

**Grade 1  
Scope and Sequence**

Time Frame	Unit of Study Focus	Student Outcomes	Reading: Foundational Skills	Benchmark (At end of time frame)
September	Readers build good habits.	<ul style="list-style-type: none"> <li>• Readers push themselves to read long and strong.</li> <li>• Readers make pictures in their heads as they read.</li> <li>• Readers become stronger readers by reading books with friends.</li> </ul>	<p><i>Phonemic Awareness:</i></p> <ul style="list-style-type: none"> <li>• Blending and segmenting individual Sounds</li> <li>• Rhyming words and syllables</li> </ul> <p><i>Phonics and Word Recognition:</i></p> <ul style="list-style-type: none"> <li>• Letter names</li> <li>• Beginning sounds</li> <li>• Letter formation</li> <li>• Simple CVC spelling patterns</li> <li>• High Frequency words</li> </ul>	D
October-November	<p>Growing Ideas about Stories:</p> <p>Readers use strategies to tackle hard words and the tricky parts of books.</p>	<ul style="list-style-type: none"> <li>• Readers think about the story and how the words will go before they read.</li> <li>• Readers use what they know to help themselves (letters, sounds, patterns and “snap words”)</li> <li>• Readers stop and check when they notice something isn’t quite right.</li> </ul>	<p><i>Phonemic Awareness:</i></p> <ul style="list-style-type: none"> <li>• Blending and segmenting individual Sounds</li> <li>• Rhyming words and syllables</li> </ul> <p><i>Phonics and Word Recognition:</i></p> <ul style="list-style-type: none"> <li>• Letter names</li> <li>• Beginning sounds</li> <li>• Letter formation</li> <li>• Simple CVC spelling patterns</li> <li>• High Frequency words</li> </ul>	E
November-December	Reading and Writing with Purpose	<ul style="list-style-type: none"> <li>• Readers study what characters DO in the books they read.</li> <li>• Readers think about the characters as they read, “What kind of person is this?”</li> <li>• Readers notice characters’ feelings and how they change.</li> </ul>	<p><i>Phonics and Word Recognition:</i></p> <ul style="list-style-type: none"> <li>• Short vowel sounds</li> <li>• Initial blends and digraphs (e.g. /st/, /th/)</li> <li>• Final digraphs</li> <li>• High Frequency words</li> <li>• Spelling patterns CVC</li> </ul>	F

Time Frame	Unit of Study Focus	Student Outcomes	Reading: Foundational Skills	Benchmark (At end of time frame)
January	Digging Deeper: Nonfiction helps us learn about the world.	<ul style="list-style-type: none"> <li>• Readers read nonfiction to become smarter about the world and the things in it.</li> <li>• Nonfiction readers see more than the words on a page.</li> <li>• Readers read more than one book about a topic so they can compare and contrast ideas.</li> </ul>	<i>Phonics and Word Recognition:</i> <ul style="list-style-type: none"> <li>• Inflected endings (-ing, -s, -ed)</li> <li>• Initial blends and digraphs (e.g. /st/, /th/)</li> <li>• Final digraphs</li> <li>• High Frequency words</li> <li>• Spelling patterns short vowel CVC</li> </ul>	G
February-March	Details Make Topics Interesting: Readers read across genres to learn about a topic.	<ul style="list-style-type: none"> <li>• Readers are “fact collectors”.</li> <li>• Readers collect facts from different places.</li> <li>• Readers make connections between texts.</li> </ul>	<i>Phonics and Word Recognition:</i> <ul style="list-style-type: none"> <li>• Inflected endings (-ing, -s)</li> <li>• Initial blends and digraphs Final digraphs (e.g./mp/, /nt/, /st/, /sh/, /th/, /ch/)</li> <li>• High Frequency words</li> <li>• Spelling patterns CVC</li> </ul>	H
April-May	Researching Facts to Teach Others	<ul style="list-style-type: none"> <li>• Readers push themselves to understand so well that we are able to explain it to others.</li> <li>• Readers use their background knowledge when they read.</li> </ul> <p>Readers carry all that we learn in one book and move it to the next book we read.</p>	<i>Phonics and Word Recognition:</i> <ul style="list-style-type: none"> <li>• Inflected endings (-ing, -s)</li> <li>• Initial blends and digraphs final digraphs</li> <li>• High Frequency words</li> <li>• Spelling patterns CVC</li> </ul>	I