



Grade 1 Scope & Sequence

UNIT 1: Friendship

| WEEK | CONCEPTS OF PRINT | PHONOLOGICAL AWARENESS | PHONICS | WORD ANALYSIS | SPELLING | LETTER FORMATION | HIGH-FREQUENCY WORDS | FLUENCY | UNIT WORDS |
|----------|---|---|---|---|---|---|--|--|---|
| 1 | <ul style="list-style-type: none"> Book Handling Text Direction | <ul style="list-style-type: none"> Recognize/Produce Rhyme Isolate Phonemes (Initial) Blend, Identify, Segment Phonemes | <ul style="list-style-type: none"> Short <i>a</i> Consonant Review: <i>m, t, s, b, n, p, r, h, c/k/, d</i> | <ul style="list-style-type: none"> Plural Nouns: -s (no spelling changes) | <ul style="list-style-type: none"> Words with Short <i>a</i> | <ul style="list-style-type: none"> <i>Aa, Dd</i> | <ul style="list-style-type: none"> <i>and, see, the, to</i> | <ul style="list-style-type: none"> Accuracy | feel friend help share |
| 2 | <ul style="list-style-type: none"> Distinguish Letters from Words Spacing Between Words | <ul style="list-style-type: none"> Recognize/Produce Alliteration Isolate Phonemes (Initial) Blend, Identify, Segment Phonemes | <ul style="list-style-type: none"> Short <i>i</i> Consonant Review: <i>f, g, l, j, k, qu, x, z, w, v, y</i> | <ul style="list-style-type: none"> <i>s</i> as /z/ | <ul style="list-style-type: none"> Words with Short <i>i</i> | <ul style="list-style-type: none"> <i>Ii, Ll</i> | <ul style="list-style-type: none"> <i>but, her, not, of</i> | <ul style="list-style-type: none"> Accuracy | |
| 3 | <ul style="list-style-type: none"> Text and Pictures Features of a Sentence | <ul style="list-style-type: none"> Recognize/Produce Rhyme Isolate Phonemes (Medial) Blend, Identify, Segment Phonemes | <ul style="list-style-type: none"> Short <i>o</i> | <ul style="list-style-type: none"> Inflectional Ending -s (verbs; no spelling changes) | <ul style="list-style-type: none"> Words with Short <i>o</i> | <ul style="list-style-type: none"> <i>Oo, Cc</i> | <ul style="list-style-type: none"> <i>do, that, they, was</i> | <ul style="list-style-type: none"> Accuracy | |
| 4 | <ul style="list-style-type: none"> Book Parts: Title, Author Name, and Illustrator Name Book Parts: Table of Contents | <ul style="list-style-type: none"> Blend Onset and Rime Isolate Phonemes (Medial) Blend, Identify, Segment Phonemes | <ul style="list-style-type: none"> Short <i>e</i> | <ul style="list-style-type: none"> Double Final Consonants | <ul style="list-style-type: none"> Words with Short <i>e</i> | <ul style="list-style-type: none"> <i>Ee, Ss</i> | <ul style="list-style-type: none"> <i>are, for, with, you</i> | <ul style="list-style-type: none"> Accuracy | |
| 5 | <ul style="list-style-type: none"> End Punctuation Book Parts: Glossary | <ul style="list-style-type: none"> Segment Onset and Rime Isolate Phonemes (Medial) Blend, Identify, Segment Phonemes | <ul style="list-style-type: none"> Short <i>u</i> | <ul style="list-style-type: none"> Inflectional Ending -ed (no spelling changes) | <ul style="list-style-type: none"> Words with Short <i>u</i> | <ul style="list-style-type: none"> <i>Uu</i> | <ul style="list-style-type: none"> <i>be, he, she, we</i> | <ul style="list-style-type: none"> Accuracy | |



Grade 1 Scope & Sequence *continued*

| UNIT 2: Create Every Day | | | | | | | | |
|--------------------------|--|--|---|---|---|--|--|--|
| WEEK | PHONOLOGICAL AWARENESS | PHONICS | WORD ANALYSIS | SPELLING | LETTER FORMATION | HIGH-FREQUENCY WORDS | FLUENCY | UNIT WORDS |
| 6 | <ul style="list-style-type: none"> Blend Syllables Isolate Phonemes (Initial) Blend, Identify, Segment Phonemes | <ul style="list-style-type: none"> Digraphs: <i>sh-</i>, <i>th-</i>, <i>ch-</i>, <i>wh-</i> | <ul style="list-style-type: none"> Possessives (with 's) | <ul style="list-style-type: none"> Words with Consonant Digraphs | <ul style="list-style-type: none"> <i>Tt, Hh</i> | <ul style="list-style-type: none"> <i>like, make, there, what</i> | <ul style="list-style-type: none"> Accuracy | art create idea music |
| 7 | <ul style="list-style-type: none"> Segment Syllables Isolate Phonemes (Final) Blend, Identify, Segment Phonemes | <ul style="list-style-type: none"> Digraphs: <i>-th</i>, <i>-sh</i>, <i>-ck</i> | <ul style="list-style-type: none"> Inflectional Ending <i>-ing</i> (no spelling changes) | <ul style="list-style-type: none"> Words with Ending Digraphs | <ul style="list-style-type: none"> <i>Yy, Kk</i> | <ul style="list-style-type: none"> <i>go, no, so, which</i> | <ul style="list-style-type: none"> Accuracy | |
| 8 | <ul style="list-style-type: none"> Blend/Segment Onset and Rime Isolate, Identify, Substitute Phonemes Blend Phonemes | <ul style="list-style-type: none"> Digraphs: <i>-ch</i>, <i>-tch</i>, <i>-ng</i> | <ul style="list-style-type: none"> Inflections <i>-s</i>, <i>-es</i> | <ul style="list-style-type: none"> Words with Ending Digraphs | <ul style="list-style-type: none"> <i>Nn, Mm</i> | <ul style="list-style-type: none"> <i>from, have, look, or</i> | <ul style="list-style-type: none"> Accuracy | |
| 9 | <ul style="list-style-type: none"> Blend/Segment Syllables Add, Delete Phonemes (Initial) Segment, Blend Phonemes | <ul style="list-style-type: none"> Beginning Blends: <i>bl-</i>, <i>cl-</i>, <i>fl-</i>, <i>pl-</i> | <ul style="list-style-type: none"> Inflectional Endings <i>-ed</i>, <i>-ing</i> | <ul style="list-style-type: none"> Words with Beginning Blends | <ul style="list-style-type: none"> <i>Bb, Pp</i> | <ul style="list-style-type: none"> <i>about, out, play, were</i> | <ul style="list-style-type: none"> Accuracy | |
| 10 | <ul style="list-style-type: none"> Blend/Segment Syllables Add, Delete Phonemes (Initial) Blend, Segment Phonemes | <ul style="list-style-type: none"> Beginning Blends: <i>st-</i>, <i>sk-</i>, <i>sm-</i>, <i>sp-</i> | <ul style="list-style-type: none"> Compound Words | <ul style="list-style-type: none"> Words with Beginning Blends | <ul style="list-style-type: none"> <i>Jj</i> | <ul style="list-style-type: none"> <i>by, come, my, some</i> | <ul style="list-style-type: none"> Accuracy | |



Grade 1 Scope & Sequence *continued*

| UNIT 3: The Underwater World | | | | | | | | |
|-------------------------------------|---|--|---|--|---|---|--|--|
| WEEK | PHONOLOGICAL AWARENESS | PHONICS | WORD ANALYSIS | SPELLING | LETTER FORMATION | HIGH-FREQUENCY WORDS | FLUENCY | UNIT WORDS |
| 11 | <ul style="list-style-type: none"> Blend, Segment Phonemes Add, Delete, Substitute Phonemes (Initial) | <ul style="list-style-type: none"> Beginning r-Blends: <i>fr-, cr-, dr-, tr-</i> | <ul style="list-style-type: none"> Short Vowel Syllable Patterns (Closed Syllables) | <ul style="list-style-type: none"> Words with Beginning Blends | <ul style="list-style-type: none"> <i>Ff, Rr</i> | <ul style="list-style-type: none"> <i>into, more, one, your</i> | <ul style="list-style-type: none"> Accuracy | animal deep sea water |
| 12 | <ul style="list-style-type: none"> Blend, Add, Segment Phonemes Delete Phonemes (Initial) | <ul style="list-style-type: none"> Beginning Blends: <i>gr-, br-, sn-, sw-</i> | <ul style="list-style-type: none"> Inflectional Endings <i>-ed, -ing</i> (with and without spelling changes) | <ul style="list-style-type: none"> Words with Beginning Blends | <ul style="list-style-type: none"> <i>Gg, Qq</i> | <ul style="list-style-type: none"> <i>could, great, said, would</i> | <ul style="list-style-type: none"> Accuracy | |
| 13 | <ul style="list-style-type: none"> Blend, Add, Segment Phonemes Delete Phonemes (Initial) | <ul style="list-style-type: none"> Three-Letter Blends: <i>scr-, spl-, str-, spr-</i> | <ul style="list-style-type: none"> Contractions with 's | <ul style="list-style-type: none"> Words with Three-Letter Blends | <ul style="list-style-type: none"> <i>Vv, Ww</i> | <ul style="list-style-type: none"> <i>all, small, their, through</i> | <ul style="list-style-type: none"> Accuracy | |
| 14 | <ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate Phonemes (Final) | <ul style="list-style-type: none"> Ending Blends: <i>-st, -sk, -nd, -nt, -mp</i> | <ul style="list-style-type: none"> Contractions with <i>not</i> | <ul style="list-style-type: none"> Words with Ending Blends | <ul style="list-style-type: none"> <i>Xx, Zz</i> | <ul style="list-style-type: none"> <i>any, many, most, want</i> | <ul style="list-style-type: none"> Accuracy | |
| 15 | <ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate, Identify, Substitute Phonemes (Medial) | <ul style="list-style-type: none"> Long <i>a</i>: <i>a_e</i> | <ul style="list-style-type: none"> Plurals (with CVCe Words) | <ul style="list-style-type: none"> Words with Long <i>a</i>: <i>a_e</i> | <ul style="list-style-type: none"> Punctuation | <ul style="list-style-type: none"> <i>other, people, too, write</i> | <ul style="list-style-type: none"> Accuracy | |



Grade 1 Scope & Sequence *continued*

| UNIT 4: Neighborhoods | | | | | | | |
|------------------------------|--|---|---|---|---|---|--|
| WEEK | PHONOLOGICAL AWARENESS | PHONICS | WORD ANALYSIS | SPELLING | HIGH-FREQUENCY WORDS | FLUENCY | UNIT WORDS |
| 16 | <ul style="list-style-type: none"> Blend, Segment Phonemes Isolate, Identify, Substitute Phonemes (Medial) | <ul style="list-style-type: none"> Long o: o_e; Long i: i_e | <ul style="list-style-type: none"> Final e Syllable Patterns | <ul style="list-style-type: none"> Words with Long o: o_e; Long i: i_e | <ul style="list-style-type: none"> <i>down, over, these, who</i> | <ul style="list-style-type: none"> Expression | here live neighbor work |
| 17 | <ul style="list-style-type: none"> Blend, Segment Phonemes Isolate, Identify, Substitute Phonemes (Medial) | <ul style="list-style-type: none"> Long u: u_e; Long e: e_e | <ul style="list-style-type: none"> Inflectional Endings <i>-ed, -ing</i> (drop final e) | <ul style="list-style-type: none"> Words with Long u: u_e; Long e: e_e | <ul style="list-style-type: none"> <i>also, first, how, new</i> | <ul style="list-style-type: none"> Appropriate Phrasing | |
| 18 | <ul style="list-style-type: none"> Blend, Segment Phonemes Isolate Phonemes (Initial) Identify Phonemes (Final) | <ul style="list-style-type: none"> Soft c, g | <ul style="list-style-type: none"> Inflectional Endings <i>-ed, -ing</i> (with and without spelling changes) | <ul style="list-style-type: none"> Words with Soft c, g, dge | <ul style="list-style-type: none"> <i>been, change, once, only</i> | <ul style="list-style-type: none"> Intonation/Inflection | |
| 19 | <ul style="list-style-type: none"> Blend, Segment Phonemes Isolate Phonemes (Medial, Final) Identify, Delete Phonemes (Final) | <ul style="list-style-type: none"> Long a: ai, ay | <ul style="list-style-type: none"> Prefixes <i>re-, un-</i> | <ul style="list-style-type: none"> Words with Long a: ai, ay | <ul style="list-style-type: none"> <i>away, because, each, where</i> | <ul style="list-style-type: none"> Accuracy | |
| 20 | <ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate, Identify Phonemes (Medial) Substitute Phonemes (Initial) | <ul style="list-style-type: none"> Long e: e, ee, ea | <ul style="list-style-type: none"> Suffixes <i>-ful, -less</i> | <ul style="list-style-type: none"> Words with Long e: e, ee, ea | <ul style="list-style-type: none"> <i>around, found, good, now</i> | <ul style="list-style-type: none"> Rate/Pacing | |



Grade 1 Scope & Sequence *continued*

| UNIT 5: Imagine That! | | | | | | | |
|------------------------------|---|--|---|--|--|---|---|
| WEEK | PHONOLOGICAL AWARENESS | PHONICS | WORD ANALYSIS | SPELLING | HIGH-FREQUENCY WORDS | FLUENCY | UNIT WORDS |
| 21 | <ul style="list-style-type: none"> Blend, Segment, Delete, Identify Phonemes Isolate Phonemes (Medial) Substitute Phonemes (Initial) | <ul style="list-style-type: none"> Long o: o, oa, ow | <ul style="list-style-type: none"> Long Vowel Syllable Patterns (Open Syllables) | <ul style="list-style-type: none"> Words with Long o: o, oa, ow | <ul style="list-style-type: none"> find, light, little, right | <ul style="list-style-type: none"> Accuracy | action hero mood problem |
| 22 | <ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate Phonemes (Medial, Final) Identify Phonemes (Medial) Substitute Phonemes (Initial) | <ul style="list-style-type: none"> Long i: i, y, igh | <ul style="list-style-type: none"> Inflectional Ending -ed (change y to i) | <ul style="list-style-type: none"> Words with Long i: i, y, igh | <ul style="list-style-type: none"> before, buy, even, our | <ul style="list-style-type: none"> Intonation/Inflection | |
| 23 | <ul style="list-style-type: none"> Blend, Segment, Identify Phonemes Isolate Phonemes (Final) Substitute Phonemes (Initial) | <ul style="list-style-type: none"> Long e: y, ey | <ul style="list-style-type: none"> Plurals (change y to i before adding -es) | <ul style="list-style-type: none"> Words with Long e: y, ey | <ul style="list-style-type: none"> every, pretty, think, very | <ul style="list-style-type: none"> Appropriate Phrasing | |
| 24 | <ul style="list-style-type: none"> Blend, Segment, Add, Identify Phonemes Isolate Phonemes (Medial) Substitute Phonemes (Medial) | <ul style="list-style-type: none"> r-Controlled Vowel ar | <ul style="list-style-type: none"> r-Controlled Vowel Syllable Patterns | <ul style="list-style-type: none"> Words with ar | <ul style="list-style-type: none"> called, help, know, walk | <ul style="list-style-type: none"> Expression | |
| 25 | <ul style="list-style-type: none"> Blend, Segment, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Medial) | <ul style="list-style-type: none"> r-Controlled Vowels er, ir, ur | <ul style="list-style-type: none"> Comparative Inflectional Endings: er, est | <ul style="list-style-type: none"> Words with er, ir, ur | <ul style="list-style-type: none"> answer, picture, water, word | <ul style="list-style-type: none"> Rate/Pacing | |



Grade 1 Scope & Sequence *continued*

| UNIT 6: In the Sky | | | | | | | |
|---------------------------|---|--|---|---|--|---|--|
| WEEK | PHONOLOGICAL AWARENESS | PHONICS | WORD ANALYSIS | SPELLING | HIGH-FREQUENCY WORDS | FLUENCY | UNIT WORDS |
| 26 | <ul style="list-style-type: none"> Blend, Segment, Identify, Substitute Phonemes Isolate Phonemes (Medial, Final) | <ul style="list-style-type: none"> r-Controlled Vowels <i>or, oar, ore</i> | <ul style="list-style-type: none"> Consonant + <i>le</i> Syllable Patterns | <ul style="list-style-type: none"> Words with <i>or, oar, ore</i> | <ul style="list-style-type: none"> <i>again, does, soon, year</i> | <ul style="list-style-type: none"> Accuracy | appear Earth moon weather |
| 27 | <ul style="list-style-type: none"> Blend, Segment, Add, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Final) | <ul style="list-style-type: none"> Diphthongs <i>ou, ow</i> | <ul style="list-style-type: none"> Compound Words | <ul style="list-style-type: none"> Words with <i>ou, ow</i> | <ul style="list-style-type: none"> <i>always, done, give, here</i> | <ul style="list-style-type: none"> Rate/Pacing | |
| 28 | <ul style="list-style-type: none"> Blend, Segment, Add, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Initial, Medial) | <ul style="list-style-type: none"> Diphthongs <i>oi, oy</i> | <ul style="list-style-type: none"> Vowel Team Syllable Patterns | <ul style="list-style-type: none"> Words with <i>oi, oy</i> | <ul style="list-style-type: none"> <i>another, live, move, near</i> | <ul style="list-style-type: none"> Intonation/Inflection | |
| 29 | <ul style="list-style-type: none"> Blend, Segment, Add Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Medial, Final) | <ul style="list-style-type: none"> Variant Vowel <i>oo</i> (book) Variant Vowels <i>oo</i> (room), <i>ue, ew</i> | <ul style="list-style-type: none"> Irregular Plurals | <ul style="list-style-type: none"> Words with Variant Vowel <i>oo</i> (book); Variant Vowels <i>oo</i> (room), <i>ue, ew</i> | <ul style="list-style-type: none"> <i>goes, learn, school, work</i> | <ul style="list-style-type: none"> Appropriate Phrasing | |
| 30 | <ul style="list-style-type: none"> Blend, Segment, Delete, Identify Phonemes Isolate Phonemes (Medial, Final) Substitute Phonemes (Medial) | <ul style="list-style-type: none"> Variant Vowels <i>au, aw, a(l)</i> | <ul style="list-style-type: none"> Suffix <i>-ly</i> | <ul style="list-style-type: none"> Words with Variant Vowels <i>au, aw, a(l)</i> | <ul style="list-style-type: none"> <i>air, full, pull, together</i> | <ul style="list-style-type: none"> Expression | |