

GRADE 1

Integrated Literacy Scope and Sequence

SAVVAS myView Literacy 2025 + Heggerty Bridge to Reading

2026-2027 School Year

Instructional model	myView builds knowledge, comprehension, vocabulary, oral language, and writing. Bridge to Reading provides the explicit cumulative sequence for phonemic awareness, phonics, encoding, red words, decoding, and fluency.
Year-end outcome	Students read and write increasingly complex words and connected text with accuracy and fluency while developing comprehension, knowledge, oral language, vocabulary, and writing for Grade 2 readiness.
Source basis	2025-2026 Grade 1 myView pacing guide and 2024-2025 Grade 1 Bridge to Reading pacing guide, aligned to the revised 2026-2027 district calendar and assessment plan.

How the Two Programs Work Together

The Grade 1 myView guide explicitly directs teachers to use Bridge to Reading for phonics and phonemic awareness. Therefore, the programs are merged through coordination, not by blending or resequencing their lessons. myView retains its read-aloud, comprehension, knowledge, vocabulary, discussion, and writing purpose; Bridge to Reading remains the protected daily foundational-skills block.

Non-Negotiable Grade 1 Literacy Blocks

- myView knowledge-building, interactive read-aloud, comprehension, vocabulary, discussion, and writing.
- Daily explicit Bridge to Reading phonemic-awareness and phonics lessons in the published cumulative order.
- Encoding, sentence dictation, and red-word practice connected only to taught patterns.
- Daily connected decodable reading and systematic fluency practice.
- Responsive small-group instruction based on diagnostic and weekly evidence.
- Rich oral language and authentic reading/writing alongside controlled-text practice.

Year-at-a-Glance

Cycle / Dates	myView / Launch	IB Connection	Bridge Weeks	Priority Standards
0 September 3-25, 2026	Literacy Launch	Who We Are	BTR Weeks 1-2	1RF1, 1RF2, 1SL1, 1SL6, 1L6
1 September 28-October 30, 2026	My Neighborhood	Who We Are / How We Organize Ourselves	BTR Weeks 3-7	1R1, 1R3, 1R7, 1RF2, 1RF3, 1RF4
2 November 2-December 4, 2026	Patterns	Sharing the Planet	BTR Weeks 8-10 plus review	1R1, 1R2, 1R5, 1R6, 1R7, 1RF3
3 December 7, 2026-January 29, 2027	Expressions	How We Express Ourselves	BTR Weeks 11-15	1R1, 1R2, 1R3, 1R6, 1RF3, 1RF4
4 February 1-March 19, 2027	Making History	Where We Are in Place and Time	BTR Weeks 16-20	1R1, 1R2, 1R5, 1R7, 1R9, 1RF4
5 March 22-June 25, 2027	Our World	How the World Works	BTR Weeks 21-34	1R1, 1R2, 1R5, 1R7, 1R9, 1RF3, 1RF4

Bridge week numbers control the foundational-skills sequence. Calendar interruptions create review, consolidation, or catch-up days rather than skipped concepts.

Launch: Literacy Launch

September 3-25, 2026

IB connection	Who We Are
Essential question	How do readers and writers build a learning community?
myView genre / text type	Interactive read-alouds, oral language, classroom texts, and beginning-reader texts
Bridge to Reading alignment	BTR Weeks 1-2: routines, procedures, entry assessments, consonant/vowel review, rhyme, initial/final sounds, syllable work, and oral blending.

Standards and Learning Outcomes

Standard	Grade 1 expectation
1RF1	Demonstrate understanding of print organization and basic print features.
1RF2	Demonstrate understanding of spoken words, syllables, and phonemes.
1SL1	Participate in collaborative conversations with diverse peers and adults.
1SL6	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate.
1L6	Use words and phrases acquired through conversation, reading, read-aloud, and response.

Student-Friendly Learning Targets

- I can follow print and classroom literacy routines.
- I can listen, speak, and respond in complete thoughts.
- I can identify and manipulate sounds in spoken words.
- I can review consonant and vowel sounds.
- I can use new words in conversation and response.

Launch Texts and Experiences

Use classroom and school texts, names, labels, poems, songs, interactive read-alouds, and beginning-reader texts to establish community and literacy routines.

Approaches to Learning (ATL)

Communication; social skills; self-management

Assessment Evidence

- Entry observations and routines/procedures
- Letter-sound, phonological-awareness, decoding, and oral-language baseline
- NWEA MAP Growth - Fall: Sept. 14-25, 2026

Unit 1: My Neighborhood

September 28-October 30, 2026

IB connection	Who We Are / How We Organize Ourselves
Essential question	What makes a neighborhood a community?
myView genre / text type	Realistic fiction, informational, and procedural text
Bridge to Reading alignment	BTR Weeks 3-7: short vowels in VC/CVC words; closed syllables; endings -ing and -s; digraphs sh, ch, th, wh; trigraph tch; plural -es; inflectional -ed.

Standards and Learning Outcomes

Standard	Grade 1 expectation
1R1	Develop and answer questions about key ideas and details in literary and informational text.
1R3	Describe characters, settings, and major events, or pieces of information in a text.
1R7	Use illustrations and details to discuss story elements and topics.
1RF2	Demonstrate understanding of spoken words, syllables, and phonemes.
1RF3	Know and apply phonics and word-analysis skills in decoding words.
1RF4	Read beginning-reader texts with sufficient accuracy and fluency to support comprehension.

Student-Friendly Learning Targets

- I can identify and describe characters with text evidence.
- I can describe setting and major events.
- I can ask and answer questions.
- I can use text features and illustrations.
- I can visualize details and confirm predictions.

myView Knowledge and Comprehension Sequence

Week	Core Text	Comprehension Emphasis
1	The Blackout	identify and describe characters with text evidence
2	Henry on Wheels	describe setting and major events
3	Look Both Ways	ask and answer questions
4	Garden Party	use text features and illustrations
5	Making a Map	visualize details and confirm predictions

Approaches to Learning (ATL)

Social; thinking; self-management

Assessment Evidence

- myView weekly Progress Checkups and Week 1-5 assessments
- BTR Day 5 word/sentence dictation, red words, and connected-text checks
- iReady Diagnostic - BOY: Oct. 5-16, 2026

Integration note: Reinforce in myView only the sound-spelling patterns already taught in Bridge to Reading. Do not use the myView phonics strand to reorder or accelerate the BTR progression.

Unit 2: Patterns

November 2-December 4, 2026

IB connection	Sharing the Planet
Essential question	How do patterns help us understand living things and the world?
myView genre / text type	Informational text, poetry, and drama
Bridge to Reading alignment	BTR Weeks 8-10 plus review: doubled final consonants -ll, -ss, -ff, -zz; qu; welded sounds -nk/-ink/-ank/-unk/-onk and -ng/-ing/-ong/-ung/-ang; cumulative Units 1-2 review.

Standards and Learning Outcomes

Standard	Grade 1 expectation
1R1	Develop and answer questions about key ideas and details in literary and informational text.
1R2	Identify a main topic or central idea and retell important details.
1R5	Identify genres and explain major differences between literary and informational texts.
1R6	Describe how illustrations and details support point of view or purpose.
1R7	Use illustrations and details to discuss story elements and topics.
1RF3	Know and apply phonics and word-analysis skills in decoding words.

Student-Friendly Learning Targets

- I can identify main idea and important details.
- I can use text structure and make inferences.
- I can discuss author purpose.
- I can describe elements of poetry.
- I can identify elements of drama.

myView Knowledge and Comprehension Sequence

Week	Core Text	Comprehension Emphasis
1	The Life of a Frog	identify main idea and important details
2	The Life Cycle of a Sunflower	use text structure and make inferences
3	How Do Baby Animals Grow?	discuss author purpose
4	The Long Sleep and Changes	describe elements of poetry
5	Bigger Shoes for the Big Race	identify elements of drama

Approaches to Learning (ATL)

Social; thinking; self-management

Assessment Evidence

- myView weekly Progress Checkups and Week 1-5 assessments
- BTR cumulative Units 1-2 review and weekly skill checks
- ELA Benchmark #1: Dec. 7, 2026

Integration note: Reinforce in myView only the sound-spelling patterns already taught in Bridge to Reading. Do not use the myView phonics strand to reorder or accelerate the BTR progression.

Unit 3: Expressions

December 7, 2026-January 29, 2027

IB connection	How We Express Ourselves
Essential question	How do stories, poems, and opinions express ideas?
myView genre / text type	Fable, folktale, poetry, and persuasive text
Bridge to Reading alignment	BTR Weeks 11-15: CVCe long a/i/o/u/e; consonant l-, s-, and r-blends; hard/soft c and g; final blends -nt, -nd, -mp; continued phoneme manipulation and fluency.

Standards and Learning Outcomes

Standard	Grade 1 expectation
1R1	Develop and answer questions about key ideas and details in literary and informational text.
1R2	Identify a main topic or central idea and retell important details.
1R3	Describe characters, settings, and major events, or pieces of information in a text.
1R6	Describe how illustrations and details support point of view or purpose.
1RF3	Know and apply phonics and word-analysis skills in decoding words.
1RF4	Read beginning-reader texts with sufficient accuracy and fluency to support comprehension.

Student-Friendly Learning Targets

- I can describe plot and make inferences.
- I can discuss author purpose and make connections.
- I can identify elements of poetry.
- I can describe plot and setting using details.
- I can identify persuasive text and support ideas.

myView Knowledge and Comprehension Sequence

Week	Core Text	Comprehension Emphasis
1	The Ant and the Grasshopper	describe plot and make inferences
2	The Clever Monkey	discuss author purpose and make connections
3	Poodle Doodles / The Box / Sandcastle	identify elements of poetry
4	The Cow and the Tiger	describe plot and setting using details
5	Thumbs Up for Art and Music	identify persuasive text and support ideas

Approaches to Learning (ATL)

Social; thinking; communication

Assessment Evidence

- myView weekly Progress Checkups and Week 1-5 assessments
- BTR weekly dictation, red-word, decoding, and fluency checks
- iReady Diagnostic - MOY: Jan. 11-22, 2027

Integration note: Reinforce in myView only the sound-spelling patterns already taught in Bridge to Reading. Do not use the myView phonics strand to reorder or accelerate the BTR progression.

Unit 4: Making History

February 1-March 19, 2027

IB connection	Where We Are in Place and Time
Essential question	How do people and events shape history?
myView genre / text type	Biography, historical fiction, and informational text
Bridge to Reading alignment	BTR Weeks 16-20: consonant clusters spl-, spr-, scr-; r-controlled vowels ar, er, or, ir, ur; vowel teams ai, ay, oa, oe, ee, ea, ey; accuracy, rate, phrasing, and expression.

Standards and Learning Outcomes

Standard	Grade 1 expectation
1R1	Develop and answer questions about key ideas and details in literary and informational text.
1R2	Identify a main topic or central idea and retell important details.
1R5	Identify genres and explain major differences between literary and informational texts.
1R7	Use illustrations and details to discuss story elements and topics.
1R9	Make connections among self, text, other texts, people, and the world.
1RF4	Read beginning-reader texts with sufficient accuracy and fluency to support comprehension.

Student-Friendly Learning Targets

- I can ask and answer questions and make connections.
- I can use text structure to build understanding.
- I can determine theme or life lesson.
- I can compare and contrast texts.
- I can identify main idea and important details.

myView Knowledge and Comprehension Sequence

Week	Core Text	Comprehension Emphasis
1	Through Georgia's Eyes	ask and answer questions and make connections
2	Jackie Robinson	use text structure to build understanding
3	Before the Railroad Came	determine theme or life lesson
4	The First American Flag / What Is the Story of Our Flag?	compare and contrast texts
5	Eleanor Roosevelt	identify main idea and important details

Approaches to Learning (ATL)

Social; thinking; communication

Assessment Evidence

- myView weekly Progress Checkups and Week 1-5 assessments
- BTR weekly decoding, encoding, and fluency checks
- WIDA ACCESS for Elementary ELLs: Feb. 8-12, 2027
- ELA Benchmark #2: March 8, 2027

Integration note: Reinforce in myView only the sound-spelling patterns already taught in Bridge to Reading. Do not use the myView phonics strand to reorder or accelerate the BTR progression.

Unit 5: Our World

March 22-June 25, 2027

IB connection	How the World Works
Essential question	How do seasons and natural patterns affect our world?
myView genre / text type	Informational, persuasive, and fiction texts
Bridge to Reading alignment	BTR Weeks 21-34: vowel teams ie/igh, ue/ui; complex vowels ew, oo, ou, au, aw, all, alk; contractions; suffixes; diphthongs oi/oy/ou/ow; silent letters; prefixes; compound words; syllable division; cumulative review.

Standards and Learning Outcomes

Standard	Grade 1 expectation
1R1	Develop and answer questions about key ideas and details in literary and informational text.
1R2	Identify a main topic or central idea and retell important details.
1R5	Identify genres and explain major differences between literary and informational texts.
1R7	Use illustrations and details to discuss story elements and topics.
1R9	Make connections among self, text, other texts, people, and the world.
1RF3	Know and apply phonics and word-analysis skills in decoding words.
1RF4	Read beginning-reader texts with sufficient accuracy and fluency to support comprehension.

Student-Friendly Learning Targets

- I can use text structure and details to infer.
- I can use text features to make inferences.
- I can identify persuasive text and support ideas.
- I can determine theme using details.
- I can use illustrations and text evidence.
- I can apply phonics to increasingly complex connected text.

myView Knowledge and Comprehension Sequence

Week	Core Text	Comprehension Emphasis
1	Every Season	use text structure and details to infer
2	Seasons Around the World	use text features to make inferences
3	In Spring	identify persuasive text and support ideas
4	My Autumn Book	determine theme using details
5	Signs of Winter	use illustrations and text evidence

Approaches to Learning (ATL)

Research; thinking; communication

Assessment Evidence

- myView weekly Progress Checkups and Week 1-5 assessments
- BTR weekly and cumulative decoding, encoding, red-word, and fluency checks
- iReady Diagnostic - EOY: May 17-28, 2027
- NWEA MAP Growth - Spring: June 1-11, 2027
- End-of-year literacy portfolio and Grade 2 readiness evidence

Integration note: Reinforce in myView only the sound-spelling patterns already taught in Bridge to Reading.

Do not use the myView phonics strand to reorder or accelerate the BTR progression.

Bridge to Reading: 34-Week Foundational-Skills Map

This map preserves the week-level progression in the supplied Grade 1 Bridge to Reading guide while relocating it to the 2026-2027 instructional calendar. Use adopted BTR materials for complete routines, word lists, dictation, fluency directions, and assessments.

Week	Phonemic Awareness	Phonics / Word Study	Red Words	Connected Text
1	Rhyme; initial/final sounds; syllable blending, segmentation, and manipulation	Review consonants and vowels	the, to, do, and, was	Sam and Pam Nap
2	Continue rhyme, sound isolation, and syllable work	Review consonants and vowels	for, or, is, has, his, of	A Cap for Tim
3	Blend/segment phonemes; manipulate initial phonemes	Short vowels; VC/CVC; closed syllables	are, we, me, be, like, look	Be Like Me
4	Continue phoneme work	Short vowels; VC/CVC; -ing, -s	see, my, by, go, no, so	My Dog Pug
5	Continue phoneme blending and segmentation	Digraphs sh, ch	said, what, he, she	Chet and Roz
6	Continue phoneme work	Digraphs th (voiced/unvoiced), wh	why, they	Why Rush?
7	Continue phoneme work	ch, ck, tch; plural -es; -ed	where, there	The Camping Trip
8	Blend/segment; isolate medial vowels	-ll, -ss, -ff, -zz; qu	off, their	Hen and Duck
9	Continue medial-vowel and phoneme work	-nk, -ink, -ank, -unk, -onk	think, thank, here	Too Much Junk
10	Continue cumulative phoneme work	-ng, -ing, -ong, -ung, -ang	have, give, live	Ren Can Sing
11	Blend/segment; isolate medial vowels	CVCe long a, long i	your, yours, who, whose	Whose Is This?
12	Continue phoneme manipulation	CVCe long o/u/e; -ed spelling changes	these, those, use, does	June's Day
13	Continue phoneme work	Consonant l- and s-blends	always, one, once, two	The Foxes and the Shed
14	Continue phoneme work	r-blends; hard/soft c and g	from, pretty, good	Grace Drives a Truck
15	Continue phoneme work	Final blends -nt, -nd, -mp	want	The Camping Trip
16	Final-phoneme manipulation	Clusters spl-, spr-, scr-	come, some, done	Scruff the Cat
17	Final-phoneme manipulation	r-controlled ar, er	far, start, her, under	Barb's Farm
18	Continue final-phoneme work	r-controlled or, ir, ur	first, hurt, after, over	Baby Bird's First Flight
19	Continue phoneme manipulation	Vowel teams ai, ay, oa, oe	been, play, way, say	May We Play?
20	Manipulate phonemes within words	Vowel teams ee, ea, ey	very, every, please, three	A Very Nice Day

Bridge to Reading Map (continued): Weeks 21-34

Week	Phonemic Awareness	Phonics / Word Study	Red Words	Connected Text
21	Manipulate phonemes within words	ie, igh; y as vowel	put, pull, full	A Sky Full of Kites
22	Continue phoneme manipulation	Vowel teams ue, ui	old, cold, were, four	A Suit for Sue
23	Add/delete final phonemes; substitute within words	Complex vowels ew, oo	new, soon, because	New Boots
24	Continue advanced phoneme work	oo, ou; contractions n't, 's, 'm, 'll	could, would, should	A Good Book
25	Targeted intervention in taught skills	au, aw, all, alk; suffixes -less, -ful	walk, talk, work	Our Walks Together
26	Targeted cumulative intervention	Diphthongs oi, oy	any, many, only	The Boy Next Door
27	Targeted cumulative intervention	Diphthongs ou, ow	don't, little, laugh, again	Don't Make Me Laugh
28	Targeted cumulative intervention	Silent gn, wr, kn, mb; prefixes un-, re-	know, knew, write	Wren and Cow
29	Cumulative phoneme work	-ge, -dge; compound words	review	The Afternoon Storm
30	Cumulative phoneme work	Syllable division: closed syllables	review	Picnic Plans
31	Cumulative phoneme work	Syllable division: consonant +le	review	Uncle Ted's Visit
32	Cumulative review	Closed/open syllables; consonant +le	review	The Little Magpie
33	Cumulative review and transfer	Short/long vowels; consonant digraphs	review	Thank You, Granddad
34	Cumulative review and transfer	Vowel teams; r-controlled/complex vowels; diphthongs	review	The New Kid + cumulative decodables

Assessment and Data Cycle

Evidence	Purpose	Instructional Response
Daily observation and student work	Monitor oral language, comprehension, writing, phonemic awareness, decoding, encoding, and fluency.	Adjust modeling, pacing, grouping, materials, and next-day practice.
BTR Day 5 checks	Determine mastery of cumulative phonics, dictation, red words, and fluency.	Reteach within sequence and add cumulative practice without skipping ahead.
myView Progress Checkups	Monitor comprehension and transfer in weekly texts.	Reteach the specific comprehension process with a fresh text.
Diagnostics / benchmarks	Monitor growth and identify students needing follow-up diagnostics.	Triangulate with classroom evidence; schedule targeted supports and monitor response.
Portfolio / family evidence	Document growth in reading, writing, language, and fluency.	Set a clear next step and communicate progress in family-friendly language.

Differentiation and Access

- Use explicit modeling, high response rates, immediate feedback, and cumulative review.
- Provide sound walls, mouth/articulation cues, Elkonin boxes, letter tiles, word chains, and decodable text matched to taught patterns.
- Honor multilingual learners' full language repertoires and distinguish language acquisition from decoding difficulty.
- Use additional small-group practice in already-taught skills rather than a competing phonics sequence.
- Continue rich grade-level read-alouds and knowledge building regardless of independent decoding level.
- Extend proficient readers through morphology, vocabulary, sentence work, fluency, and additional controlled and authentic text—not by skipping foundations.

Implementation Notes and Source Normalization

- Prior-year pacing and holiday dates were replaced with the revised 2026-2027 district calendar.
- The SAVVAS guide directs teachers to exclude the myView phonics/phonemic-awareness section and use Bridge to Reading; this document follows that direction.
- The Bridge week-level sequence controls when source unit labels or calendar dates conflict.
- Grade 2 standards appearing in myView Unit 5 are treated as readiness extensions and do not replace Grade 1 core standards.
- Assessment dates reflect the district information supplied for 2026-2027; Grade 3-8 state tests and Grade 5 science are not applicable to Grade 1.

2026-27 Grade 1 Assessment Calendar

This calendar includes diagnostic, benchmark, and language-proficiency windows relevant to Grade 1. State ELA/Math assessments for Grades 3-8 and Grade 5 science are intentionally excluded.

Assessment	2026-27 Placement	Applies To	Spacing / Rationale
NWEA MAP Growth - Fall	Sept. 14-25, 2026	Grade 1	Begins the yearlong growth cycle; coordinate devices and small-group administration.
iReady Diagnostic - BOY	Oct. 5-16, 2026	Grade 1	Administer as early as practical while preserving developmentally appropriate supports.
Math Benchmark #1	Oct. 19, 2026	Grade 1 / cross-content	Included for schoolwide workload and device planning.
ELA Benchmark #1	Dec. 7, 2026	Grade 1	Placed after SAVVAS Unit 2 and before the MOY diagnostic.
iReady Diagnostic - MOY	Jan. 11-22, 2027	Grade 1	Approximately 13-15 weeks after BOY.
WIDA ACCESS	Elementary: Feb. 8-12, 2027	Grade 1 ELLs only	District confirms roster, form, and daily schedule.
ELA Benchmark #2	March 8, 2027	Grade 1	Placed after SAVVAS Unit 4 and between MOY and EOY diagnostics.
Math Benchmark #2	March 12, 2027	Grade 1 / cross-content	Staggered after ELA to reduce assessment stacking.
iReady Diagnostic - EOY	May 17-28, 2027	Grade 1	Approximately 17-18 weeks after MOY.
NWEA MAP Growth - Spring	June 1-11, 2027	Grade 1	Closes the yearlong growth cycle.