vocabulary
- Describe and identify meanings of newly acquired vocabulary
- Identify the meanings of words with suffix -ed
- Identify the meanings of words with prefix re-
- Identify word meanings to determine how words are alike
- Write sentences using basic sight vocabulary
- Identify and use common nouns that name places and things
- Identify and use words that name actions
- Use dictionaries to find the meaning of unknown words

- **Writing**

- Develop handwriting
- Self-assess word spacing in sentences
- Identify and use adverbs that tell how, where, when, and how much
- Identify and use indefinite pronouns for people and things
- Use contractions correctly in speaking and writing
- Spell words with short and long vowels correctly in writing
- Spell words with -s, -es, -ed, and -ing endings
- Identify and use adjectives that describe taste, smell, sound, and texture
- Write informational text (biographical essay): prewriting, drafting, revising, editing, publishing, sharing

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**

- Sound boxes & chips
- Tap it out and blend
- Tap Fingers
- Jaw Drop
- Rhyme Time
- Clap It Out
- Slide Left and Right
- Step Forward and Back
- Clappers, yes or no
- Picture Sort
- Simon Says
- Match and Stomp
- Raise the Roof
- Shoot Hoops

- **Phonics**

- Spotlight on letters and sounds
- Articulation videos
- Sound-By-Sound blending
- Additive/Continuous blending
- Notice a Pattern!
- Word sort
- Vowel Cards
- Vowel Switch

- Know It, Show It
- Analyze and compare word parts
- Be a Detective!
- **Vocabulary**
  - Illustrate It!
  - Blast Off!
  - Two Card Flip
  - See the word, say the word, spell the word
  - Guess the Word
  - Pass the Word
  - Turn and talk
  - Think-Pair-Share
  - Write and reveal
  - What am I thinking?
  - Collect Words
  - Word Ja
  - Silly Sentences
  - Draw
  - Role-Play
  - Use a Prop
  - I Spy
- **Fluency**
  - Picture it!
  - See the word, say the word, spell the word
  - Write and Reveal
  - Pass the Word
  - Repeated Readings
  - Audio Support
  - Echo Read
  - Partner Read
  - Choral Read
- **Comprehension**
  - Feature Finder
  - Retell with your five fingers
  - Q & A ~ read for understanding
  - Genre Study
  - Set Purpose for Reading
  - Engage in reading by meeting the author and illustrator
  - Think-Pair-Share
  - Turn and Talk
- **Writing**
  - Display and Engage
  - Prewrite
  - Draft
  - Revise
  - Edit
  - Publish
  - Share
  - Conference, one on one and small group
  - Use COPS to check writing

**Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

**Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

**Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for understanding
- Targeted close read
- Echo Read
- Choral Read
- Partner Read
- Think-Pair-Share
- Hands on manipulatives

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Know It, Show It
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Word cards
- Teaching Pal
- Anchor charts
- myBook
- Start Right Reader
- Online Ed
- Read aloud books
- Printables
- Display and Engage

**Assessments:**

● **Ongoing Formative Assessments**

- Leveled Readers
- Comprehension quizzes
- Running records
- 1:1 Observation records
- Daily lesson checks
- Correct and redirect opportunities
- Conferencing

● **Module Assessments**

- Foundational skills
- Generative vocabulary
- Vocabulary strategies
- Comprehension/literary analysis
- Grammar
- Writing
- Rubrics
- Selection quizzes
- Spelling

● **Intervention**

- Intervention logs
- Progress monitoring (DIBELS, word lists)
- Screening tools (QPS, RGR)

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 11 Genre Study ~ Narrative Nonfiction, Informational Text, Biography

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.J-L, CC.1.3.1.I-K, CC.1.4.1.G-L, CC.1.4.1.T-X, CC.1.5.1A-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**

- Blend phonemes to say one-syllable words
- Add and change phonemes to make new words
- Segment words into phonemes
- Segment and count syllables in words

- **Phonics**

- Identify relationships between sounds and letters and use them to decode
- Learn the sound-spellings, blend sounds, decode and spell ow and ou for the vowel diphthong /ou/
- Learn the sound-spellings, blend sounds, decode and spell oy and oi for the vowel diphthong /oi/
- Learn the sound-spellings, blend sounds, decode and spell aw, au, al, all for /o/
- Identify relationships between sounds and letters and use them to decode
- Identify and decode compound words using decodable base words and high-frequency words
- Recognize that every syllable has a vowel sound and use this knowledge to decode one and two syllable words with inflected endings -ed, -ing
- Blend, decode, and spell regularly spelled one- and two-syllable base words with inflected endings -ed and -ing including spelling changes (drop e, double the final consonant, change y to i before theme)

- **Fluency**

- Identify and fluently read high-frequency words in isolation and context
- Recognize, recite, and spell basic sight vocabulary
- Read on-level text accurately using context to self-correct
- Read on-level text with appropriate intonation, expression, and reading rate

- **Comprehension**

- Identify the characteristics of narrative nonfiction, informational text, and Biography
- Identify a text's chronological organization, and discuss how it contributes to the author's purpose
- Identify the central idea of a text by using text evidence and details in the text
- Identify sequence words used as clues to a text's organization (first, next, then, finally, last)
- Identify the story's structure in relation to the author's purpose
- Analyze how authors organize their texts to describe things
- Make text-to-self connections, text-to-world-connections, text-to-text connections
- Identify and use text features and graphics to locate and gain information
- Write a response to text, using evidence to support ideas
- Respond to a text through drawing and writing

- **Vocabulary**
  - Spell high-frequency words
  - Identify real-life connections between words and their use
  - Answer questions and discuss meanings to develop vocabulary
  - Describe and identify meanings of newly acquired vocabulary
  - Write sentences using basic sight vocabulary
- **Writing**
  - Develop handwriting
  - Self-assess word spacing in sentences
  - Use proper nouns correctly in speaking and writing with proper capitalization
  - Use common nouns that name people and animals
  - Use possessive pronouns and subject pronouns correctly in speaking and writing
  - Use action words correctly in speaking and writing
  - Use adjectives that describe size, shape, color and number and articles correctly in speaking and writing
  - Use complete sentences including statements, questions, commands, exclamations, and compound sentences
  - Use singular and plural nouns with matching verbs
  - Use sentence parts correctly in speaking and writing
  - Write Opinion Letter: prewriting, drafting, revising, editing, publishing, sharing

**Core Activities: Students will complete/participate in the following:**

- **Phonological / Phonemic Awareness**

- Tap it out and blend
- Clappers, yes or no
- Picture Sort
- Simon Says
- Match and Stomp
- Raise the Roof
- Shoot Hoops
- March in Place
- Hop from foot to foot
- Sway left and right

- **Phonics**

- Vowel first blending
- Jobs of e
- Step it out
- Sound boxes
- Spotlight on letters and sounds
- Articulation videos
- Sound-By-Sound blending
- Additive/Continuous blending
- Notice a Pattern!
- Word sort
- -ed Cards
- Know It, Show It
- Practice and compare
- Be a Detective!

- **Vocabulary**

- Guess the Word
- By the Letter
- Raise the Roof
- Batter-Up
- Chant and Cheer
- Reading Bee
- Letter Buddies
- Clap It Out
- Wordhead
- Tic-tac-tournament
- Hot Potato
- Odd one out
- Word o!
- See the word, say the word, spell the word
- Make connections
- Word match
- Pass the Word
- Turn and talk
- Think-Pair-Share
- Write and reveal
- What am I thinking?

- **Fluency**

- See the word, say the word, spell the word
- Write and Reveal
- Pass the Word
- Repeated Readings
- Audio Support
- Echo Read
- Partner Read
- Choral Read

- **Comprehension**

- Post it
- Feature Finder
- Retell with your five fingers
- Q & A ~ read for understanding
- Genre Study
- Set Purpose for Reading
- Engage in reading by meeting the author and illustrator
- Think-Pair-Share
- Turn and Talk



- **Writing**

- Display and Engage
- Use cut up sentences to practice subject verb agreement
- Prewrite
- Draft
- Revise
- Edit
- Publish
- Share
- Conference, one on one and small group
- Use COPS to check writing

**Extensions:**

- Additional texts
- Centers/work stations
- Advanced/challenging activities

**Remediation:**

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts
- Tabletop mini lessons

**Instructional Methods:**

- I Do, We Do, You Do
- Model (teacher and audio)
- Connect & Teach, Apply to Text, Engage & Respond
- Discuss, Describe, Compare
- Say the Power Word, Explain the meaning, Talk about examples
- Read for understanding
- Targeted close read
- Echo Read
- Choral Read
- Partner Read
- Think-Pair-Share
- Hands on manipulatives

**Materials & Resources:**

- HMH into Reading Teacher's Guide
- Big Books
- Know It, Show It
- Articulation videos
- Sound/Spelling cards
- Letter cards
- Word cards
- Teaching Pal
- Anchor charts
- myBook
- Start Right Reader

- Online Ed
- Read aloud books
- Printables
- Display and Engage

**Assessments:**

- **Ongoing Formative Assessments**
  - Leveled Readers
  - Comprehension quizzes
  - Running records
  - 1:1 Observation records
  - Daily lesson checks
  - Correct and redirect opportunities
  - Conferencing
- **Module Assessments**
  - Foundational skills
  - Generative vocabulary
  - Vocabulary strategies
  - Comprehension/literary analysis
  - Grammar
  - Writing
  - Rubrics
  - Selection quizzes
  - Spelling
- **Intervention**
  - Intervention logs
  - Progress monitoring (DIBELS, word lists)
  - Screening tools (QPS, RGR)

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 1

**Module:** 12 “Genre Study: Literary Texts” Realistic Fiction, Folktale, and Fantasy

**Time frame:** Three Weeks

**State Standards:** CC.1.1.1.B-E, CC.1.2.1.J, CC.1.3.1.A-C, CC.1.3.1.I-K, CC.1.4.1.G-L, CC.1.4.1.T-X, CC.1.5.1A-G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**

- Blend syllables to say words
- Segment words into syllables and determine the number of syllables in each word
- Segment words into syllables and count them
- Add and delete syllables to words to form new words

- **Phonics**

- Recognize sound-letter relationships and use them to decode words
- Recognize the suffixes *-ful, less, ly, y*, use them to decode words and explain their meanings
- Blend, decode, and build regularly spelled base words with the suffixes *-es, -est, ful, less, ly, and y*, prefixes *un-, re-*, regularly spelled two-syllable words with CV and CVC patterns, inflections *-ed, -ing, -s, -es*
- Add prefixes to base words to make a new word
- Recognize the prefixes *un-, re-* and use them to decode words and explain their meanings
- Understand the terms prefix, suffix use them to describe words
- Recognize the CV, CVC syllable types and their vowel sounds, and use them to describe two-syllable words
- Blend and decode regularly spelled two-syllable words with the CV, CVC syllable types
- Recognize the inflections *-ed, -ing, -s, -es*, and explain their meanings

- **Fluency**

- Read on-level text accurately and fluently
- Read aloud fluently and with appropriate phrasing (prosody)
- Read on-level text fluently with appropriate expression
- Use context to self-correct

- **Comprehension**

- Identify the characteristics of realistic fiction, folktale, and fantasy
- Identify characters and reasons for their actions
- Identify a story’s setting, using descriptive words
- Use details in a text to describe the story’s structure
- Identify problems, events, and resolution
- Identify the topic and theme of a story
- Identify point of view in a text
- Retell a story in sequential order, maintaining meaning
- Make text-to-self connections, text-to-world-connections, text-to-text connections
- Write a response to text, using evidence to support ideas

- **Vocabulary**

- Spell high-frequency words
- Identify real-life connections between words and their use
- Answer questions and discuss meanings to develop vocabulary
- Describe and identify meanings of newly acquired vocabulary
- Write sentences using basic sight vocabulary

- **Writing**

- Develop handwriting
- Review and use commands, singular and plural subjects, present and past tense verbs, correctly in speaking and writing, future-tense verbs with *will* and *going to*, prepositional phrases with prepositions that tell when and where, contractions, indefinite pronouns
- Review how to use and write questions correctly in speaking and writing
- Review how to form and write compound sentences using conjunctions
- Review the spellings of words with short and long vowel sounds, words with endings, and high-frequency words
- Review how to write the names of month days, holidays, and dates correctly
- Review adjectives that compare in speaking and writing
- Review and use the pronouns *I, me, they, and them*
- Review and use the verbs *is, are, was, and were*
- Review adverbs that tell *how, when, where, and how much*
- Write an opinion essay: prewriting, drafting, revising, editing, publishing, sharing

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**

- Clap syllables
- Picture cards- blend word chunks
- Sound boxes & chips
- Tap and blend
- Magnetic wand
- Picture sort
- Simon says
- Match and stomp

- **Phonics**

- Syllable types
- Articulation videos
- Spotlight on sounds and letters
- Sound boxes
- Letter card blending
- Word sort
- Spotlight on letters and sounds
- Articulation videos
- Sound-By-Sound blending
- Additive/Continuous blending
- Word sort
- Vowel Cards
- Vowel Switch
- Analyze and compare word parts

- **Vocabulary**
  - Chant and cheer
  - Eruption
  - Letter Buddies
  - Switch it up
  - Raise the roof
  - Fireworks
  - Simon says
  - Act it out
  - Hot Potato
  - Card flip
  - Vocabulary cards
  - Word hunt
  - Blast off!
  - See the word, say the word, spell the word
  - Write and Reveal
  - I Spy
- **Fluency**
  - See the word, say the word, spell the word
  - Reading Bee
  - Pass the word
  - Repeated Readings
  - Audio Support
  - Echo Read
  - Partner Read
  - Choral Read
- **Comprehension**
  - Q & A ~ read for understanding
  - Genre Study
  - Set Purpose for Reading
  - Engage in reading by meeting the author and illustrator
  - Think-Pair-Share
  - Turn and Talk
  - Share Chair
- **Writing**
  - Online Ed
  - Prewrite
  - Draft
  - Revise
  - Edit
  - Publish
  - Share
  - Conference, one on one and small group
  - Use COPS to check writing

**Extensions:**

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- Generative vocabulary
- Vocabulary strategies
- Comprehension/literary analysis
- Grammar
- Writing
- Rubrics
- Selection quizzes
- Spelling

● **Intervention**

- Intervention logs
- Progress monitoring (DIBELS, word lists)
- Screening tools (QPS, RGR)