## Grade 1 Scope and Sequence

	Strand	Skill	Routine	Objective	Lessons 1–5	Lessons 6–10	Lessons 11-15	Lessons 16-20	Lessons 21-25	Lessons 26-30	Lessons 31-35	Lessons 36–40
1a	Phonemic Awareness	Blending Phonemes	WHAT WORD?	Orally blend 2–4 phonemes into a word (e.g. Teacher: $/s \Rightarrow /a \Rightarrow /t/$ ; Student: <i>sat</i> )								
1b	Phonemic Awareness	Blending Phonemes	WHAT WORD?	Orally blend 3–5 phonemes into a word (e.g. Teacher: $/s \Rightarrow /a \Rightarrow /t/$ ; 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	æt1	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, I, 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> )								
70	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</i> , <i>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</i> want	to said from	have of been	they has were	does any <i>there</i>	<i>was who</i> good	your find as	many his one
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 <i>s</i>								
11b	Word Recognition	Structural Analysis	READ THE Groups/ Words	Pronounce words formed by combining words made up of taught patterns with <i>s</i> , <i>ed</i> , and <i>ing</i> (excluding CVCe words)								

1-45	Lessons 46–50	Lessons 51–55	Lessons 56–60	Lessons 61–65	Lessons 66-70	Lessons 71–75	Lessons 76–80	Lessons 81–85	Lessons 86–90	Lessons <b>91–95</b>	Lessons 96–100	Lessons 101–105	Lessons 106–110	Lessons 111–115	Lessons 116–120	Lessons 121-	Lessons 126–130	Lessons 131–135	Lessons <b>136–140</b>	Lessons 141–145	Lessons 146–150	Lessons <b>151–155</b>	Lessor 156–10
//wh, <u>1</u> h	y, qu, X	th, z, ch	a_e, ai, ay	i_e, ie, _y, igh	0_e, 0a, ol, ow	e_e, ea, ee	u_e, ui, ue	or, ce, ci	ar	ir, er, ur	oy, oi	ew, 00 ( <i>moo</i> )	ou, ow, oo ( <i>book</i> )	ge, gi, _dge	au, aw, al, all	kn, gn, wr	_tch, wor						
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wo	pretty <i>other</i> four	give <i>what</i> again	<i>their</i> away please	<i>would could</i> should	both buy hers	because kind most	goes friend o'clock	mother father why	sister brother clothes	<i>more</i> only color	<i>people</i> family thought	once walk love	every those wash	full today often	early money around	<i>water</i> though warm	along heard laugh	anything nothing something	done woman pull	another don't enough	together sure eight	almost head animals	beh doo bea

## Grade 1 Scope and Sequence

	Strand	Skill	Routine	Objective	Lessons 1-5	Lessons 6-10	Lessons	Lessons 16-20	Lessons 21-25	Lessons 26-30	Lessons 31-35	
11c	Word Recognition	Structural Analysis	READ THE Groups/ Words	Pronounce words formed by combining CVCe words with <i>s</i> , <i>ed</i> , and <i>ing</i>	1-5	0-10	11-13	10-20	21-23	20-30	31-33	30-41
11d	Word Recognition	Structural Analysis	READ THE Groups/ Words	Pronounce words formed by combining words made up of taught patterns, including CVCe words, with <i>s</i> , <i>ed</i> , and <i>ing</i>			-					
1e	Word Recognition	Structural Analysis	READ THE Groups/ Words	Pronounce common contractions								
1f	Word Recognition	Structural Analysis	READ THE Groups/ Words	Pronounce words formed by combining words made up of taught patterns with <i>er</i> and <i>est</i>		2						
1g	Word Recognition	Structural Analysis	READ THE Groups/ Words	Pronounce y-derivative words formed by changing the $y$ to $i$ and adding $es$ and $ed$								
1h	Word Recognition	Structural Analysis	READ THE Groups/ Words	Pronounce y-derivative words formed by changing $y$ to $i$ and adding $er$ and $est$								
12a	Word Recognition	Syllable Types	READ THE Parts	Pronounce multisyllabic words made up of the following patterns and syllable types: CVC-CVC (e.g. <i>rabbit</i> )								
2b	Word Recognition	Syllable Types	READ THE Parts	Pronounce multisyllabic words made up of the following pattern and syllable type: CVC- <i>cle</i> (e.g. <i>candle</i> )						2		
20	Word Recognition	Syllable Types	READ THE Parts	Read the open-syllable pattern in single and multisyllabic words made up of the following patterns: CV (e.g. <i>be</i> ); CV-CVC (e.g. <i>begin</i> )								
12d	Word Recognition	Syllable Types	READ THE Parts	Pronounce multisyllabic words made up of the following patterns and syllable types: CVC-VC (e.g. <i>cabin</i> ); CVC-CVC								
2e	Word Recognition	Syllable Types	READ THE Parts	Pronounce multisyllabic words made up of the following pattern and syllable type: consonant <i>y</i> (e.g. <i>baby</i> )								
21	Word Recognition	Syllable Types	READ THE Parts	Pronounce multisyllabic words made up of the following patterns and syllable types: CV-CVC; CVC-VC								
l2g	Word Recognition	Syllable Types	READ THE PARTS	Pronounce multisyllabic words made up of taught spelling patterns and syllable types								
3	Word Recognition	Cumulative Review	READ CAREFULLY	Pronounce words made up of taught spelling patterns and syllable types								
4	Word Recognition	Cumulative Review	BUILD SENTENCES	Put words together to make phrases or sentences using word cards with taught patterns and syllable types								
5	Word Recognition	Strategic and Fluent Reading	READ THE Sentences	Read sentences with taught sight words and word patterns								
6	Word Recognition	Strategic and Fluent Reading	READ THE Story	Read a story, applying flexible strategy to determine pronounciation of unknown words; orally read an end- of-grade-level passage with appropriate prosody at least 60 words per minute by end of Grade 1								
17	Word Recognition	Strategic Reading	SOUND, READ, AND CHECK	Apply flexible strategy for determining the pronunciation of unknown multisyllabic words								
				Introduce				Y.				
				Practice								
				Mastery Check (At various points for this routine)								
				Mastery Check (In various routines)								

 
Lessons
<t 20 wpm

Heavy vertical lines indicate progress monitoring.

essons 1–75	Lessons 76–80	Lessons 81–85	Lessons 86–90	Lessons 91–95	Lessons 96–100	Lessons 101–105	Lessons 106–110	Lessons 111–115	Lessons 116–120	Lessons 121–125	Lessons 126–130	Lessons 131–135	Lessons 136–140	Lessons 141–145	Lessons 146–150	Lessons 151–155	Lessons <b>156–160</b>
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