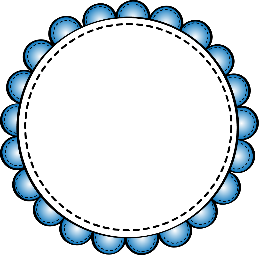
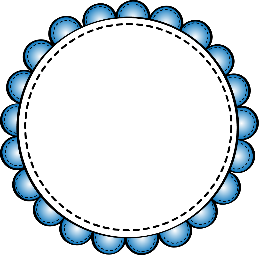
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| --- | --- | --- | --- | --- | --- | --- |
|  | Unit 1 | | | Unit 2 | | |
| Reading: Foundational Skills |  | | |  | | |
| Phonics | Short a, n, d, p, f  Short I, r, h, /z/s, b, g  Phonogram it  Short o, l, x | | Inflection –s  Short e, y, w, k, v, j  Photogram –et  Short u, consonants qu, z | Short a, double final consonants ck, phonogram –ack  Short I, blends with r, phonogram –ip | Short o, blends with l, phonogram –ock  Short e words, blends with –s  Short u, final blends, phonogram -up | |
| Fluency | Accuracy; word recognition  Words connected to text  Phrasing: punctuation  Intonation  Accuracy: self-correct | | | Expression  Rate  Phrasing: natural phrases  Accuracy: word recognition  Stress | | |
| Speaking and Listening;  Research/Media Literacy |  | | |  | | |
|  | Ask and answer questions | | | Oral description of items (at least 3 details) | | |
| Comprehension |  | | |  | | |
| Skills | SKIILS:  Main Idea  Understanding characters  Sequence of events  Text and graphic features  Story structure | STRATEGIES:  Summarize  Infer/predict  Monitor/clarify  Question  Analyze/Evaluate | | SKILLS:  Understanding characters  Main Idea and details  Sequence of events  Text and graphic features  Story structure | | STRATEGIES:  Summarize  Infer/predict  Analyze/evaluate  Question  Visualize |
| Spelling, Grammar, Writing |  | | |  | | |
| Grammar | Nouns  Possessives  Action verbs (present tense)  Adjectives (size, shape)  Adjectives (color, number) | | | Complete sentences  Commas in a series  Statements (declarative sentences)  Singular/Plurals nous  Articles (a, an, the) | | |
| Writing | Narrative  Labels  Captions  Sentences  Class story  Class story | FOCUS TRAITS:  Voice  Word choice  Ideas  \*Conventions | | Informative  Descriptive sentences  Poetry  Thank-you note  Descriptive writing | | FOCUS TRAITS:  Word choice  Sentence Fluency  Ideas  \*Conventions |
| Performance Task | PERFORMANCE TASK: Narrative-My family past and present.  PERFORMANCE TASK: Informative-My Biography of \_\_\_\_\_\_.” | | | PERFORMANCE TASK: Informative-Animal Description  PERFORMANCE 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 Words  Story Elements/Story Map  Asking Questions  Question Strategies for Informational Text | | | Fiction/Nonfiction  Features of Nonfiction Text  Writing Dialogue  Abstract/Realistic Art | | |
|  | SCIENCE:  Stars, Sun, Moon  Causes of Day and Night  Earth’s Neighbors | SOCIAL STUDIES:  Citizenship  Classroom/School Citizenship  Community Citizenship  Sequencing Time  Comparing Long Ago/Today  First Americans  American Past & Present  Heroes & Holidays  American Holidays  American Folktales  Timeline  Biographies of Famous Americans  PERFORMANCE TASK: Informative-My | | SCIENCE:  Basic Needs of Animals  Parent/Offspring  Animal Adaption  Animal Habitats | | SOCIAL STUDIES:  Simple Map Skills  Cardinal Directions (brief)  Needs/Wants  Making Economic Choices  Goods/Service  Consumers/Producers  Currency/Trade |
| Math | Basic Addition  Basic Subtraction  Addition/Subtraction Strategies  Math Story Problems | | | Missing Addend  Decomposing Numbers (subtraction)  Commutative Property  Fact Families | | |



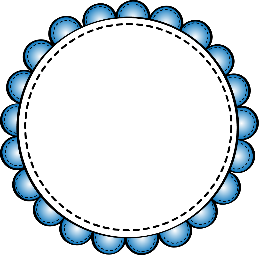
\*Highlight specifics in social studies/science found in your standards.

First Grade Scope and Sequence (Journeys)



First Grade Scope and Sequence (Journeys)

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|  | Unit 3 | | | Unit 4 | | |
| Reading: Foundational Skills |  | | |  | | |
| Phonics | Digraph th; base words and –s, -es, -ed, -ing endings  Digraphs ch, tch, possessives with ‘s; phonogram –atch  Digraphs sh, wh, ph; contractions with ‘s , n’t | | Long a (CVCe); phonogram –ake; soft c, d, dge; phonogram –ace  Long 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 –ink  Ai, ay; contractions ‘ll, ‘d; phonograms –ay, -ain | Oa, ow, contractions ‘ve, ‘re; phonograms –ow, -oat  Short vowel ea as short e | |
| Fluency | Phrasing: punctuation  Rate  Accuracy: word  Expression  Intonation | | | Stress  Phrasing: punctuation  Expression  Intonation  Rate | | |
| Speaking and Listening;  Research/Media Literacy |  | | |  | | |
|  | Giving clear descriptions  Discuss information text (compare/contrast)  Speaking about a topic  Using information from media | | | Speaking to persuade  Use sensory words and words about feelings | | |
| Comprehension |  | | |  | | |
| Skills | SKIILS:  Author’s purpose  Sequence of events  Cause and effect  Conclusions  Compare/contrast | STRATEGIES:  Analyze/evaluate  Question  Visualize  Infer/predict  Monitor/clarify | | SKILLS:  Main idea and details  Compare/contrast  Author’s Purpose  Sequence of events  Cause and effect | | STRATEGIES:  Question  Visualize  Summarize  Monitor/clarify  Infer/predict |
| Spelling, Grammar, Writing |  | | |  | | |
| Grammar | \*types of words (nouns, verbs, adjectives)  Proper nouns  Commands  Subjects and verbs  Verbs and time  The verb “be” | | | Questions  Compound sentences  Names of months, days, and holidays  Future tense  Prepositions and prepositional phrases | | |
| Writing | Informative  Sentences that inform  Instructions  Report | FOCUS TRAITS:  Organization  Ideas  Sentence Fluency  \*Conventions | | Narrative  Sentences about yourself  Friendly letter | | FOCUS TRAITS:  Voice  Organization  Sentence 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, Fantasy  Historic Fiction, etc.  Types of Words (nouns, verbs, adjectives) | | | Story Elements  Sequencing a Story  Beginning, Middle, End  Plot  Character Traits  Adjectives  Inside/Outside Traits  Change in Characters | | |
|  | SCIENCE:  Weather  Different Kinds of Weather  The Water Cycle  Four Seasons | SOCIAL STUDIES:  Location (absolute and relative)  Create a map  Land and Water (Earth’s basic features)  Maps & Globes  7 Continents/4 Oceans  Where People Live  (school, city, state, country)  City/Town/Farm  Shelter & Transportation | | SCIENCE:  Properties of Matter  Sort by Property  Solids, Liquids, Gases  Changes in Matter (heating & freezing)  Making Matter Change  Making Mixtures | | SOCIAL STUDIES: |
| Math | Place Value  Numbers 11 to 19  Count by 10  Tens and Ones  Numbers to 100  Ten More, Ten Less  Count by Five | | | Two-Digit Addition  Adding Tens & Ones  Subtract 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, ur  Vowel digraph: oo  Vowel digraph: oo, ou, ew  Vowel digraphs: ou, ow | | Base words with ending –ed and –ing  Base words ending –er, -est  Long 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, u  Syllable pattern CV; prefixes un- and re- | |
| Fluency | Phrasing: natural pauses  Accuracy: Connect text  Stress  Expression  Phrasing: punctuation | | Accuracy: self-correct  Intonation  Phrasing: natural pauses  Expression  Rate: Adjust to purpose | | |
| Speaking and Listening;  Research/Media Literacy |  | |  | | |
|  | Giving clear explanations  Speaking to express an opinion  Life cycle report  Speaking about a topic | | Ask and answer questions using information from media  Discuss stories: compare/contrast  Ask and answer questions about informational text | | |
| Comprehension |  | |  | | |
| Skills | SKIILS:  Story structure  Conclusions  Cause/effect  Sequence of events  Understanding characters | STRATEGIES:  Monitory/clarify  Analyze/evaluate  Infer/predict  Visualize  Summarize | SKILLS:  Compare/contrast  Author’s purpose  Story structure  Understanding characters  Main idea and details | | STRATEGIES:  Monitory/clarify  Analyze/evaluate  Infer/predict  Visualize  Summarize |
| Spelling, Grammar, Writing |  | |  | | |
| Grammar | Subject: Pronouns  Pronouns: I and me  Possessive pronouns  Indefinite pronouns  Contractions | | Exclamations  Kinds of sentences  Kinds of adjectives  Adverbs  Adjectives that compare | | |
| Writing | Narrative  Story sequence  Story | FOCUS TRAITS:  Organization  Sentence fluency  Ideas  \*Conventions | Persuasive (opinion)  Opinion sentences  Opinion paragraph | | FOCUS TRAITS:  Word choice  Ideas  Voice  \*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 Pigs  Comparing Story Versions | | |
|  | SCIENCE:  Forms of Energy  Heat, Sound, Light  How We Get Energy  Sun as a Source of Energy  How People Use Electricity  Human vs. Physical Features of Earth  Surface of the Earth-Landforms  Rocks and Soils  Weathering/Erosion  Graphing, Types of Graphs  Collecting Data  Living vs. Non-Living  What Plants Need  Parts of a Plant  Different types of Plants  Plants Grow and Change | SOCIAL STUDIES:  Natural Resources (air and water)  Pollution  Saving Earth’s Resources  (reduce, reuse, recycle)  Earth Day celebrations | SCIENCE:  Motion (How Objects Move)  Changing Positions  Motion & Speed  Pushes/Pulls  Gravity, Friction  Simple Machines (pulleys, levers, ramps)  Magnets (Poles, Repel) | | SOCIAL STUDIES:  Culture  Introduction to Immigration  Cultures in Different Places  Cultural Folktales  Compare and Contrast  Cultures in the US  Sharing Celebrations  Families Around the World |
| Math | Butterfly Lego  Time to Hour/Half Hour | | Two-Dimensional Shapes  Composite Shapes  Fractions  Pond Lego  Three Dimensional Shapes | | |