

Grade 1 Scope and Sequence: Year-at-a-Glance

What Are We Teaching in our First Grade Skills Block Curriculum?

What do the standards say?

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

First graders have increased their phonological awareness to include the **short and long vowel sounds** and can tell the difference between them in spoken words.

In Kindergarten, students could make and manipulate each separate sound in **consonant-vowel-consonant (CVC) words** with three sounds (e.g., /c/ /a/ /t/ or /c/ /oa/ /t/). First graders can do that now with CVC words ending with /l/, /r/, or /x/.

First graders can manipulate sounds in words with increasing competence and sophistication by **blending sounds** to make single-syllable words, and **segmenting a whole spoken word into its individual sounds**.

RF.3 Know and apply grade-level phonics and word-analysis skills in decoding words.

First graders take the mapping of graphemes to phonemes beyond single letters. They can now map phonemes that are spelled with more than one letter (consonant digraphs). They can also map vowel phonemes to the final-e and common vowel-team spellings. They can use this information to decode regularly spelled one-syllable words.

First graders can now use syllables. They recognize syllable breaks and can use the rules of these larger chunks to increase their efficiency when decoding. Their efficiency is also aided by the fact that they can recognize and use the inflectional endings -s, -ed, and -ing. They can read grade-appropriate irregularly spelled words with automaticity.

RF.4 Read with sufficient accuracy and fluency to support comprehension.

First graders read grade-level text with purpose and understanding. They also read this text orally with accuracy, appropriate rate, and expression on successive readings. In addition, they use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Moving through first grade, students are expected to write common spelling patterns correctly and spell high-frequency irregular words correctly. They are phonetic spellers of new words, mapping graphemes onto phonemes using their knowledge of spelling conventions. They use a capital letter at the beginning of dates and names of people, and use appropriate ending punctuation.

Phases of Spelling and Word Acquisition, Module Summaries and the First Grade Scope and Sequence

	Module 1	Module 2	Module 3	Module 4
Phase Range	Mid to Late Partial Alphabetic	Late Partial to Early Full Alphabetic	Early to Middle Full Alphabetic	Middle to Late Full Alphabetic
Module Summaries	<p>Review of phonemes graphemes from Kindergarten.</p> <p>Decoding and encoding short vowel words with three and four phonemes. Module begins with a narrative that sets the purpose for skills work in first grade.</p>	<p>Continued decoding and encoding short vowel words with three and four phonemes. Initial and final consonant clusters, digraphs wh and ck, y as /ī/, FLOSS (i.e., -ll, -ss, -ff, -zz).</p> <p>By the end of this module (mid-year), students have successfully made the transition into using more alphabetic information as described in the Full Alphabetic phase.</p>	<p>Syllable types: closed, open, CVCe</p> <p>In Modules 3 and 4, students develop knowledge of syllable types and use this knowledge to decode and encode first one- and then two-syllable words.</p>	<p>Syllable types: r-controlled and vowel teams</p> <p>By the end of first grade, students should be able to identify closed, open, CVCe, r-controlled, and vowel team syllable types and use this information to efficiently decode and encode one- and two-syllable words.</p>
Scope & Sequence	<p>C1: review RF.K.2 and RF.K.3</p> <p>C2: /a/ “t,” “a,” “p,” “n,” “c,” “h,” “s,” “m,” “r,” “v,” “g,” “th”</p> <ul style="list-style-type: none"> • “-nt,” possessive ‘s (reading only) plural noun “-s” <p>C3: /i/ “i,” “ch,” “k,” “y,” “sh,” “z,” “d,” “l,” “f”</p> <ul style="list-style-type: none"> • introduces “fl,” “dr,” “gr,” “sp” • introduces “-nd,” “-nk,” and “-ng” • using suffix -s <p>C4: /u/ “qu,” “u”</p> <ul style="list-style-type: none"> • introduces -nch 	<p>C5: /o/ o, b, j, w, x, /ks/, p, g</p> <ul style="list-style-type: none"> • ‘ow’ • -ang, -ing, -ung, -ong <p>C6: /e/</p> <ul style="list-style-type: none"> • -ank, -ink, -unk, -onk <p>C7: /e/ continued and y as /ī/</p> <ul style="list-style-type: none"> • initial and final clusters • suffix -ing <p>C8: wh and ck</p> <ul style="list-style-type: none"> • suffix -ed as /t/ <p>C9: ll, ss, ff, zz</p> <ul style="list-style-type: none"> • blends with “s” sn, st, sp, and sk suffix -ed as /d/ <p>C10: Initial blends with “l”: -bl, -cl, -fl, -gl, -pl, -sl, -sp, -spl</p> <p>C11: final blends -lt, -ft, -nd, -nk, -ng, -nt</p> <ul style="list-style-type: none"> • suffix -ed as /id/ • alternate /ow/ spelling - “ou” 	<p>C12: closed syllable (one and two syllable words)</p> <p>C13: closed syllable (one and two syllable words)</p> <ul style="list-style-type: none"> • “rabbit” words (e.g., muffin) • compound words <p>C14: open syllable</p> <p>C15: CVCe (mostly /ā/)</p> <p>C16: CVCe (mostly /ī/ and /ō/)</p> <p>C17: CVCe (mostly /ū/ and /ē/)</p> <p>C18: CVCe (two syllable and with suffixes -ing, -s, and -ed)</p>	<p>C19: r-controlled /ar/ /or/</p> <p>C20: r-controlled /er/ ir, ur, er</p> <p>C21: vowel teams oa, ai, ea</p> <p>C22: vowel teams ay, ow (/ō/)</p> <p>C23: oo, ee, -y as /ī/</p> <p>C24: ie, igh</p> <p>C25: 2-syllable closed, open, CVCe, r-controlled, and vowel teams</p>

Note: Refer to the Grade 1 Scope and Sequence: Standards Coverage document on the EL Education website (Curriculum.ELeducation.org) for additional information about the coverage of Reading: Foundational Skills and Language standards in each module.