

Scope and Sequence for Grade 1- English Language Arts

Duration / Timeline	Word Study	Reading Workshop	Writing Workshop	Health - Social Studies - Science
Trimester One	<p>ELC1 - Recognizing Names:</p> <p>ELC3 – Matching Words</p> <p>PA3 – Hearing Sounds</p> <p>WSA1 – Saying Words Slowly</p> <p>WSA3 Changing the First Letter</p> <p>LS3 Beginning Sounds</p> <p>PA6 Identifying Onsets and Rimes</p> <p>HF1 Learning High Frequency Words</p> <p>SP1 Short Vowel a (i,o, u)</p> <p>HF2 Learning High</p>	<p>Establish classroom routines</p> <ul style="list-style-type: none"> • morning message, • literacy centers, • book boxes <p>Guided Reading</p> <ul style="list-style-type: none"> • Form reading groups • Teach with leveled text • Comprehension discussions • Word analysis <p>Whole Group Reading</p> <ul style="list-style-type: none"> • Read Aloud • Comprehension discussions • Establishing speaking and listening norms • Making Predictions • Oral Summary and sequencing <p>Genre Focus</p> <ul style="list-style-type: none"> • Song • Rhymes • Chants • Fiction 	<p>Whole Group</p> <ul style="list-style-type: none"> • Mini-lessons • Sharing Writing • Write-To • Interactive Writing • Morning Message <p>Small Group/Independent</p> <ul style="list-style-type: none"> • Reading response journal • Summary writing • Journal writing <p>Mechanics</p> <ul style="list-style-type: none"> • Handwriting without Tears, Weeks 1-9 <p>Genre Focus</p> <ul style="list-style-type: none"> • Narrative – Small Moment Stories 	<p>Second Step, Unit 1: Empathy Training H 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings.</p> <p>Friendship: People Need People – Establish classroom community through agreed upon rules and Responsive Classroom activities</p> <p>Me on a Map: Reading and Drawing Maps of My World 4G Describe maps as representing a space such as a classroom, school, neighborhood, city, etc. 5-7 (G), 1.1(G)</p>

	<p>Frequency Words</p> <p>SP2 Short Vowel Word Patterns: e</p> <p>LS6 Noticing Vowels in Words</p>			
<p>ELA Power Standards</p>	<p>Reading RF3b Decode regularly spelled one-syllable words. RF3g Recognize and read grade-appropriate irregularly-spelled words. RL1 Ask and answer questions about key details in a text RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson RL3 Describe characters, settings, and major events in a story, using key details. RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Writing W3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal order, and provide some sense of closure.</p> <p>Speaking and Listening SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Language L1a Print all upper- and lowercase letters L2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p>			
<p>Assessment</p>	<ul style="list-style-type: none"> • Identify students for Reading Recovery (September) • Administer BAS (formative benchmark assessment) (October) • Score Narrative Writing using District Rubric (November) 			
<p>Resources</p>	<ul style="list-style-type: none"> • Leveled Readers • <i>Phonics Lessons, Grade 1</i>, Irene Fountas and Gay Su Pinnell • <i>Units of Study in Opinion, Information, and Narrative Writing, Grade 1: A Common Core Workshop Curriculum</i>, Lucy Calkins • Handwriting without Tears • Second Step 			

	<ul style="list-style-type: none"> BAS 			
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Trimester Two	<p>PA9 Hearing Middle Sounds</p> <p>PA11 Hearing and Changing First and Last Sounds</p> <p>LK14 Identifying Consonants and Vowels</p> <p>HF6 Learning High Frequency Words</p> <p>LS7 Introducing Consonant Clusters</p> <p>LS9 Consonant Clusters: s Family</p> <p>WSA5 Using What You Know about Words</p> <p>LS13 Recognizing Long and Short Vowel Sounds: e</p>	<p>Guided Reading</p> <ul style="list-style-type: none"> Flexible reading groups Teach with leveled text Comprehension discussions Word analysis <p>Whole Group Reading</p> <ul style="list-style-type: none"> Read Aloud Comprehension discussions Making Predictions Oral Summary and sequencing Locating key facts and details <p>Genre Focus</p> <ul style="list-style-type: none"> Song Rhymes Chants Fiction Nonfiction 	<p>Whole Group</p> <ul style="list-style-type: none"> Mini-lessons Sharing Writing Write-To Interactive Writing Morning Message <p>Small Group/Independent</p> <ul style="list-style-type: none"> Reading response journal Summary writing Journal writing <p>Mechanics</p> <ul style="list-style-type: none"> Handwriting without Tears, Weeks 10-18 <p>Genre Focus</p> <ul style="list-style-type: none"> Informational Books How To Books 	<p>Second Step, Unit 2: Impulse Control and Problem Solving</p> <p>H 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being.</p> <p>Staying Alive: Animals and Habitats</p> <p>LS 1 & 8</p> <p>Land of Liberty: United States Leaders, Symbols, Events and Holidays</p> <p>1.2-1.4 (H,C)</p>

	<p>LS15 Recognize Long and Short Vowel Sounds: o and u</p> <p>WS5 -s and -ing</p>			
<p>ELA Power Standards</p>	<p>Reading</p> <p>RF2a Decode regularly spelled one-syllable words.</p> <p>RF3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RL1 Ask and answer questions about key details in a text</p> <p>RL5 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>RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI5 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>Writing</p> <p>W1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W7. Participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic and use them to write a sequence of instructions).</p> <p>Speaking and Listening</p> <p>SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Language</p> <p>L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>			

Assessment	<ul style="list-style-type: none"> • Administer BAS (formative benchmark assessment) (January) • Score Informational and Opinion (a single piece) using District Rubric (January) 			
Resources	<ul style="list-style-type: none"> • Leveled Readers • <i>Phonics Lessons, Grade 1</i>, Irene Fountas and Gay Su Pinnell • <i>Units of Study in Opinion, Information, and Narrative Writing, Grade 1: A Common Core Workshop Curriculum</i>, Lucy Calkins • Handwriting without Tears • Second Step • BAS 			
Duration / Timeline	Word Study	Reading Workshop	Writing Workshop	Health - Social Studies - Science
Trimester Three	<p>WSA12 Changing First and Last</p> <p>LS17 Recognizing Digraphs</p> <p>WSA13 Putting Words Together</p> <p>WSA14 How to Learn Words</p> <p>SP9 Noticing Features of Words</p> <p>WSA15 How to Learn Words 2</p>	<p>Guided Reading</p> <ul style="list-style-type: none"> • Flexible reading groups • Teach with leveled text • Comprehension discussions • Word analysis <p>Whole Group Reading</p> <ul style="list-style-type: none"> • Read Aloud • Comprehension discussions • Making Predictions • Oral Summary and sequencing • Identify central message or lesson in a text • Describe characters, settings and major events 	<p>Whole Group</p> <ul style="list-style-type: none"> • Mini-lessons • Sharing Writing • Write-To • Interactive Writing • Morning Message <p>Small Group/Independent</p> <ul style="list-style-type: none"> • Reading response journal • Summary writing • Journal writing <p>Mechanics</p> <ul style="list-style-type: none"> • Handwriting without Tears, Weeks 10-18 <p>Genre Focus</p>	<p>Second Step, Unit 3: Anger Management</p> <p>H 11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another.</p> <p>Folktales & Fairytales</p> <p>☆1.7 Read/listen to stories, legends, folktales from America and around the world. Describe the main characters and their qualities. (H)</p> <p>☆MA 1, RL8a Identify characteristics commonly</p>

	<p>WSA16 How to Learn Words 3</p> <p>WS6-Adding ed</p> <p>WS10 Identifying Syllables in Words</p> <p>SP10 Learning about Vowels and Silent e</p> <p>LS19 Recognizing Silent e</p>	<p>Genre Focus</p> <ul style="list-style-type: none"> • Readers Theater • Fairytales • Folktales • Poetry 	<ul style="list-style-type: none"> • Informational Books • How To Books 	<p>shared by folktales and fairy tales.</p> <p>To Market, To Market: Our Economy 9-11 (E) Identify products, goods, services people buy and explain why people make these choices</p>
<p>ELA Power Standards</p>	<p>Reading</p> <p>RF4 Read with sufficient accuracy and fluency to support comprehension</p> <p>RL1 Ask and answer questions about key details in a text</p> <p>RLMA.8.A. Identify characteristics commonly shared by folktales and fairy tales</p> <p>RL9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Writing</p> <p>W3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>			

	<p>MA.3.A. Write poems with rhyme and repetition.</p> <p>Speaking and Listening SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Language L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p>
Assessment	<ul style="list-style-type: none"> • Administer BAS (formative benchmark assessment) (late May/June) • Score Narrative Writing using District Rubric (late May/June)
Resources	<ul style="list-style-type: none"> • Leveled Readers • <i>Phonics Lessons, Grade 1</i>, Irene Fountas and Gay Su Pinnell • <i>Units of Study in Opinion, Information, and Narrative Writing, Grade 1: A Common Core Workshop Curriculum</i>, Lucy Calkins • Handwriting without Tears • Second Step • BAS