



OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

Grade Level(s): 1

Content Area and/or Course Title: Reading

Unit Title	Time/Term	Focus Standards and Unit Outcomes
Readers build Good Habits	3 weeks	RF.1.1. - Students demonstrate understanding of the organization and basic features of print. RL.1.1. - Students ask and answer questions about key details in a text. SL.1.1. - Students participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Reader's Understand and Retell What They Have Read	4 weeks	RF.1.2. - Students demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. - Students know and apply grade-level phonics and word analysis skills in decoding words. RF.1.4. - Students read with sufficient accuracy and fluency to support comprehension. RL.1.2. - Students retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Students describe characters, settings, and major events in a story, using key details. RL.1.7. - Students use illustrations and details in a story to describe its characters, setting, or events.
Reader's Think and Talk About Books	5 weeks	RL.1.1. - Students ask and answer questions about key details in a text. RL.1.2. - Students retell stories, including key details, and demonstrate understanding of their central message or lesson. SL.1.1. - Students participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.2. - Students ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Readers Read to Learn (nonfiction text)	4 weeks	<p>RL.1.5. - Students explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.1. - Students ask and answer questions about key details in a text.</p> <p>RI.1.2. - Students identify the main topic and retell key details of a text.</p> <p>RI.1.3. - Students describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. - Students ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5. - Students know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6. - Students distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. - Students use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. - Students identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. - Students identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
Reader's Use Lots of Strategies to Understand Text	3 weeks	<p>RF.1.4. - Students read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.1.1. - Students ask and answer questions about key details in a text.</p> <p>RL.1.2. - Students retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
Readers Explore Different Genres	4 weeks	<p>RL.1.2. - Students retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4. - Students identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5. - Students explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.6. - Students identify who is telling the story at various points in a text.</p> <p>RL.1.9. - Students compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10. - With prompting and support, students read prose and poetry of appropriate complexity for grade 1.</p>
Readers Explore Characters in Stories	8 weeks	<p>RL.1.3. - Students describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.6. - Students identify who is telling the story at various points in a text.</p> <p>RL.1.7. - Students use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. - Students compare and contrast the adventures and experiences of characters in stories.</p>

Readers Make Plans for Their Reading Lives	2 weeks	RL.1.10. - With prompting and support, students read prose and poetry of appropriate complexity for grade 1. RI.1.10. - With prompting and support, students read informational texts appropriately complex for grade 1.
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