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| --- | --- | --- |
|  | Unit 1 | Unit 2 |
| Reading: Foundational Skills |  |  |
| Phonics | Short a, n, d, p, fShort I, r, h, /z/s, b, gPhonogram itShort o, l, x | Inflection –sShort e, y, w, k, v, jPhotogram –etShort u, consonants qu, z | Short a, double final consonants ck, phonogram –ackShort I, blends with r, phonogram –ip | Short o, blends with l, phonogram –ockShort e words, blends with –sShort u, final blends, phonogram -up |
| Fluency | Accuracy; word recognitionWords connected to textPhrasing: punctuationIntonationAccuracy: self-correct | ExpressionRatePhrasing: natural phrasesAccuracy: word recognitionStress |
| Speaking and Listening;Research/Media Literacy |  |  |
|  | Ask and answer questions | Oral description of items (at least 3 details) |
| Comprehension |  |  |
| Skills | SKIILS: Main IdeaUnderstanding charactersSequence of eventsText and graphic featuresStory structure | STRATEGIES: SummarizeInfer/predictMonitor/clarifyQuestionAnalyze/Evaluate | SKILLS: Understanding charactersMain Idea and detailsSequence of eventsText and graphic featuresStory structure | STRATEGIES: SummarizeInfer/predictAnalyze/evaluateQuestionVisualize |
| Spelling, Grammar, Writing |  |  |
| Grammar | NounsPossessivesAction verbs (present tense)Adjectives (size, shape)Adjectives (color, number) | Complete sentencesCommas in a seriesStatements (declarative sentences)Singular/Plurals nousArticles (a, an, the) |
| Writing  | NarrativeLabelsCaptionsSentencesClass storyClass story | FOCUS TRAITS: VoiceWord choiceIdeas\*Conventions | InformativeDescriptive sentencesPoetryThank-you noteDescriptive writing | FOCUS TRAITS:Word choiceSentence FluencyIdeas\*Conventions |
| Performance Task | PERFORMANCE TASK: Narrative-My family past and present.PERFORMANCE TASK: Informative-My Biography of \_\_\_\_\_\_.” | PERFORMANCE TASK: Informative-Animal DescriptionPERFORMANCE TASK: Informative-Write a descriptive paragraph about something you want. |
| Unit Concept | INQUIRY | RELATIONSHIPS |
| Essential Question: | How does asking good questions help us to get the best answers? | How are things that seem opposite related to one another? |
| ELA Focus | Question WordsStory Elements/Story MapAsking QuestionsQuestion Strategies for Informational Text | Fiction/NonfictionFeatures of Nonfiction TextWriting DialogueAbstract/Realistic Art |
|  | SCIENCE: Stars, Sun, MoonCauses of Day and NightEarth’s Neighbors | SOCIAL STUDIES:CitizenshipClassroom/School CitizenshipCommunity CitizenshipSequencing TimeComparing Long Ago/TodayFirst AmericansAmerican Past & PresentHeroes & HolidaysAmerican HolidaysAmerican FolktalesTimelineBiographies of Famous AmericansPERFORMANCE TASK: Informative-My | SCIENCE: Basic Needs of AnimalsParent/OffspringAnimal AdaptionAnimal Habitats | SOCIAL STUDIES:Simple Map SkillsCardinal Directions (brief)Needs/WantsMaking Economic ChoicesGoods/ServiceConsumers/ProducersCurrency/Trade |
| Math | Basic AdditionBasic SubtractionAddition/Subtraction StrategiesMath Story Problems | Missing AddendDecomposing Numbers (subtraction)Commutative PropertyFact Families |



\*Highlight specifics in social studies/science found in your standards.

First Grade Scope and Sequence (Journeys)



First Grade Scope and Sequence (Journeys)

|  |  |  |
| --- | --- | --- |
|  | Unit 3 | Unit 4 |
| Reading: Foundational Skills |  |  |
| Phonics | Digraph th; base words and –s, -es, -ed, -ing endingsDigraphs ch, tch, possessives with ‘s; phonogram –atchDigraphs sh, wh, ph; contractions with ‘s , n’t | Long a (CVCe); phonogram –ake; soft c, d, dge; phonogram –aceLong I (CVCe); digraphs kn, wr, gn, mb; phonograms –ine, -ite | Long o (CV, CVCe); Long u (CVCe)Long e (ea, e, e\_e, ee); endings ng, nk; phonogram –inkAi, ay; contractions ‘ll, ‘d; phonograms –ay, -ain | Oa, ow, contractions ‘ve, ‘re; phonograms –ow, -oatShort vowel ea as short e |
| Fluency | Phrasing: punctuationRateAccuracy: wordExpressionIntonation | StressPhrasing: punctuationExpressionIntonationRate |
| Speaking and Listening;Research/Media Literacy |  |  |
|  | Giving clear descriptionsDiscuss information text (compare/contrast)Speaking about a topicUsing information from media | Speaking to persuadeUse sensory words and words about feelings |
| Comprehension |  |  |
| Skills | SKIILS: Author’s purposeSequence of eventsCause and effectConclusionsCompare/contrast | STRATEGIES: Analyze/evaluateQuestionVisualizeInfer/predictMonitor/clarify | SKILLS: Main idea and detailsCompare/contrastAuthor’s PurposeSequence of eventsCause and effect | STRATEGIES: QuestionVisualizeSummarizeMonitor/clarifyInfer/predict |
| Spelling, Grammar, Writing |  |  |
| Grammar | \*types of words (nouns, verbs, adjectives)Proper nounsCommandsSubjects and verbsVerbs and timeThe verb “be” | QuestionsCompound sentencesNames of months, days, and holidaysFuture tensePrepositions and prepositional phrases |
| Writing  | InformativeSentences that informInstructionsReport | FOCUS TRAITS: OrganizationIdeasSentence Fluency\*Conventions | NarrativeSentences about yourselfFriendly letter | FOCUS TRAITS:VoiceOrganizationSentence fluency\*Conventions |
| Performance Task | PERFORMANCE TASK: Persuasive- “Where would you like to live (urban, suburban, rural) and why?”PERFORMANCE TASK: Persuasive-The Best Season is….” | PERFORMANCE TASK: Narrative-Write a personal narrative.PERFORMANCE TASK: Narrative: Character Development Fiction Story |
| Unit Concept | CLASSIFYING | TRANSFORMATION |
| Essential Question: | Why and how to we classify things? | Can things transform into something new yet still remain the same? |
| ELA Focus | Types of Stories: Realistic Fiction, FantasyHistoric Fiction, etc.Types of Words (nouns, verbs, adjectives) | Story ElementsSequencing a StoryBeginning, Middle, EndPlotCharacter TraitsAdjectivesInside/Outside TraitsChange in Characters |
|  | SCIENCE: WeatherDifferent Kinds of WeatherThe Water CycleFour Seasons | SOCIAL STUDIES:Location (absolute and relative)Create a mapLand and Water (Earth’s basic features)Maps & Globes7 Continents/4 OceansWhere People Live(school, city, state, country)City/Town/FarmShelter & Transportation | SCIENCE: Properties of MatterSort by PropertySolids, Liquids, GasesChanges in Matter (heating & freezing)Making Matter ChangeMaking Mixtures | SOCIAL STUDIES: |
| Math | Place ValueNumbers 11 to 19Count by 10Tens and OnesNumbers to 100Ten More, Ten LessCount by Five | Two-Digit AdditionAdding Tens & OnesSubtract Tens & Ones |



First Grade Scope and Sequence (Journeys)

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| --- | --- | --- |
|  | Unit 5 | Unit 6 |
| Reading: Foundational Skills |  |  |
| Phonics | r-controlled vowels: ar, er, ir, urVowel digraph: ooVowel digraph: oo, ou, ewVowel digraphs: ou, ow | Base words with ending –ed and –ingBase words ending –er, -estLong I spelling patterns (igh, y, ie); phonograms –ight, -y; endings –ed, -ing, -er, -est, -es | Suffixes –ful, -ly, -y; long vowel spelling patterns a, e, I, o, uSyllable pattern CV; prefixes un- and re- |
| Fluency | Phrasing: natural pausesAccuracy: Connect textStressExpressionPhrasing: punctuation | Accuracy: self-correctIntonationPhrasing: natural pausesExpressionRate: Adjust to purpose |
| Speaking and Listening;Research/Media Literacy |  |  |
|  | Giving clear explanationsSpeaking to express an opinionLife cycle reportSpeaking about a topic | Ask and answer questions using information from mediaDiscuss stories: compare/contrastAsk and answer questions about informational text |
| Comprehension |  |  |
| Skills | SKIILS: Story structureConclusionsCause/effectSequence of eventsUnderstanding characters | STRATEGIES: Monitory/clarifyAnalyze/evaluateInfer/predictVisualizeSummarize | SKILLS: Compare/contrastAuthor’s purposeStory structureUnderstanding charactersMain idea and details | STRATEGIES: Monitory/clarifyAnalyze/evaluateInfer/predictVisualizeSummarize |
| Spelling, Grammar, Writing |  |  |
| Grammar | Subject: PronounsPronouns: I and mePossessive pronounsIndefinite pronounsContractions | ExclamationsKinds of sentencesKinds of adjectivesAdverbsAdjectives that compare |
| Writing  | NarrativeStory sequenceStory | FOCUS TRAITS: OrganizationSentence fluencyIdeas\*Conventions | Persuasive (opinion)Opinion sentencesOpinion paragraph | FOCUS TRAITS:Word choiceIdeasVoice\*Conventions |
| Performance Task | PERFORMANCE TASK: Informative-Explanatory Paragraph-Steps in plant growth.PERFORMANCE TASK: Informative-Environmental Activist Poster. | PERFORMANCE Task: Persuasive- Come Celebrate \_\_\_\_\_\_with me!PERFORMANCE TASK: -Persuasive-You should read \_\_\_\_\_. Book Report |
| Unit Concept | CONSERVATION | ATTRIBUTES |
| Essential Question: | Why must we be good stewards of the Earth? | What can looking at the different attributes of something/someone show us? |
| ELA Focus |  | Cultural Folktales: The Three Little PigsComparing Story Versions |
|  | SCIENCE: Forms of EnergyHeat, Sound, LightHow We Get EnergySun as a Source of EnergyHow People Use ElectricityHuman vs. Physical Features of EarthSurface of the Earth-LandformsRocks and SoilsWeathering/ErosionGraphing, Types of GraphsCollecting DataLiving vs. Non-LivingWhat Plants NeedParts of a PlantDifferent types of PlantsPlants Grow and Change | SOCIAL STUDIES:Natural Resources (air and water)PollutionSaving Earth’s Resources(reduce, reuse, recycle)Earth Day celebrations | SCIENCE: Motion (How Objects Move)Changing PositionsMotion & SpeedPushes/PullsGravity, FrictionSimple Machines (pulleys, levers, ramps)Magnets (Poles, Repel) | SOCIAL STUDIES:CultureIntroduction to ImmigrationCultures in Different PlacesCultural FolktalesCompare and ContrastCultures in the USSharing CelebrationsFamilies Around the World |
| Math | Butterfly LegoTime to Hour/Half Hour | Two-Dimensional ShapesComposite ShapesFractionsPond LegoThree Dimensional Shapes |