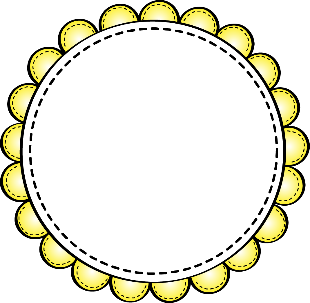
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| --- | --- | --- | --- | --- | --- |
|  | Unit 1 | | | Unit 2 | |
| Reading: Foundational Skills |  | | |  | |
| Phonemic Awareness | Listen for short a  Listen for short i  Listen for short I blends  Listen for end blends | | | Listen for short o  Listen for short e  Listen for s blends/r blends  Listen for short u  Listen for digraphs th/sh/-ng | |
| Phonics | Short a  Short i  L blends  End blends | | | Short o  Short e  S blends/r blends  Short u  Digraphs th/sh/-ng | |
| Fluency | Build Fluency: Word automaticity  Sound/Spellings | | | Build Fluency: Word automaticity  Sound/Spelling | |
| Comprehension |  | | |  | |
| Skills | SKIILS:  Character and Setting  Sequence of Events  Plot  Author’s Purpose | STRATEGIES:  Analyze story structure  Analyze text structure | | SKILLS:  Main Idea and Details  Retell  Plot | STRATEGIES:  Summarize  Visualize |
| Spelling, Grammar, Writing |  | | |  | |
| Grammar | Sentences  Word Order  Statements  Questions and Exclamations  Writing Sentences | | | Nouns  Plural nouns  Irregular plural nouns  Proper nouns  Days, Month and Holidays | |
| Writing | Personal Narratives  Descriptive Sentences | FOCUS TRAITS:  Ideas  Word Choice  \*Conventions | | Report  How-to sentences  Story | FOCUS TRAITS:  Word Choice  \*Conventions |
| Performance Task | PERFORMANCE TASK: Narrative-caption “My friend’s name is \_\_\_\_\_\_\_\_\_.”  PERFORMANCE TASK: Narrative-Descriptive sentence of object. | | | PERFORMANCE TASK: Narrative-My Timeline (add captions)  PERFORMANCE TASK: Informative-“How Something Moves” descriptive sentence. | |
| 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 | |

First Grade Scope and Sequence (Treasures)

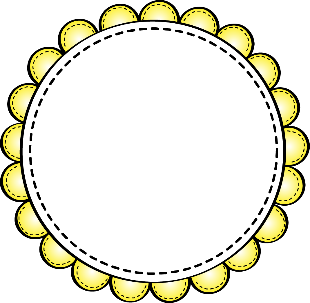
\*Highlight specifics in social studies/science found in your standards.



First Grade Scope and Sequence (Treasures)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Unit 3 | | Unit 4 | |
| Reading: Foundational Skills |  | |  | |
| Phonemic Awareness | Listen for long a (a\_e)  Liston for long I (i\_e)  Listen for digraphs ch, tch, wh, ph  Listen for long o, long u, long e  Listen for Three-Letter Blends | | Listen for long a (ai, ay)  Listen for Long e (e, ee, ea, ie)  Listen for long o (o, oa, ow, oe)  Listen for long I (I, y, igh, ie)  Listen for Long e (y, ey) | |
| Phonics | Long a: a\_e  Long i: i\_e  Digraphs ch, tch, wh, ph  Long o, Long u, Long e  Words with Three-Letter Blends | | Long a (ai, ay)  Long e (e, ee, ea, ie)  Long o (o, oa, ow, oe)  Long I (I, y, igh, ie)  Long e (y, ey) | |
| Fluency | Build Fluency: Word Automaticity  Echo-Read | | Build Fluency: word automaticity, echo-read, intonation  expression | |
| Comprehension |  | |  | |
| Skills | SKIILS:  Retell  Make and Confirm Predictions  Main Idea and Details  Draw Conclusions  Compare and Contrast | STRATEGIES:  Analyze story structure  Monitor Comprehension/Reread | SKILLS:  Make Predictions  Character and Setting  Retell  Plot | STRATEGIES:  Ask Questions  Visualize |
| Spelling, Grammar, Writing |  | |  | |
| Grammar | Verbs  Present-Tense Verbs  Past and Future Tense Verbs  *Is* and *Are*  Contractions with *Not* | | Was and *were*  *Has* and *have*  Go and *do*  *See* and *saw*  Adverbs that tell when | |
| Writing | Story (poem)  Persuasive Sentences  Descriptive Sentences | FOCUS TRAITS:  Word Choice  Sentence fluency  \*Conventions | Personal narrative  Report  Story | FOCUS TRAITS:  Voice  Organization  Word Choice  \*Conventions |
| Performance Task | PERFORMANCE TASK: Narrative-A Small Moment (special day in student’s life)  PERFORMANCE TASK: Narrative: Fiction Story | | PERFORMANCE TASK: Informative-Animal Research Project-labels animal parts and tell their uses.  PERFORMANCE TASK: Persuasive- The Best Job in the World | |
| 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:  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 | 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 (Treasures)



|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Unit 5 | | | | | Unit 6 | | |
| Reading: Foundational Skills |  | | | | |  | | |
| Phonemic Awareness | Listen for r controlled vowels: er, ir, ur  Listen for r controlled vowels: ar | | | Listen for r controlled vowels: or  Listen for diphthongs: ou, ow  Listen for diphthongs: oi, oy | | Listen for /ü/ and /ύ/  Listen for /Ô/  Listen for prefixes re-,un- | | Listen for open and closed syllables  Listen for final stable syllables |
| Phonics | r-Controlled vowels: er, ir, ur  r-controlled vowels: ar  r-controlled vowels: ar | | | Diphthongs ou, ow  Dipthongs: oi, oy | | Vowel digraphs /ü/ and /ύ/ spelled oo  Vowel digraphs /ü/ and /ύ/ spelled au, aw  Words with prefixes re-, un- | | Open and closed syllables  Final stable syllable words |
| Fluency | Build Fluency: Word Automaticity, Echo-Read  Read with Expression  Read with Intonation  Phrasing | | | | | Build fluency: Word automaticity, Echo-read, expression: intonation  Build fluency: word automaticity, echo-read,  Appropriate phrasing | | |
| Comprehension |  | | | | |  | | |
|  | SKILLS:  Cause and effect  Make inferences  Compare and contrast  Sequence of Events  Sequence | | STRATEGIES:  Generate questions  Summarize | | | SKILLS:  Fantasy and reality  Make inferences  Classify and categorize  Make and confirm predictions  Characters and setting | | STRATEGIES:  Visualize  Monitor comprehension: Reread |
| Spelling, Grammar, Writing |  | | | | |  | | |
| Grammar | Adjectives  Adjectives that compare  Synonyms and antonyms  Color words/number words  Prepositions/Prepositional phrases | | | | | Subjects and predicates  Pronouns  Using I and me  Adverbs that tell how | | |
| Writing | Descriptive Sentences (poem)  Report  Poem  Persuasive sentences | | FOCUS TRAITS:  Organization  Ideas  \*Conventions | | | Personal Narrative: Letter  How-to article  Report | | FOCUS TRAITS:  Voice  Ideas  Sentence fluency  \*Conventions |
| Performance Task | PERFORMANCE TASK: Persuasive-The best poem is….”  PERFORMANCE TASK: Persuasive-Take Care of the Earth, Please1 | | | | | PERFORMANCE TASK: Informative-How a Seed Grows expository paragraph  PERFORMANCE TASK: Narrative-A Special Celebration | | |
| 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:  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 |
| Math | Butterfly Lego  Time to Hour/Half Hour | | | | | Two-Dimensional Shapes  Composite Shapes  Fractions  Pond Lego  Three Dimensional Shapes | | |