

Wilson Area School District Planned Course Materials

Course Title: Reading Grade 1

Textbook: Scott Foresman Reading Street: Grade 1

Supplemental Books:

- Corresponding big books
- Leveled readers
- Decodable readers
- Concept Readers
- Student anthologies
- Reader's and Writer's notebook

Teacher Resources:

- Weekly/Unit/Benchmark Tests
- Fresh Reads
- Practice Stations

Wilson Area School District Planned Course Guide

Title of planned course: Reading Grade 1

Subject Area: Reading

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/recognition, conventions of grammar, and accurate spelling.

Time/Credit for this Course: 1 Academic Year

Curriculum Writing Committee: Carol Monkiewicz
Megan Vogel

Curriculum Map

August: Baseline DIBELS/Placement Tests

September: (4 weeks)

- Phonemic Awareness: match initial sounds, match final sounds
- Phonics: review letter sound symbol for Mm, Ss, Tt, Cc, Pp, Nn, Ff, Bb, Gg, Dd, Ll, Hh; review short vowels Aa, Ii, Oo
- Fluency: fluent word reading; oral rereading of decodable text
- Comprehension: identify character/setting/plot; differentiation between realism and fantasy; questioning, predicting, setting purpose, story structure
- Vocabulary: recognize, understand, and use high frequency and amazing words appropriately
- Language Arts: identify nouns, verbs, and simple sentences; write simple sentences

October: (4 weeks)

- Phonemic Awareness: segment, blend, and isolate phonemes, identify medial phonemes
- Phonics: review letter sound symbol for Rr, Ww, Jj, Kk, Vv, Yy,; review short vowels Ee, Uu, decode words using short Aa, Ii, read/identify final –ck and-x
- Fluency: fluent word reading; oral rereading of decodable text with focus on accuracy
- Comprehension: identify character/setting/plot; differentiation between realism and fantasy; use background knowledge, monitor, clarify, summarize
- Vocabulary: recognize, understand, and use high frequency and amazing words appropriately
- Language Arts: identify adjectives, subjects, and simple sentences; write simple sentences

November: (4 weeks)

- Phonemic Awareness: segment and blend phonemes
- Phonics: blend and segment short Oo, Ee, and Uu words; identify/read inflected endings –s, -ing; introduce/read initial and final blends
- Fluency: fluent word reading; oral rereading of decodable text with focus on rate and phrasing
- Comprehension: identify character/setting/plot, main idea and details, cause and effect; visualizing, use story structure
- Vocabulary: recognize, understand, and use high frequency and amazing words appropriately
- Language Arts: recognize predicates, declarative /interrogative /exclamatory sentences; write simple sentences with a narrative focus

December: (3 weeks)

- Phonemic Awareness: segment and blend phonemes, distinguish between short and long vowel sounds
- Phonics: identify/read digraphs –sh, -th, -wh, -ch, -tch, -ph; identify/read the vowel sound when- a is followed by –l (as in ball), identify/read long Aa and Ii words; introduce and read soft Cc and Gg words
- Fluency: fluent word reading; oral rereading of decodable text with focus on rate and phrasing
- Comprehension: identify sequencing, cause and effect, and author's purpose; predict and set purpose or reading, monitor and clarify, inferring
- Vocabulary: recognize, understand, and use high frequency and amazing words appropriately
- Language Arts: identify and use proper nouns and special titles; write simple sentences; introduction to friendly letters; writing with details

January: (4 weeks)

- Phonemic Awareness: segment and blend phonemes, distinguish between short and long vowel sounds
- Phonics: introduce contractions: n't, 'm, 'll, identify/read long Oo, Uu, Ee (spelled –ee) words, open syllables, and vowel sounds for Yy
- Fluency: fluent word reading; oral rereading of decodable text with focus on phrasing and accuracy
- Comprehension: sequencing, identify author's purpose, compare and contrast; inferring, using background knowledge, questioning, and summarizing
- Vocabulary: recognize, understand, and use high frequency and amazing words appropriately
- Language Arts: identify and use singular and plural nouns in sentences, action verbs; write simple sentences; introduction to expository writing

February: (4 weeks)

- Phonemic Awareness: segment and blend syllables and words, add final phonemes
- Phonics: introduce contractions: 's, 've, 're, identify/read final sounds –ng, -nk, compound words, r-controlled vowels, endings – es/-ed/-ing
- Fluency: fluent word reading; oral rereading of decodable text with focus on phrasing and expression
- Comprehension: compare and contrast, fact and opinion, author's purpose; inferring, monitor and clarify, visualize, use text structure
- Vocabulary: recognize, understand, and use high frequency and amazing words appropriately
- Language Arts: identify and use verbs with/without –s, verbs of being for past and future tense, contractions with not; use story organization, write using voice

March: (4 weeks)

- Phonemic Awareness: adding final phonemes (comparative endings); substitute initial/final phonemes
- Phonics: identify/ read 3 letter blends, silent letters (kn, wr), identify/read vowel teams/diphthongs (-ai/-ay, -ea, -oa/-ow, -ie/-igh)
- Fluency: fluent word reading; oral rereading of decodable text with focus on accuracy, rate, intonation, and expression
- Comprehension: drawing conclusions, facts and details; visualize, monitor and clarify, question
- Vocabulary: recognize, understand, and use high frequency and amazing words appropriately
- Language Arts: identify and use adjectives for colors/shapes/sizes/kind; write using focus, voice, and word choice

April: (3 weeks)

- Phonemic Awareness: segment syllables, blend and segment, delete initial phonemes
- Phonics: identify/ read vowel teams and diphthongs (-ue/-ui, -oo, -ow); identify/read compound words, suffixes -ly/-ful, syllables with -le
- Fluency: fluent word reading; oral rereading of decodable text with focus on phrasing, accuracy, rate, and expression
- Comprehension: identify character/setting/plot, cause and effect, theme; predict, set purpose for reading, monitor and clarify, story structure
- Vocabulary: recognize, understand, and use high frequency and amazing words appropriately
- Language Arts: identify and use adjective for how many, adjectives that compare; recognize imperative sentences; write animal fantasy using voice and organization

May: (4 weeks)

- *Spring DIBELS/End of Year Benchmark
- Phonemic Awareness: blend and segment phonemes, add/substitute final phonemes
- Phonics: identify/ read vowels and diphthongs (-ou/-oo, -oi/-oy); syllable patterns, identify/read inflected endings, suffixes -er, -or
- Fluency: fluent word reading; oral rereading of decodable text with focus on phrasing and expression
- Comprehension: drawing conclusions, compare and contrast, main ideas and details, sequencing; using background knowledge and text structure, monitor and clarify, summarize
- Vocabulary: recognize, understand, and use high frequency and amazing words appropriately
- Language Arts: identify and use pronouns, adverbs; introduce persuasive writing; write with focus, word choice, and voice

June: (1 week)

- Phonemic Awareness: delete phonemes
- Phonics: decode long Oo and li followed by -ld, -nd, -st; identify/read prefixes un-, re-
- Fluency: fluent word reading; oral rereading of decodable text with focus on phrasing
- Vocabulary: recognize, understand, and use high frequency and amazing words appropriately
- Language Arts: identify and use prepositions and prepositional phrases; write poetry

Curriculum Scope & Sequence

Planned Course: Reading Grade 1

Unit: Review

Time Frame: 6 weeks

State Standards

- 1.1.3: Learning to Read Independently: A-H
- 1.2.3 : Reading Critically in All Areas: A, C
- 1.3.3: Reading, Analyzing, and Interpreting Literature: A, B, C, D, F
- 1.4.3: Types of Writing: A, B, C
- 1.5.3: Quality of Writing: A-F
- 1.6.3: Speaking and Listening: A-E

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

- **Phonemic Awareness:**
 - Identify and produce rhyming words
 - Isolate and match initial and final phonemes /m/, /s/, /t/, /c/, /p/, /n/, /b/, /g/, /f/, /d/, /l/, /h/, /r/, /w/, /j/, /k/, /v/, /y/, /z/, /qu/
 - Identify syllables in spoken words
 - Segment and blend phonemes
 - Isolate and identify medial phonemes (short vowels)
 - Segment and blend words using short vowels
- **Phonics:**
 - Recognize, name, and write upper- and lower-case letters m, s, t, c, p, n, b, g, f, d, l, h, r, w, j, k, v, y, z, qu
 - Associate consonant letter name with sound
 - Recognize, name, and write short vowels (upper- and lower-case letters)
 - Associate vowel letter name with sound
 - Recognize that words are represented by a sequence of letters
 - Identify and count words in text
 - Decode CVC words in isolation and in text
 - Blend, read, and spell words with consonants ff /f/, ll /l/
 - Read decodable/non decodable text
 - Sequence the letters of the alphabet
- **Fluency:**
 - Fluently name letters and produce sounds
 - Fluently read high frequency words in isolation and in text
 - Orally reread decodable text
- **Comprehension:**
 - Identify information of a book: title, author, illustrator, table of contents
 - Identify and describe story elements: characters, setting, plot (problem and solution)
 - Build background, preview and predict, set purpose for reading
 - Identify the features of fiction and nonfiction

- Use structure and elements of realistic fiction to improve understanding of text.
- Ask questions to clarify text
- Make connections to own ideas
- Use story structure to improve understanding of text
- Retell beginning, middle, and end of stories
- Identify main idea and details in text
- Recognize structure and elements of procedural text
- **Vocabulary:**
 - Build oral vocabulary
 - Determine word meaning and use newly acquired vocabulary
 - Read high frequency words with accuracy and fluency
 - Use context clues to confirm word meaning
- **Language Arts:**
 - Identify and write simple sentences with proper capitalization and punctuation
 - Identify and use: nouns, verbs, adjectives
 - Spell CVC words with short vowels and doubled final consonants (ff, ll)
 - Choose topic/focus for writing

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

- **Phonemic Awareness:**
 - **Syllables:**
 - tapping down arm, cheek, head
 - pound/hammer it out
 - pop it, clap it, count it
 - felt/magnetic squares
 - duck lips or whale talk
 - plastic plate and chopsticks
 - tap pointer fingers
 - jaw drop
 - rubber bangs
 - slinkies
 - **Beginning/middle/ending sounds**
 - palm up for beginning sound, throw remainder of the word
 - verbally accent beginning/ending sound
 - clothespin the beginning or final sound in a sound box
 - unifix cubes
 - picture sort
 - different color chip for beginning/middle/ ending sound
 - touch head for beginning sound, stomach for middle and lap for ending
 - flip palm up for end of word
 - **Rhyme**
 - clappers (yes, no)
 - thumbs up/down
 - three pictures, which one doesn't rhyme
 - smiley/frown face on plate (yes, no)

- make class books with rhyming words
- draw a rhyme
- nursery rhymes, fill in the blank
- catching a word and listening for last sound
- **2,3,4,5 Phonemes**
 - Blending
 - Tap it, map it, zap it
 - Puppet talk
 - Unifix cubes
 - Chips
 - Segmenting
 - Sound boxes
 - Tap arm (cheek, head)
 - Stretch it out / finger tap
 - Slinky
 - Put it in, let it out
 - Chop and slide
- **Phonics:**
 - **CVC**
 - graphing CVC words
 - tap it, map it, zap it
 - letter dice
 - unifix cubes with letters on them
 - foam magnetic letters, word building
 - songs- “let’s look at the word cat, let’s look at the word cat, tell me now what would you do to turn it into hat” (sung to the tune of *Farmer in the Dell*)
 - highlight similar CVC words in text
 - highlighting pattern in words
 - fingertapping
 - touch and say
 - word sorts
 - “Vowel in the Middle” (*Ready-to-Go Phonics*)
- **Fluency:**
 - Repeated readings of letters, word lists, phrases/sentences
 - Songs, nursery rhymes, and poetry
 - Choral reading, echo reading, shared reading, and partner reading
 - Oral rereading of grade level text
- **Comprehension:**
 - Listen to various types of text
 - Discuss and describe characters, setting, and details of the illustrations to improve understanding
 - Discuss and record student questions on chart paper
 - Turn and talk
 - Use text and pictures to confirm predictions
 - Work with partners to retell stories

- **Vocabulary:**
 - Read alouds
 - Word webs, word hunts, crossword puzzles, word searches
 - Complete cloze activities using high frequency words
 - Use Sing With Me big book and concept talk to build oral vocabulary
- **Language Arts:**
 - Build oral language
 - Listen to various types of text
 - Complete sorting activities with nouns (people, places, animals, things)
 - Complete cloze activities using noun, verbs, adjectives
 - Practice writing simple sentences
 - Practice writing simple stories
 - Illustrate stories accurately
 - Phoneme graphing
 - Build, trace, write, sort, highlight spelling words; games/partner practice with spelling words

Extensions:

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

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student-to-student interaction (small groups/centers)
- Differentiated instruction

Materials and Resources:

- Teacher Manual- Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests

Curriculum Scope & Sequence

Planned Course: Reading Grade 1

Unit: 1

Time Frame: 6 weeks

State Standards

- 1.1.3: Learning to Read Independently: A-H
- 1.2.3 : Reading Critically in All Areas: A, C
- 1.3.3: Reading, Analyzing, and Interpreting Literature: A, B, C, D, F
- 1.4.3: Types of Writing: A, B, C
- 1.5.3: Quality of Writing: A-F
- 1.6.3: Speaking and Listening: A-E

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

- **Phonemic Awareness:**
 - Identify and produce rhyming words
 - Segment and blend syllables, onset and rime, and phonemes
 - Isolate and identify medial phonemes (short vowels)
 - Segment and blend words using short vowels, initial and final consonant blends
 - Segment and blend words with final consonant sound /k/, final sound /ks/, -x
- **Phonics:**
 - Recognize, name, and write short vowels (upper- and lower-case letters)
 - Associate vowel letter name with sound
 - Blend and read CVC words and words with initial and final consonant blends in isolation and in text
 - Associate the sound /k/ with the letters ck, /ks/ with the letter x, /z/ with the letter s; decode and read words with the consonant patterns –ck, -x, -s /z/ in isolation and in text
 - Decode and read word families in isolation and in text
 - Decode and read words with plural s and inflected endings –s and ing in isolation and in text
 - Write words in alphabetical order
 - Read decodable text
- **Fluency:**
 - Fluently name letters and produce sounds
 - Fluently read high frequency words in isolation and in text
 - Read declarative, interrogative, and exclamatory sentences with proper intonation
 - Fluently reread decodable and non-decodable text with accuracy and at an appropriate rate

- **Comprehension:**
 - Build background, preview and predict, set purpose for reading
 - Make connections: relate prior knowledge to new text
 - Identify story elements in realistic fiction: characters, setting, plot (problem and solution) to improve understanding of text
 - Recognize structure and elements of a how-to article to improve understanding of text
 - Visualize, monitor and clarify to understand text
 - Make inferences using textual evidence
 - Identify the author's purpose
 - Identify cause and effect in text
 - Identify main idea and details in text
 - Summarize the events in a story
- **Vocabulary:**
 - Build oral vocabulary
 - Determine word meaning and use newly acquired vocabulary
 - Identify synonyms
 - Read high frequency words with accuracy and fluency
 - Use context clues to confirm word meaning
- **Language Arts:**
 - Build oral language
 - Spell CVC words, and words with inflected endings –s and -ing
 - Apply 1-1 rule for spelling /k/
 - Spell words with initial and final blends
 - Write clear coherent sentences
 - Identify and use nouns, verbs, adjectives
 - Identify and use declarative, interrogative and exclamatory sentences; use correct capitalization and punctuation for each
 - Use subjects and predicates with correct subject-verb agreement
 - Identify key features of a story
 - Understand and recognize the features of personal narrative
 - Write, revise story drafts
 - Use writing traits: focus, voice, time-order words

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

- **Phonemic Awareness:**
 - **Rhyme**
 - clappers (yes, no)
 - thumbs up/down
 - three pictures, which one doesn't rhyme
 - smiley/frown face on plate (yes, no)
 - make class books with rhyming words
 - draw a rhyme
 - nursery rhymes, fill in the blank
 - **Onset and Rime**
 - unifix cubes
 - window wiper
 - karate chop

- palm, palm, clap
- **Syllables**
 - tapping sown arm, cheek, head
 - pound / hammer it out
 - pop it, clap it, count it
 - felt / magnetic squares
 - duck lips or whale talk
 - plastic plate and chopsticks
 - tap pointer fingers
 - jaw drop
- **2,3,4,5 Phonemes**
 - Blending
 - Tap it, map it, zap it
 - Puppet talk
 - Unifix cubes
 - Chips
 - Segmenting
 - Sound boxes
 - Tap arm (check, head)
 - Stretch it out / finger tap
 - Slinky
 - Put it in, let it out
 - Chop and slide
- **Medial Sounds**
 - shake it out
 - segment and wiggle pointer finger
 - touch stomach for medial sound (head for beginning and tap for ending)
 - picture sort
 - different color chips for medial sound
 - rock the boat
 - fist, fist, together
- **Phonics**
 - **CVC and Blends**
 - graph CVC words
 - tap it, map it, zap it
 - use letter dice
 - use unifix cubes with letters on them
 - use foam magnetic letters
 - sing songs- “let’s look at the word cat, let’s look at the word cat, tell me now what would you do to turn it into hat” (sung to the tune of *Farmer in the Dell*)
 - highlight similar CVC words in text
 - “Vowel in the Middle” (*Ready-to-Go Phonics*)
 - graph CVCC and CCVC words
 - create word lists
 - word sorts

➤ visuals for common blends

- **Fluency:**
 - Repeated readings of letters, word lists, phrases/sentences
 - Songs, nursery rhymes, and poetry
 - Choral reading, echo reading, shared reading, and partner reading
 - Oral rereading of grade level text
- **Comprehension:**
 - Listen to various types of text
 - Discuss and describe characters, setting, and plot
 - Discuss and record student questions on chart paper
 - Turn and talk
 - Use text and pictures to confirm predictions
 - Use graphic organizers
 - Work with partners to retell stories, use retell strips
- **Vocabulary:**
 - Read alouds
 - Word webs, word hunts, crossword puzzles, word searches
 - Complete cloze activities using high frequency words
 - Use Sing With Me big book and concept talk to build oral vocabulary
- **Language Arts:**
 - Listen to various types of text
 - Complete cloze activities using noun, verbs, adjectives
 - Use cut-up sentences to practice subject/verb agreement
 - Practice writing sentences; use COPS to check work
 - Practice writing and revising stories
 - Illustrate stories accurately
 - Phoneme graphing
 - Build, trace, write, sort, highlight spelling words; games/partner practice with spelling words

Extensions:

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

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student-to-student interaction (small groups/centers)
- Differentiated instruction

Materials and Resources:

- Teacher Manual- Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests

Curriculum Scope & Sequence

Planned Course: Reading Grade 1

Unit: 2

Time Frame: 6 weeks

State Standards

- 1.1.3: Learning to Read Independently: A-H
- 1.2.3 : Reading Critically in All Areas: A, C
- 1.3.3: Reading, Analyzing, and Interpreting Literature: A, B, C, D, F
- 1.4.3: Types of Writing: A, B, C
- 1.5.3: Quality of Writing: A-F
- 1.6.3: Speaking and Listening: A-E

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

- **Phonemic Awareness:**
 - Identify and produce words that begin with the same beginning sound (alliteration)
 - Segment and blend syllables, onset and rime, and phonemes
 - Isolate and identify medial phonemes (long vowels)
 - Segment and blend words with /o/ sound as in ball
 - Segment and blend words with soft c /s/ and soft g /j/
 - Segment and blend words with /sh/, /th/, /wh/, /ch/, /ph/, /tch/
 - Segment and blend words with inflected ending -ed
- **Phonics:**
 - Associate spelling of VCe with long vowel sounds; decode and read words with VCe pattern in isolation and in text
 - Associate the sound of /o/ with a and al as in ball; decode and read a, al words
 - Associate the sound of /s/ with soft c and /j/ with soft g; decode and read soft c and soft g words in isolation and in text
 - Associate the sound of /sh/ and /th/(voiced and unvoiced), /wh/, /ch/, /ph/, /tch/ with correct spellings; decode and read words with digraph sh, th (voiced and unvoiced), /wh/, /ch/, /ph/, /tch/ in the initial and final positions
 - Associate the sound /ed/ or /id/, /t/, and /d/ with ed; decode and read words with inflected ending -ed
 - Decode and read open syllable words
 - Decode and read two syllable words following the VC/CV pattern
 - Decode and read words with vowel team -ee
 - Blend and read contractions
 - Write words in alphabetical order
 - Read decodable text

- **Fluency:**
 - Fluently read high frequency words in isolation and in text with accuracy
 - Read special titles (Mr., Mrs., Ms., Dr.)
 - Read declarative, interrogative, and exclamatory sentences with proper intonation
 - Fluently reread decodable and non-decodable text with accuracy, attention to punctuation, and at an appropriate rate
- **Comprehension:**
 - Build background, preview and predict, set purpose for reading
 - Make connections: relate prior knowledge to new text
 - Identify story elements in realistic fiction: characters, setting, plot (beginning, middle, end & problem and solution) to improve understanding of text
 - Recognize structure and elements of expository text to improve understanding
 - Understand and recognize the features of a poem
 - Visualize, monitor and clarify to understand text
 - Make inferences using textual evidence
 - Identify the author's purpose
 - Identify cause and effect in text
 - Identify main idea and details in text
 - Retell story events in the correct order
 - Summarize the events in a story
- **Vocabulary:**
 - Build oral vocabulary
 - Determine word meaning and use newly acquired vocabulary
 - Identify synonyms
 - Identify context clues for multiple meaning words
- **Language Arts:**
 - Build oral language
 - Spell words with VCe pattern
 - Spell words with digraphs in the initial and final position
 - Write clear coherent sentences
 - Identify and use common and proper nouns
 - Identify and use singular and plural nouns
 - Identify and use declarative, interrogative and exclamatory sentences
 - Identify correct capitalization and punctuation for declarative, interrogative and exclamatory sentences
 - Use subjects and predicates with correct subject-verb agreement
 - Write different types of expository text
 - Revise drafts for punctuation, spelling and capitalization
 - Use writing traits: organization, voice

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

- **Phonemic Awareness:**
 - Blending
 - tap it, map it, zap it
 - puppet talk
 - unifix cubes
 - chips
 - Segmenting
 - sound boxes
 - tap arm (cheek, head)
 - stretch it out/finger tap
 - slinky
 - put it in, let it out
 - chop and slide
- **Phonics:**
 - **VCe Pattern:**
 - graphing silent e words
 - touch and say (touch long vowel and e at same time... “make a V”)
 - associate with Silent e Bear (Nellie’s Edge website)
 - flip books
 - u with silent e makes /yoo/ (ex. mule) and /oo/ (“firecracker u”)
 - flip the sound
 - **Soft C and G**
 - pillow g and c
 - song – “c, c, c and g, they can both be soft when they are followed by an e, i, or y” (sung to the tune of Row, Row, Row Your Boat)
 - word sorts
 - **Digraphs/Trigraphs**
 - motions for digraphs
 - ch – chin, cha-cha, chop (karate)
 - sh – “shhhhh”
 - wh – whistle
 - make lists
 - word sorts
 - highlighting words in text
 - **Vowel Teams and Diphthongs**
 - touch and say – two fingers together
 - graphing/sound boxes
 - word sorts
 - highlighting text
 - chunk it
 - associate with pictures
- **Fluency:**
 - Repeated readings of word lists, phrases and sentences
 - Songs, nursery rhymes, and poetry
 - Choral reading, echo reading, shared reading, and partner reading
 - Oral rereading of grade level text

- **Comprehension:**
 - Listen to various types of text
 - Discuss and describe characters, setting, and plot
 - Discuss and record student questions on chart paper
 - Turn and talk
 - Use text and pictures to confirm predictions
 - Use graphic organizers
 - Work with partners to retell stories, use retell strips
- **Vocabulary:**
 - read alouds
 - word webs, word hunts, crossword puzzles, word searches
 - complete cloze activities using high frequency words
 - use Sing With Me big book and concept talk to build oral vocabulary
- **Language Arts:**
 - Listen to various types of text
 - Complete cloze activities using noun, verbs, adjectives
 - Word sort for common and proper nouns
 - Practice writing sentences; use COPS to check work
 - Practice writing and revising stories
 - Illustrate stories accurately
 - Phoneme graphing
 - Build, trace, write, sort, highlight spelling words; games/partner practice with spelling words

Extensions:

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

Remediation:

- Step by Step intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student-to-student interaction (small groups/centers)
- Differentiated instruction

Materials and Resources:

- Teacher Manual- Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests

Curriculum Scope & Sequence

Planned Course: Reading Grade 1

Unit: 3

Time frame: 6 weeks

State Standards

- 1.1.3: Learning to Read Independently: A-H
- 1.2.3 : Reading Critically in All Areas: A, C
- 1.3.3: Reading, Analyzing, and Interpreting Literature: A, B, C, D, F
- 1.4.3: Types of Writing: A, B, C
- 1.5.3: Quality of Writing: A-F
- 1.6.3: Speaking and Listening: A-E

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

- **Phonemic Awareness:**
 - Segment/blend words with: vowel sounds of *y*, syllable pattern CV, consonant sounds /ng/ and /ngk/, 2 syllables, compound words, the ending *-es*, /or/ (*or*, *ore*); final sounds /ing/, /t/, /d/, and /ed/; /ar/; /er/; comparative endings *-er and -est*; consonant pattern *-dge*;
 - Identify words that rhyme
 - Add phonemes
 - Isolate medial and final phonemes
- **Phonics**
 - Identify and associate: the vowel sounds /e/ and /i/ with the spelling *y*; sound /e/ with *e*, /i/ with *i*, and /o/ with *o*; consonant sounds /ng/ and /ngk/ with the spellings *ng* and *nk*; compound words; /or/ with *-or* and *-ore*; sounds /ing/, /t/, /d/, and /ed/ with *-ing*, *-d*, *-ed*; /ar/ with *-ar*, /er/ with *-er*, *-ir*, *ur*; comparative endings *-er and -est*; /j/ with *-dge*;
 - Build, blend, and read words in context and in isolation: vowel sounds /e/ and /i/ with the spelling *y*, syllable pattern CV, consonant digraphs *nag* and *nk*, compound words, ending *-es*, *-or* and *-ore*, endings *-ed* and *-ing*; r-controlled *-ar*, r-controlled *-er*, *-ir*, *-ur*, contractions with 's, 've, 're; comparative endings *-er and -est*; consonant pattern *-dge*
- **Fluency**
 - Apply knowledge of sound-symbol spellings to decode unknown words when reading
 - Read decodable texts with a focus on accuracy and rate
 - Use appropriate phrasing while reading
 - Read aloud at an appropriate rate
 - Read with attention to punctuation
 - Read with expression and intonation

- **Comprehension**
 - Identify sequence and structure of a text
 - Make inferences within a text
 - Build background, preview and predict, and set a purpose for reading
 - Monitor and clarify to understand a text
 - Identify story elements in a text
 - Identify the author's purpose in writing a text
 - Use background knowledge, key structures, and story elements to improve understanding of a text
 - Summarize important ideas in a text
 - Compare and contrast within a text
 - Visualize story events to monitor comprehension
 - Recognize structure and function of fairy tales, fables, how-to articles, poems, and plays
 - Recognize and distinguish fact and opinion in text
 - Draw conclusions about a story
- **Vocabulary**
 - Build oral vocabulary
 - Determine word meaning and use newly acquired vocabulary
 - Read high frequency words with accuracy and fluency
- **Language Arts**
 - Spell words with: vowel sounds of *y*, sounds /ng/ and /ngk/, ending *-es*, inflected endings *-ing* and *-ed*; r-controlled *-er*, *-ir*, *-ur*, comparative endings *-er* and *-est*
 - Spell high frequency words
 - Identify and use: action verbs, verbs with and without inflectional *-s*, past and future tense verbs; verbs of being (am, is, are, was, were) in past and future tenses; contractions with not
 - Understand and recognize the features of realistic texts, summaries, lists, and captions
 - Identify and use sequence in writing
 - Write with attention to focus and voice
 - Write clear, coherent sentences
 - Write a realistic story, picture and caption, and list
 - Express ideas through speaking and writing

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

- **Phonemic Awareness**
 - Whale talk
 - plastic plate and chopsticks
 - tap pointer fingers
 - jaw drop
 - tap it, map it, zap it
 - puppet talk
 - Cubes
 - Chips
 - Sound boxes
 - Tap arm

- Stretch it out/finger tap
- Slinky
- Chop and slide
- Put it in,let it out
- **Phonics**
 - Letter dice
 - Songs
 - Word sorts
 - Graphing words
 - Cubes with letters
 - Word building
 - Highlighting patterns in words
 - Picture cards
 - Motions for sounds
 - Touch and say
 - Flip books
 - Word lists
 - Word rings
 - Chunk work
- **Fluency:**
 - Rereading
 - Model/choral/echo/reverse reading
 - Partner reading
 - Word/phrase/sentence rings or games
 - Rules of the road markers
 - Timed readings
 - Graphing out phrases
 - Emotion grid
- **Comprehension**
 - Venn diagrams
 - Story maps
 - Stop and thinks
 - Guided practice with skills
 - Story element boxes
 - Turn and talk to summarize
 - Fact and opinion paddles
 - Real alouds
 - Graphic organizers
- **Vocabulary**
 - Discuss a concept
 - Read alouds with discussion
 - Share information and ideas partner sentences
 - Word wall games
 - Word rings
 - Repeated readings

- **Language Arts**

- Build, trace, write, sort, highlight spelling words; games/partner practice with spelling words
- word sorts
- Read examples of various types of text
- Writer's workshop: voice, structure, and focus mini lesson

Extensions:

- Additional texts
- Follow up activities at centers or stations
- Use of advanced/challenge activities

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student –to-student Interaction (small groups/ centers)
- Differentiated instruction

Materials & Resources:

- Teacher Manual- Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader's and Writer's Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation - anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets

- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests

Curriculum Scope & Sequence

Planned Course: Reading Grade 1

Unit: 4

Time frame: 6 weeks

State Standards

- 1.1.3: Learning to Read Independently: A-H
- 1.2.3: Reading Critically in All Areas: A, C
- 1.3.3: Reading, Analyzing, and Interpreting Literature: A, B, C, D, F
- 1.4.3: Types of Writing: A, B, C
- 1.5.3: Quality of Writing: A-F
- 1.6.3: Speaking and Listening: A-E

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

- **Phonemic Awareness:**
 - Segment/blend words with: 2 syllables; long *a*; singular and plural possessives; long and short *e*; inflected endings (for words that end in *y*); long *o*; 3 letter consonant blends; vowel digraphs *-igh* and *-ie*; compound words; words with vowel digraphs *-ue*, *-ew*, *-ui*; 2 syllable words with suffixes *-ly* and *-ful*; vowel sound /*u*/
 - Substitute initial, final, and medial phonemes
 - Isolate medial phonemes
- **Phonics**
 - Identify and associate: vowel sound for long *a* with *-ai* and *-ay*; vowel sound for long *e* with *-ea*; inflected endings; vowel sound for long *o* with *-oa* and *-ow*; words with 3 letter consonant blends; vowel sound for long *i* with *-ie* and *-igh*; vowel sound long *e* with *-ie*; the sound /*n*/ and /*r*/ with silent letters *kn-* and *wr-*; compound words; vowel digraphs *-ew*, *-ui*, *-ue*; suffixes *-ly* and *-ful*; vowel sound /*oo*/with *-oo*; 's with possessives; long and short *e* with *-ea*; inflected endings (for words that end in *y*)
 - Build, blend, and read words in context and in isolation: long *a* *-ai* and *-ay*; long *e* *-ea*; inflected endings; long *o* *-oa* and *-ow*; words with 3 letter consonant blends; long *i* *-ie* and *-igh*; long *e* *-ie*; silent letters *kn-* and *wr-*; compound words; vowel digraphs *-ew*, *-ui*, *-ue*; 2 syllable word with suffixes *-ly* and *-ful*; vowel sound *-oo*; singular and plural possessives; vowel digraph *-ea*; inflected endings (for words that end in *y*)
- **Fluency**
 - Apply knowledge of sound-symbol spellings to decode unknown words when reading
 - Read decodable texts with a focus on accuracy and rate
 - Use appropriate phrasing while reading
 - Read aloud at an appropriate rate
 - Read with attention to punctuation
 - Read with expression and intonation

- **Comprehension**
 - Draw conclusions from text
 - Analyze, make inferences, and draw conclusions about theme
 - Identify the theme of a text
 - Identify facts and details in a text
 - Identify cause and effect in text
 - Monitor and clarify by rereading and reviewing
 - Visualize what is happening in a text using sensory details
 - Understand important ideas in a text
 - Ask questions to clarify information in a text
 - Identify and use story structure to understand a text
 - Set a purpose for reading
 - Make predictions
- **Vocabulary**
 - Build oral vocabulary
 - Determine word meaning and use newly acquired vocabulary
 - Read high frequency words with accuracy and fluency
- **Language Arts**
 - Spell words with: *-ay* and *-ai*; *-ea*; *y* changing to *-i* before adding ending; *-oa* and *-ow*; *-ie* and *-igh*; compound words; words with suffixes *-ly* and *-ful*;
 - Spell high frequency words
 - Identify and use: adjectives for color, shape, size, kind, how many, and that compare
 - Understand and recognize the features of a realistic story, friendly letter, recipe, invitation, fairy tale, poem, autobiography, procedural text, thank-you note, and directions
 - Identify and use sequence in writing
 - Write with attention to focus, voice, word choice, and organization
 - Write clear, coherent sentences
 - Write a realistic story and a friendly letter
 - Express ideas through speaking and writing

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

- **Phonemic Awareness**
 - Tapping down arm, cheek, head
 - Pound/hammer it out
 - Push squares
 - Duck lips or whale talk
 - Plastic plate and chopsticks
 - Tap pointer fingers
 - Jaw drop
 - Tap it, map it, zap it
 - Puppet talk
 - Cubes; chips
 - Sound boxes
 - Tap arm

- Stretch it out/finger tap
- Slinky
- Chop and slide
- Put it in, let it out
- **Phonics**
 - Letter dice
 - Songs
 - Word sorts
 - Graphing words
 - Cubes with letters
 - Word building
 - Highlighting patterns in words
 - Picture cards/motions for sounds
 - Touch and say
 - Flip books
 - Word lists
 - Word rings
 - Chunk work
- **Fluency:**
 - Rereading
 - Model/choral/echo/reverse reading
 - Partner reading
 - Word/phrase/sentence rings or games
 - Rules of the road markers
 - Timed readings
 - Graphing out phrases
 - Emotion grid
- **Comprehension**
 - Venn diagrams
 - Story maps
 - Stop and thinks
 - Guided practice with skills
 - Story element boxes
 - Turn and talk to summarize
 - Fact and opinion paddles
 - Real alouds
 - Graphic organizers
- **Vocabulary**
 - Discuss a concept; read alouds with discussion; share information and ideas partner sentences
 - Word wall games; word rings; repeated readings
- **Language Arts**
 - Build, trace, write, sort, highlight spelling words; games/partner practice with spelling words
 - word sorts
 - Read examples of various types of text
 - Writer's workshop : voice, structure, and focus mini lesson

Extensions:

- Additional texts
- Follow up activities at centers or stations
- Use of advanced/challenge activities

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student-to-student Interaction (small groups/centers)
- Differentiated instruction

Materials & Resources:

- Teacher Manual - Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests

Curriculum Scope & Sequence

Planned Course: Reading Grade 1

Unit: 5

Time frame: 6 weeks

State Standards

- 1.1.3: Learning to Read Independently: A-H
- 1.2.3: Reading Critically in All Areas: A, C
- 1.3.3: Reading, Analyzing, and Interpreting Literature: A, B, C, D, F
- 1.4.3: Types of Writing: A, B, C
- 1.5.3: Quality of Writing: A-F
- 1.6.3: Speaking and Listening: A-E

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

- **Phonemic Awareness:**
 - Segment/blend words with: vowel sound /ou/; final syllable –le; long o and /ou/; 2 syllable words; vowel sound /u/ (took); words with inflected endings; vowel sound /oi/; words with suffixes –er and -or vowel digraphs –aw and –au; vowel digraphs and diphthongs; prefixes re- and un-; long o and long i
 - Substitute initial, final, and medial phonemes
 - Delete initial and final phonemes
- **Phonics**
 - Identify and associate: vowel sound /ou/ with –ow and –ou; /l/ with final syllable –le; vowel sound /ou/ with –ow and –ou; long o sound with spelling –ow; 2 syllable words; vowel sound /u/ with –oo; vowel sound /ou/ with –oi and –oy; /er/ with suffixes –or and -er vowel sound /o/ with –aw and –au; vowel digraphs/diphthongs with associated spelling patterns; prefixes with spellings (un- and re-) long o with –o and long i with –l;
 - Build, blend, and read words in context and in isolation: -ow and –ou; final syllable –le; 2 syllable words; syllable patterns V/CV and VC/V; -oo (took); words with endings where final e is dropped; -oy and –oi; suffixes –er and -or -aw and –au; vowel digraphs and diphthongs; prefixes re- and un-; long o and long i
- **Fluency**
 - Apply knowledge of sound-symbol spellings to decode unknown words when reading
 - Read decodable texts with a focus on accuracy and rate
 - Use appropriate phrasing while reading
 - Read aloud at an appropriate rate
 - Read with attention to punctuation
 - Read with expression and intonation

- **Comprehension**
 - Identify and describe character setting, and plot in a text
 - Monitor comprehension and clarify understanding while reading a text
 - Identify and explain function of recurring phrases
 - Draw conclusions about an illustration and events in a story
 - Use background knowledge to monitor comprehension and clarify understanding
 - Compare and contrast within a text
 - Identify sequence in and structure of a text
 - Identify and analyze the theme of a text
 - Make inferences while reading
 - Identify main idea and details in text
- **Vocabulary**
 - Build oral vocabulary
 - Determine word meaning and use newly acquired vocabulary
 - Read high frequency words with accuracy and fluency
- **Language Arts**
 - Spell words with: -ow; -ou; -oo; -oi and -oy; -aw; prefixes un- and re-
 - Spell high frequency words
 - Identify and use: singular and plural pronouns, adverbs
 - Recognize imperative sentences, command words, and prepositions
 - Understand and recognize the features of an animal fantasy, folk tale; letter; advertisement; question; autobiography; poem
 - Identify and use sequence in writing
 - Write with attention to focus, voice, word choice, and organization
 - Write clear, coherent sentences
 - Write an animal fantasy, questions, and autobiography
 - Express ideas through speaking and writing

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

- **Phonemic Awareness**
 - Tapping down arm, cheek, head
 - Pound/hammer it out
 - Push squares
 - Duck lips or whale talk
 - Plastic plate and chopsticks, tap pointer fingers
 - Jaw drop
 - Tap it, map it, zap it
 - Puppet talk
 - Cubes, chips
 - Sound boxes
 - Tap arm
 - Stretch it out/finger tap
 - Slinky
 - Chop and slide
 - Put it in, let it out

- **Phonics**
 - Letter dice
 - Songs
 - Word sorts
 - Graphing words
 - Cubes with letters
 - Word building
 - Highlighting patterns in words
 - Picture cards/motions for sounds
 - Touch and say
 - Flip books
 - Word lists
 - Word rings; chunk work
- **Fluency:**
 - Rereading
 - Model/choral/echo/reverse reading
 - Partner reading
 - Word/phrase/sentence rings or games
 - Rules of the road markers
 - Timed readings
 - Graphing out phrases
 - Emotion grid
- **Comprehension**
 - Venn diagrams
 - Story maps
 - Stop and thinks
 - Guided practice with skills
 - Story element boxes
 - Turn and talk to summarize
 - Fact and opinion paddles
 - Read alouds
 - Graphic organizers
- **Vocabulary**
 - Discuss a concept
 - Read alouds with discussion
 - Share information and ideas partner sentences
 - Word wall games; word rings; repeated readings
- **Language Arts**
 - Build, trace, write, sort, highlight spelling words; games/partner practice with spelling words
 - Word sorts
 - Read examples of various types of text
 - Writer's workshop : voice, structure, and focus mini lesson

Extensions:

- Additional texts
- Follow up activities at centers or stations
- Use of advanced/challenge activities

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student-to-student Interaction (small groups/centers)
- Differentiated instruction

Materials & Resources:

- Teacher Manual - Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests