

Grade 1 Scope and Sequence

	Strand	Skill	Routine	Objective	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons
					1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40
1a	Phonemic Awareness	Blending Phonemes	WHAT WORD?	Orally blend 2-4 phonemes into a word (e.g. Teacher: /s/ /a/ /t/; Student: <i>sat</i>)								
1b	Phonemic Awareness	Blending Phonemes	WHAT WORD?	Orally blend 3-5 phonemes into a word (e.g. Teacher: /s/ /a/ /t/; Student: <i>sat</i>)								
2a	Phonemic Awareness	Segmenting Words into Phonemes	SAY IT SLOWLY	Orally segment words with 2-4 phonemes into individual phonemes (e.g. Teacher: <i>fast</i> ; Student: /f/ /a/ /s/ /t/)								
2b	Phonemic Awareness	Segmenting Words into Phonemes	SAY IT SLOWLY	Orally segment words with 3-5 phonemes into individual phonemes (e.g. Teacher: <i>fast</i> ; Student: /f/ /a/ /s/ /t/)								
3	Letter Recognition	Letter Naming	SAY THE NAMES	Fluently say the names of printed letters in random order	Set 1	Sets 1-2	Sets 1-3	Sets 1-4	Sets 1-5 (All letters)	Sets 1-5 (All letters)		
4	Phonics	Introducing New Sound	NEW SOUND	Say the most common sound for featured letters or letter patterns	a, t, m	s, f, p	i, n, d	o, l, r	h, e, b	u, g, c/_ck	v, j, k	
5a	Phonics	Invented Spelling	THINK AND WRITE	Write words with up to 5 phonemes, representing each phoneme with at least one letter								
5b	Phonics	Invented Spelling	THINK AND WRITE	Write words or sentences in which each phoneme is represented by a grapheme that makes that sound, applying all taught graphemes								
6	Phonics	Invented Spelling	WRITE THE ENDING	Write sentences or phrases that relate to a "story starter" and include words in which each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes								
7a	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns and beginning with continuous sounds (e.g. <i>am, mat, mast</i>)								
7b	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce short vowel words in which each letter represents its most common sound, including CVC/CVCC patterns (e.g. <i>cat, best</i>)								
7c	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce short vowel words in which each letter represents its most common sound, including CCVC pattern (e.g. <i>stop</i>) and single-syllable open-syllable type words (e.g. <i>no, go</i>)								
7d	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce short vowel words in which each letter represents its most common sound, including CCVCC pattern (e.g. <i>stamp</i>)								
7e	Phonics	Word Analysis	SOUND AND SAY WORDS	Pronounce words made up of letter patterns taught in NEW SOUND								
8	Phonics	Word Analysis	SOUND AND SPELL SORT	Demonstrate understanding of letter-sound correspondence by writing words with taught letter sounds and patterns								
9	Word Recognition	High-Frequency Words	NEW LOOK AND SAY WORDS and/or Common Words	Pronounce featured sight words	<i>you come want</i>	<i>to said from</i>	<i>have of been</i>	<i>they has were</i>	<i>does any there</i>	<i>was who good</i>	<i>your find as</i>	<i>many his one</i>
10	Word Recognition	High-Frequency Words	LOOK AND SAY WORDS and/or Common Words	Fluently pronounce taught sight words								
11a	Word Recognition	Structural Analysis	READ THE GROUPS/ WORDS	Pronounce words formed by combining words made up of taught patterns and s								
11b	Word Recognition	Structural Analysis	READ THE GROUPS/ WORDS	Pronounce words formed by combining words made up of taught patterns with s, ed, and ing (excluding CVCe words)								

Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	Lessons	
41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	96-100	101-105	106-110	111-115	116-120	121-	126-130	131-135	136-140	141-145	146-150	151-155	156-160		
w/wh, sh	y, qu, x	th, z, ch	a_e, ai, ay	i_e, ie, _y, igh	o_e, oa, ol, ow	e_e, ea, ee	u_e, ui, ue	or, ce, ci	ar	ir, er, ur	oy, oi	ew, oo (moo)	ou, ow, oo (book)	ge, gi, _dge	au, aw, al, all	kn, gn, wr	_tch, wor								
about two some	pretty other four	give what again	their away please	would could should	both buy hers	because kind most	goes friend o'clock	mother father why	sister brother clothes	more only color	people family thought	once walk love	every those wash	full today often	early money around	water though warm	along heard laugh	anything nothing something pull	done woman enough	another don't enough	together sure eight	almost head animals	behind door bear		

