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|  | Unit 1 | Unit 2 |
| Reading: Foundational Skills |  |  |
| Phonemic Awareness | Listen for short aListen for short iListen for short I blendsListen for end blends | Listen for short oListen for short eListen for s blends/r blendsListen for short uListen for digraphs th/sh/-ng |
| Phonics | Short aShort iL blends End blends | Short oShort eS blends/r blendsShort uDigraphs th/sh/-ng |
| Fluency | Build Fluency: Word automaticitySound/Spellings | Build Fluency: Word automaticitySound/Spelling |
| Comprehension |  |  |
| Skills | SKIILS: Character and SettingSequence of EventsPlotAuthor’s Purpose | STRATEGIES: Analyze story structureAnalyze text structure | SKILLS: Main Idea and DetailsRetellPlot | STRATEGIES: SummarizeVisualize |
| Spelling, Grammar, Writing |  |  |
| Grammar | SentencesWord OrderStatementsQuestions and ExclamationsWriting Sentences | NounsPlural nounsIrregular plural nounsProper nounsDays, Month and Holidays |
| Writing  | Personal NarrativesDescriptive Sentences | FOCUS TRAITS: IdeasWord Choice\*Conventions | ReportHow-to sentencesStory | 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 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 & Present | Heroes & 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 |

First Grade Scope and Sequence (Treasures)

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

First Grade Scope and Sequence (Treasures)

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|  | 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, phListen for long o, long u, long eListen 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\_eLong i: i\_eDigraphs ch, tch, wh, phLong o, Long u, Long eWords 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 AutomaticityEcho-Read | Build Fluency: word automaticity, echo-read, intonationexpression |
| Comprehension |  |  |
| Skills | SKIILS: RetellMake and Confirm PredictionsMain Idea and DetailsDraw ConclusionsCompare and Contrast | STRATEGIES: Analyze story structureMonitor Comprehension/Reread | SKILLS: Make PredictionsCharacter and SettingRetellPlot | STRATEGIES: Ask QuestionsVisualize |
| Spelling, Grammar, Writing |  |  |
| Grammar | VerbsPresent-Tense VerbsPast 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 SentencesDescriptive Sentences | FOCUS TRAITS: Word ChoiceSentence fluency\*Conventions | Personal narrativeReportStory | FOCUS TRAITS:VoiceOrganizationWord 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, 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: Basic Needs of AnimalsParent/OffspringAnimal AdaptionAnimal Habitats | SOCIAL STUDIES:Simple Map SkillsCardinal Directions (brief)Needs/WantsMaking Economic ChoicesGoods/ServiceConsumers/ProducersCurrency/Trade |
| Math | Place ValueNumbers 11 to 19Count by 10Tens and Ones | Numbers to 100Ten More, Ten LessCount by Five | Two-Digit AdditionAdding Tens & OnesSubtract Tens & Ones |

First Grade Scope and Sequence (Treasures)



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|  | Unit 5 | Unit 6 |
| Reading: Foundational Skills |  |  |
| Phonemic Awareness | Listen for r controlled vowels: er, ir, urListen for r controlled vowels: ar | Listen for r controlled vowels: orListen for diphthongs: ou, owListen for diphthongs: oi, oy | Listen for /ü/ and /ύ/Listen for /Ô/Listen for prefixes re-,un- | Listen for open and closed syllablesListen for final stable syllables |
| Phonics | r-Controlled vowels: er, ir, urr-controlled vowels: arr-controlled vowels: ar | Diphthongs ou, owDipthongs: oi, oy | Vowel digraphs /ü/ and /ύ/ spelled ooVowel digraphs /ü/ and /ύ/ spelled au, awWords with prefixes re-, un- | Open and closed syllablesFinal stable syllable words |
| Fluency | Build Fluency: Word Automaticity, Echo-ReadRead with ExpressionRead with IntonationPhrasing | Build fluency: Word automaticity, Echo-read, expression: intonationBuild fluency: word automaticity, echo-read,Appropriate phrasing |
| Comprehension |  |  |
|  | SKILLS:Cause and effectMake inferencesCompare and contrastSequence of EventsSequence | STRATEGIES:Generate questionsSummarize | SKILLS: Fantasy and realityMake inferencesClassify and categorizeMake and confirm predictionsCharacters and setting | STRATEGIES: VisualizeMonitor comprehension: Reread |
| Spelling, Grammar, Writing |  |  |
| Grammar | AdjectivesAdjectives that compareSynonyms and antonymsColor words/number wordsPrepositions/Prepositional phrases | Subjects and predicatesPronounsUsing I and meAdverbs that tell how |
| Writing  | Descriptive Sentences (poem)ReportPoemPersuasive sentences | FOCUS TRAITS: OrganizationIdeas\*Conventions | Personal Narrative: LetterHow-to articleReport | FOCUS TRAITS:VoiceIdeasSentence 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 paragraphPERFORMANCE 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 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 Soils | Weathering/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: 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 Soils | Weathering/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 |
| Math | Butterfly LegoTime to Hour/Half Hour | Two-Dimensional ShapesComposite ShapesFractionsPond LegoThree Dimensional Shapes |