

# FAME Public Charter School

Scope and Sequence: Grade First

<b>Subject/Unit Title: ELA Back to School</b>				
<b>Estimated Time Frame (#of Days): 15</b>				
<b>Unit 1:</b>				
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
Part 1: Preparing to Read	<p>1. Phonics: /s/ Spelled s; /m/ Spelled m; /a/ Spelled a; /t/ Spelled t and tt</p> <p>2. Phonemic Awareness: Phoneme Replacement: Initial Sounds. Phoneme Segmentation: Initial and Final Consonant Sounds Phoneme Blending.</p> <p>3. Fluency: Decodables 5-8</p>	<p>1. Phonics: /d/ Spelled d; /n/ Spelled n; /i/ Spelled i; /h/ Spelled h</p> <p>2. Phonemic Awareness: Phoneme Replacement: Initial and Final Sounds. Phoneme Segmentation: Final Consonant Sounds.</p> <p>3. Fluency: Decodables 9-13</p>	<p>1. Phonics: /p/ Spelled p; /l/ Spelled l and ll; /o/ Spelled o; /b/ Spelled b</p> <p>2. Phonemic Awareness: Phoneme Segmentation: Restoring and Isolating Final Consonant Sounds Phoneme Blending.</p> <p>3. Fluency: Decodables 14-18</p>	<p>1.1 Match oral words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words [e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>].</p> <p>1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/= cat; /s/ p/ l/ a/ t/= splat; /r/ i/ ch/= rich].</p> <p>1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i>].</p> <p>1.16 Read aloud with fluency in a manner that</p>

				<p>sounds like natural speech.</p> <p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p>
<p>Part 2: Reading and Responding</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Answering Questions</li> <li>• Making Connections</li> <li>• Visualizing</li> <li>• Clarifying</li> <li>• Compare and Contrast</li> </ul> <p>2. Vocabulary</p> <p>3. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Confirming Predictions</li> <li>• Visualizing</li> <li>• Summarizing</li> <li>• Drawing Conclusions</li> <li>• Reality and Fantasy</li> </ul> <p>2. Vocabulary</p> <p>3. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Asking Questions</li> <li>• Answering Questions</li> <li>• Clarifying</li> <li>• Visualizing</li> <li>• Compare and Contrast</li> </ul> <p>2. Vocabulary</p> <p>3. Inquiry</p>	<p>1.1 Match oral words to printed words.</p> <p>1.2 Identify the title and author of a reading selection.</p> <p>1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i>].</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p>

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				<p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p>
Part 3: Language Arts	<p>1. Writing: Writing About Me</p> <p>2. Penmanship: Pencil and Paper Position; The Letters l and t</p> <p>3. Grammar: Letter, Word, Top to Bottom</p> <p>4. Listening/Speaking/Viewing: Listening Attentively</p>	<p>1. Writing: Writing Autobiographies</p> <p>2. Penmanship: The Letters i and n</p> <p>3. Grammar: Nouns</p> <p>4. Listening/Speaking/Viewing: Speaking: Using Appropriate Volume</p>	<p>1. Writing: Writing Autobiographies</p> <p>2. Penmanship: The Letters l, t, l, and n; Spacing between Letters and Words</p> <p>3. Grammar: Singular and Plural Nouns</p> <p>4. Listening/Speaking/Viewing: Speaking: Asking Questions</p>	<p>1.3 Identify letters, words, and sentences</p> <p>1.1 Select a focus when writing.</p> <p>1.2 Use descriptive words when writing.</p> <p>1.3 Print legibly and space letters, words, and sentences appropriately.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.3 Give, restate, and follow simple two-step directions.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and</p>

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				events.
<b>Assessments</b>	<b>Lesson and Unit Assessments: Lessons 1-5 Benchmark 1</b>	<b>Lesson and Unit Assessments: Lessons 6-10</b>	<b>Lesson and Unit Assessments: Lessons 11-15</b>	
<b>Subject/Unit Title: ELA Where Animals Live</b>				
<b>Estimated Time Frame (#of Days): 15</b>				
<b>Unit 2:</b>				
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
Part 1: Preparing to Read	1. Phonics: /k/ Spelled c, k, and ck; /r/ Spelled r; /f/ Spelled f and ff 2. Phonemic Awareness: 3. Fluency: Decodables 19-25	1. Phonics: /g/ Spelled g; /j/ Spelled j and _dge; /u/ Spelled u; /z/ Spelled z, zz, and _s 2. Phonemic Awareness: 3. Fluency: Decodables 26-31	1. Phonics: /ks/ Spelled _x; /e/ Spelled e and _ea_-ed endings /ed/, /d/, and /t/ 2. Phonemic Awareness: 3. Fluency: Decodables 32-37	1.1 Match oral words to printed words. 1.3 Identify letters, words, and sentences. 1.4 Distinguish initial, medial, and final sounds in single-syllable words.  1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words [e.g., <i>bit/bite</i> ]. 1.6 Create and state a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words [e.g., change

				<p><i>cow to how; pan to an</i>].</p> <p>1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/= cat; /f/ l/ a/ t/= flat].</p> <p>1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/= cat; /s/ p/ l/ a/ t/= splat; /r/ i/ ch/= rich].</p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words</p> <p>1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i>].</p> <p>1.13 Read compound words and contractions</p> <p>1.15 Read common word families [e.g., <i>-ite, -ate</i>].</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>1.8 Spell three-and</p>
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				<p>four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>2.1 Recite poems, rhymes, songs, and stories. 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions.</p>
<p>Part 2: Reading and Responding</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Making Connections</li> <li>• Asking Questions</li> <li>• Visualizing</li> <li>• Cause and Effect</li> </ul> <p>2. Vocabulary</p> <p>3. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Clarifying</li> <li>• Asking Question</li> <li>• Predicting</li> <li>• Classifying and Categorize</li> <li>• Compare and Contrast</li> </ul> <p>2. Vocabulary</p> <p>3. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Asking Questions</li> <li>• Summarizing</li> <li>• Clarifying</li> <li>• Main Idea and Details</li> </ul> <p>2. Vocabulary</p> <p>3. Inquiry</p>	<p>1.2 Identify the title and author of a reading selection. 1.3 Identify letters, words, and sentences. 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). 2.1 Identify text that uses sequence or other logical order. 2.2 Respond to <i>who, what, when, where, and how</i> questions 2.4 Use context to resolve ambiguities about word and sentence meanings. 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e.,</p>

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				<p>signpost words).</p> <p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.3 Give, restate, and follow simple two-step directions</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p> <p>1.2 Use descriptive words when writing.</p> <p>1.2 Identify and correctly use singular and plural nouns.</p>
Part 3: Language	1. Writing: Describing an Animal	1. Writing: Describing a Place	1. Writing: Writing Word Poems	3.3 Recollect, talk, and write about books read

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<p>Arts</p>	<p>2. Penmanship: The Letters o and a          3. Grammar: Adjectives          Listening/Speaking/Viewing:          Speaking: Asking Questions</p>	<p>2. Penmanship: The Letters e and c          3. Grammar: Possessive Nouns          4. Listening/Speaking/Viewing:          Speaking: Using Descriptive Words</p>	<p>2. Penmanship: The Letters o, a ,e and c; Introducing Alignment          3. Grammar: Singular and Plural Nouns          4. Listening/Speaking/Viewing:          Viewing: Learning Across Media</p>	<p>during the school year.</p> <p>1.1 Select a focus when writing.          1.2 Use descriptive words when writing.          1.3 Print legibly and space letters, words, and sentences appropriately.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>1.1 Listen attentively.          1.2 Ask questions for clarification and understanding.          1.3 Give, restate, and follow simple two-step directions.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>1.2 Identify and correctly use singular and plural nouns.          1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>1.1 Listen attentively.</p>
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				<p>1.3 Give, restate, and follow simple two-step directions.</p> <p>1.4 Stay on the topic when speaking.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events.</p> <p>2.1 Recite poems, rhymes, songs, and stories.</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p>
<b>Assessments</b>	<b>Lesson and Unit Assessments: Lessons 1-5</b>	<b>Lesson and Unit Assessments: Lessons 6-10</b>	<b>Lesson and Unit Assessments: Lessons 11-15 Benchmark 2</b>	

<b>Subject/Unit Title: ELA I Am Responsible!</b>				
<b>Estimated Time Frame (#of Days): 15</b>				
<b>Unit 3:</b>				
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
Part 1: Preparing to Read	1. Phonics: /sh/ Spelled sh; /th/ Spelled th; /ch/ Spelled ch and _tch, /or/ spelled or and ore	1. Phonics: /ar/ Spelled ar; /m/ Spelled _mb; /hw/ Spelled wh_; /er/ Spelled er, ir, and ur	1. Phonics: schwa, /ng/ Spelled _ng; /nk/ Spelled _nk; /kw/ spelled qu_ 2. Phonemic Awareness:	1.1 Match oral words to printed words. 1.3 Identify letters, words, and sentences.

	<p>2. Phonemic Awareness: 3. Fluency: Decodables 38-42</p>	<p>2. Phonemic Awareness: 3. Fluency: Decodables 43-49</p>	<p>3. Fluency: Decodables 50-55</p>	<p>1.4 Distinguish initial, medial, and final sounds in single-syllable words. 1.6 Create and state a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words [e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>].  1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat]. 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].  1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words 1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i>].  1.13 Read compound</p>
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				<p>words and contractions.</p> <p>1.14 Read inflectional forms [e.g., -s, -ed, -ing] and root words [e.g., <i>look, looked, looking</i>].</p> <p>1.15 Read common word families [e.g., -ite, -ate].</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>2.1 Recite poems, rhymes, songs, and stories.</p> <p>2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions.</p>
Part 2: Reading and Responding	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Making Connections</li> <li>• Asking Questions</li> <li>• Visualizing</li> <li>• Main Idea and Detail</li> </ul>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Visualizing</li> <li>• Summarizing</li> <li>• Reality and Fantasy</li> <li>• Sequence</li> </ul>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Asking Questions</li> <li>• Visualizing</li> <li>• Making Connections</li> </ul>	<p>1.3 Identify letters, words, and sentences.</p> <p>1.6 Create and state a series of rhyming words, including consonant blends</p> <p>2.2 Respond to <i>who, what, when, where, and how</i></p>

	<p>2. Vocabulary 3. Inquiry</p>	<ul style="list-style-type: none"> <li>• Making Inferences</li> </ul> <p>2. Vocabulary 3. Inquiry</p>	<ul style="list-style-type: none"> <li>• Cause and Effect</li> </ul> <p>2. Vocabulary 3. Inquiry</p>	<p>questions</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</p> <p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.1 Write and speak in complete, coherent sentences.</p> <p>1.2 Ask questions for clarification and understanding.</p>
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				<p>1.3 Give, restate, and follow simple two-step directions</p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p> <p>2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p>
Part 3: Language Arts	<p>1. Writing: Describing an Object</p> <p>2. Penmanship: Alphabet Practice: The Letters s and r</p> <p>3. Grammar: Usage and Mechanics</p> <p>- Mechanics: Spacing between words and</p>	<p>1. Writing: Describing a Person</p> <p>2. Penmanship: Alphabet Practice: The Letters h and f</p> <p>3. Grammar: Declarative Sentences</p> <p>4. Listening/Speaking/Viewing:</p>	<p>1. Writing: Describing an Event</p> <p>2. Penmanship:</p> <p>- Fluency: Introduction Uniformity of Letter Size</p> <p>- Alphabet Practice: The Letters s,r, h, and f</p> <p>3. Grammar: Interrogative</p>	<p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.1 Select a focus when writing.</p> <p>1.2 Use descriptive words when writing.</p> <p>1.3 Print legibly and</p>

	<p>Sentences; Sentence Structure</p> <p>-Capitalization: First Word of a Sentence</p> <p>Listening/Speaking/Viewing: Following and giving Directions</p>	<p>Speaking: Acting Responsibly</p>	<p>Sentences</p> <p>4.</p> <p>Listening/Speaking/Viewing: Viewing: Getting Information from Videos</p>	<p>space letters, words, and sentences appropriately.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.3 Give, restate, and follow simple two-step directions.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>1.2 Identify and correctly use singular and plural nouns.</p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>1.6 Use knowledge of the basic rules of punctuation and</p>
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				<p>capitalization when writing</p> <p>1.1 Listen attentively.</p> <p>1.3 Give, restate, and follow simple two-step directions.</p> <p>1.4 Stay on the topic when speaking.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events.</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p>
<b>Assessments</b>	<b>Lesson and Unit Assessments: Lessons 1-5</b>	<b>Lesson and Unit Assessments: Lessons 6-10</b>	<b>Lesson and Unit Assessments: Lessons 11-15</b>	

<b>Subject/Unit Title: ELA Our Neighborhood at Work</b>				
<b>Estimated Time Frame (#of Days): 15</b>				
<b>Unit 4:</b>				
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
Part 1: Preparing to Read	1. Phonics: /y/ Spelled y_; /v/ Spelled v; syllable -le; /long a/ Spelled a and a_e	1. Phonics: /long i/ Spelled I and i_e; /s/ Spelled ce and ci_; /j/ Spelled ge and gi_	1. Phonics: /long o/ spelled o and o_e; /long u/ spelled u and u_e 2. Phonemic Awareness:	1.1 Match oral words to printed words. 1.3 Identify letters, words, and sentences.

	<p>2. Phonemic Awareness: 3. Fluency: Decodables 56-60</p>	<p>2. Phonemic Awareness: 3. Fluency: Decodables 61-64</p>	<p>3. Fluency: Decodables 65-67</p>	<p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words [e.g., <i>bit/bite</i>].</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words [e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>].</p> <p>1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/= cat; /f/ l/ a/ t/= flat].</p> <p>1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/= cat; /s/ p/ l/ a/ t/= splat; /r/ i/ ch/= rich].</p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words</p> <p>1.11 Read common,</p>
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				<p>irregular sight words [e.g., <i>the, have, said, come, give, of</i>].</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms [e.g., <i>-s, -ed, -ing</i>] and root words [e.g., <i>look, looked, looking</i>].</p> <p>1.15 Read common word families [e.g., <i>-ite, -ate</i>].</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>2.1 Recite poems, rhymes, songs, and stories.</p>
Part 2: Reading and Responding	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Visualizing</li> </ul>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Asking Questions</li> </ul>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Summarizing</li> </ul>	<p>1.1 Match oral words to printed words.</p> <p>1.2 Identify the title and author of a reading</p>

	<ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Main Idea and Detail</li> </ul> <p>2. Vocabulary</p> <p>3. Inquiry</p>	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Classify and Categorize</li> <li>• Main Idea and Details</li> </ul> <p>2. Vocabulary</p> <p>3. Inquiry</p>	<ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Asking Questions</li> <li>• Main Idea and Details</li> </ul> <p>2. Vocabulary</p> <p>3. Inquiry</p>	<p>selection.</p> <p>1.3 Identify letters, words, and sentences.</p> <p>1.6 Create and state a series of rhyming words, including consonant blends</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>2.2 Respond to <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>how</i> questions</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>1.1 Write and speak in complete, coherent sentences.</p> <p>1.2 Ask questions for clarification and</p>
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				<p>understanding.</p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>1.1 Listen attentively.</p>
<p>Part 3: Language Arts</p>	<p>1. Writing: Personal Story</p> <p>2. Penmanship: Alphabet Practice: The Letters p and b</p> <p>3. Grammar: Usage and Mechanics</p> <p>- Declarative, Interrogative, and Exclamatory Sentences</p> <p>Listening/Speaking/Viewing: Listening and Speaking: Recognizing Rhythm</p>	<p>1. Writing: Personal Story</p> <p>2. Penmanship: Alphabet Practice: The Letters d and g</p> <p>3. Grammar: Declarative, Interrogative, and Exclamatory Sentences</p> <p>4. Listening/Speaking/Viewing: Listing and Speaking: Making Announcements</p>	<p>1. Writing: Friendly Letters</p> <p>2. Penmanship:</p> <p>- Fluency: Introduction Neatness</p> <p>- Alphabet Practice: The Letters p, b, d, and g</p> <p>3. Grammar: Adjectives and Adjectives That Compare</p> <p>4. Listening/Speaking/Viewing: Viewing: Speaking: Making Introductions</p>	<p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.1 Select a focus when writing.</p> <p>1.2 Use descriptive words when writing.</p> <p>1.3 Print legibly and space letters, words, and sentences appropriately.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience</p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>1.5 Use a period, exclamation point, or</p>

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Scope and Sequence: Grade First

				<p>question mark at the end of sentences.</p> <p>1.6 Use knowledge of the basic rules of punctuation and capitalization when writing</p> <p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>1.4 Stay on the topic when speaking.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events.</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p>
<b>Assessments</b>	<b>Lesson and Unit Assessments: Lessons 1-5</b>	<b>Lesson and Unit Assessments: Lessons 6-10</b>	<b>Lesson and Unit Assessments: Lessons 11-15</b> Benchmark 3	

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Scope and Sequence: Grade First

<b>Subject/Unit Title: ELA What's the Weather?</b>				
<b>Estimated Time Frame (#of Days): 15</b>				
<b>Unit 5:</b>				
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>CA ELA Content Standards:</b>
Part 1: Preparing to Read	<p>1. Phonics: /long e/ Spelled e, e_e, ee, ea</p> <p>2 Fluency: Decodables 68-70 - High Frequency Words (or, two, be, green, take)</p>	<p>1. Phonics: /long e/ Spelled _y, _ie_; /s/ spelled cy</p> <p>2. Fluency: Decodables 71-74 - High Frequency Words ( every, could, boy, some, going, here)</p>	<p>1. Phonics: /long a/ spelled ai_, _ay; /long i/ spelled _igh, _y, and _ie</p> <p>2. Fluency: Decodables 75-78 - High Frequency Words ( day, way, sleep, don't, my, too, came, me, right)</p>	<p>1.1 Match oral words to printed words.</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words [e.g., <i>bit/bite</i>].</p> <p>1.7 Add, delete, or change target sounds to change words [e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>].</p> <p>1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].</p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel</p>

				<p>patterns (i.e., phonograms), and blend those sounds into recognizable words</p> <p>1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i>].</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms [e.g., <i>-s, -ed, -ing</i>] and root words [e.g., <i>look, looked, looking</i>].</p> <p>1.15 Read common word families [e.g., <i>-ite, -ate</i>].</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun</p>
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				<p>1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>2.1 Recite poems, rhymes, songs, and stories.</p> <p>2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions.</p>
Part 2: Reading and Responding	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Asking Questions</li> <li>• Clarifying</li> <li>• Visualizing</li> <li>• Main Idea and Details</li> </ul> <p>2. Selection Vocabulary</p> <p>3. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Visualizing</li> <li>• Asking Questions</li> <li>• Making Connections</li> <li>• Summarizing</li> <li>• Predicting</li> <li>• Compare and Contrast</li> <li>• Classify and Categorize</li> <li>• Cause and Effect</li> </ul> <p>2. Selection Vocabulary</p> <p>3. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Making Connections</li> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Main Idea and Details</li> <li>• Sequence</li> <li>• Cause and Effect</li> </ul> <p>2. Selection Vocabulary</p> <p>3. Inquiry</p>	<p>1.2 Identify the title and author of a reading selection.</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>2.2 Respond to <i>who, what, when, where, and how</i> questions</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</p>

				<p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>1.6 Use knowledge of the basic rules of punctuation and</p>
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				<p>capitalization when writing.</p> <p>2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions.</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p>
<p>Part 3: Language Arts</p>	<p>1. Writing: Describing an Object</p> <p>2. Penmanship: Alphabet Practice: The Letters u and m</p> <p>3. Grammar: Capitalization</p> <p>Listening/Speaking/Viewing: Listening and Speaking: Fact or Opinion?</p>	<p>1. Writing: Responding to Literature</p> <p>2. Penmanship: Alphabet Practice: The Letters v and w</p> <p>3. Grammar: Capitalization and Punctuation</p> <p>4. Listening/Speaking/Viewing: Listing and Speaking: Clear Speech</p>	<p>1. Writing: Describing an Event: News Story</p> <p>2. Penmanship: Alphabet Practice: The Letters k and z</p> <p>3. Grammar: Plural Nouns</p> <p>Listening/Speaking/Viewing: Speaking: Retelling the Selection</p>	<p>1.1 Select a focus when writing.</p> <p>1.2 Use descriptive words when writing.</p> <p>1.3 Print legibly and space letters, words, and sentences appropriately.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>.1.6 Use knowledge of the basic rules of punctuation and capitalization when writing</p> <p>1.7 Capitalize the first word of a sentence, names</p>

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Scope and Sequence: Grade First

				<p>of people, and the pronoun /.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events.</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p> <p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.3 Give, restate, and follow simple two-step directions</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p>
<b>Assessments</b>	<b>Lesson and Unit Assessments: Lessons 1-5</b>	<b>Lesson and Unit Assessments: Lessons 6-10</b>	<b>Lesson and Unit Assessments: Lessons 11-15</b> Benchmark 3	

<b>Subject/Unit Title: ELA North, South, East, West</b>
<b>Estimated Time Frame (#of Days): 15</b>

Unit 6:				
	Week 1	Week 2	Week 3	CA ELA Content Standards:
Part 1: Preparing to Read	<p>1. Phonics: /long o/ Spelled oa_, and _ow; /long u/ spelled _ew and _ue</p> <p>2. Phonemic Awareness</p> <p>3. Fluency: Decodables 79-81 - High Frequency Words (no, their, away)</p>	<p>1. Phonics: /long oo/ Spelled oo, _ue, u</p> <p>2. Phonemic Awareness</p> <p>3. Fluency: Decodables 81-84 - High Frequency Words (saw, blue, one)</p>	<p>1. Phonics: /long oo/ spelled oo, _ue, u, _ew, and u_e; /oo/ spelled oo</p> <p>2. Phonemic Awareness</p> <p>3. Fluency: Decodables 85-87 - High Frequency Words (very, good, now)</p>	<p>1.1 Match oral words to printed words.</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words [e.g., <i>bit/bite</i>].</p> <p>1.6 Create and state a series of rhyming words, including consonant blends</p> <p>1.7 Add, delete, or change target sounds to change words [e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>].</p> <p>1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].</p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms),</p>

				<p>and blend those sounds into recognizable words</p> <p>1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i>].</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms [e.g., <i>-s, -ed, -ing</i>] and root words [e.g., <i>look, looked, looking</i>].</p> <p>1.15 Read common word families [e.g., <i>-ite, -ate</i>].</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>1.1 Write and speak in complete, coherent sentences.</p> <p>1.7 Capitalize the first word of a sentence, names</p>
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				<p>of people, and the pronoun /.</p> <p>1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p>
<p>Part 2: Reading and Responding</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Clarifying</li> <li>• Making Connections</li> <li>• Visualizing</li> <li>• Compare and Contrast</li> </ul> <p>2. Selection Vocabulary</p> <p>3. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Making Connections</li> <li>• Classifying and Categorizing</li> <li>• Main Idea and Details</li> <li>• Sequence</li> </ul> <p>2. Selection Vocabulary</p> <p>3. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Clarifying</li> <li>• Predicting</li> <li>• Summarizing</li> <li>• Making Connections</li> <li>• Drawing Conclusions</li> <li>• Sequence</li> <li>• Making Inferences</li> </ul> <p>2. Selection Vocabulary</p> <p>3. Inquiry</p>	<p>1.2 Identify the title and author of a reading selection.</p> <p>1.3 Identify letters, words, and sentences</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>2.2 Respond to <i>who, what, when, where, and how</i> questions</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</p> <p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p>

				<p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>1.1 Listen attentively.</p> <p>1.4 Stay on the topic when speaking</p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions.</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p>
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# FAME Public Charter School

Scope and Sequence: Grade First

<p>Part 3: Language Arts</p>	<p>1. Writing: Writing Instructions                  2. Penmanship: Alphabet Practice: The Letters u, m, v, w, k, and z                  3. Grammar: Mechanics: Name of cities, States, and Countries                  Listening/Speaking/Viewing: Listening and Speaking: getting Information</p>	<p>1. Writing: Writing Instructions                  2. Penmanship: Alphabet Practice: The Letters x and y                  3. Grammar: Types of Sentences                  4. Listening/Speaking/Viewing: Viewing: Learning from Pictures</p>	<p>1. Writing: Writing Instructions                  2. Penmanship: Alphabet Practice: The Letters j and q                  3. Grammar: Commas in a Series                  Listening/Speaking/Viewing: Listening: Following Directions</p>	<p>2.1 Identify text that uses sequence or other logical order.                  2.2 Respond to <i>who, what, when, where, and how</i> questions.                  2.3 Follow one-step written instructions.                  3.3 Recollect, talk, and write about books read during the school year.                  1.1 Select a focus when writing.                  1.3 Print legibly and space letters, words, and sentences appropriately.                  1.1 Write and speak in complete, coherent sentences.                  1.5 Use a period, exclamation point, or question mark at the end of sentences.                  1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.                  1.7 Capitalize the first word of a sentence, names</p>
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# FAME Public Charter School

Scope and Sequence: Grade First

				<p>of people, and the pronoun /.</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p> <p>1.1 Listen attentively. 1.2 Ask questions for clarification and understanding. 1.3 Give, restate, and follow simple two-step directions</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p>
<b>Assessments</b>	<b>Lesson and Unit Assessments: Lessons 1-5</b>	<b>Lesson and Unit Assessments: Lessons 6-10</b>	<b>Lesson and Unit Assessments: Lessons 11-15</b> Benchmark 4	

<b>Subject/Unit Title: ELA I Think I Can</b>					
<b>Estimated Time Frame (#of Days): 20</b>					
<b>Unit 7:</b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>CA ELA Content Standards:</b>

<p>Part 1: Preparing to Read</p>	<p>1. Phonics: /ow/ spelled ow and ou_, /n/ spelled kn_ - Decodables 88-91 - High Frequency Words (are, brown, how, about, around, long, know, want, by) 2. Phonemic Awareness - Listening for /ow/ - Listening for /n/</p>	<p>1. Phonics: /aw/ spelled au_ and aw, /aw/ spelled augh and ough - Decodables 92-94 - High Frequency Words (into, before, yellow) 2. Phonemic Awareness - Listening for /aw/</p>	<p>1. Phonics: /oi/ spelled oi and _oy, /r/ spelled wr_, /f/ spelled ph - Decodables 95-98 - High Frequency Words (old) 2. Phonemic Awareness - Listening for /oi/ - Listening for /r/ - Listening for /f/</p>	<p>1. Phonics: /er/ spelled ear, /long e/ spelled _ey, Long Vowels - Decodables 99-101 - High Frequency Words (any, from, water, come) 2. Phonemic Awareness - Listening for /er/- Listening for /long e/</p>	<p>1.1 Match oral words to printed words. 1.4 Distinguish initial, medial, and final sounds in single-syllable words. 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words [e.g., <i>bit/bite</i>]. 1.6 Create and state a series of rhyming words, including consonant blends 1.7 Add, delete, or change target sounds to change words [e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>]. 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich]. 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e.,</p>
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					<p>phonograms), and blend those sounds into recognizable words</p> <p>1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i>].</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms [e.g., <i>-s, -ed, -ing</i>] and root words [e.g., <i>look, looked, looking</i>].</p> <p>1.15 Read common word families [e.g., <i>-ite, -ate</i>].</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>1.1 Write and speak in complete, coherent sentences.</p>
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					<p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <p>1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions</p>
Part 2: Reading and Responding	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Summarizing</li> <li>• Cause and Effect</li> <li>• Reality and Fantasy</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Visualizing</li> <li>• Making Inferences</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Predicting</li> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Cause and Effect</li> <li>• Sequence</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Predicting</li> <li>• Summarizing</li> <li>• Drawing Conclusions</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1.2 Identify the title and author of a reading selection.</p> <p>1.3 Identify letters, words, and sentences</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p>2.2 Respond to <i>who, what, when, where,</i> and <i>how</i> questions</p> <p>2.3 Follow one-step written instructions</p>

					<p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</p> <p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.5 Use a period, exclamation point, or</p>
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					<p>question mark at the end of sentences.</p> <p>2.1 Recite poems, rhymes, songs, and stories.</p> <p>2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i> questions.</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p>
<p>Part 3: Language Arts</p>	<p>1. Writing: Make-Believe Story</p> <p>2. Spelling: - /ow/ Sound Spelling ow and ou_</p> <p>3. Penmanship: Lowercase Letters j, q, x, and y</p> <p>4. Grammar, Usage, and Mechanics: -Quotation Marks - Formal and Informal Language in Writing</p> <p>5. Study Skills:</p>	<p>1. Writing: Make-Believe Story</p> <p>2. Spelling: - /aw/ Spelled aw and au_</p> <p>3. Penmanship: Capital Letters A and N</p> <p>4. Grammar, Usage, and Mechanics: -Singular and Plural Pronouns</p> <p>5. Study Skills: Using the Library</p> <p>6.Listening/Speaking/</p>	<p>1. Writing: Personal Narrative</p> <p>2. Spelling: - /oi/ Spelled oi and _oy</p> <p>3. Penmanship: Capital Letters E and F</p> <p>4. Grammar, Usage, and Mechanics: - Singular and Possessive Pronouns</p> <p>5. Study Skills: Listening to Gain Information</p> <p>6.Listening/Speaking/</p>	<p>1. Writing: Personal Narratives</p> <p>2. Spelling: - /er/ Spelled ear, /long e/ spelled _ey</p> <p>3. Penmanship: Capital letters I and L</p> <p>4. Grammar, Usage, and Mechanics: -Adjectives; Comparative Adjectives; Sentence Expansion with Describing Words</p> <p>5. Study Skills:</p>	<p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.1 Select a focus when writing.</p> <p>1.2 Use descriptive words when writing</p> <p>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience</p> <p>1.3 Identify and correctly use contractions (e.g., <i>isn't</i>, <i>aren't</i>, <i>can't</i>, <i>won't</i>) and singular possessive pronouns (e.g.,</p>

	<p>Alphabetical Order 6.Listening/Speaking /Viewing: Speaking: Formal and Informal Language</p>	<p>Viewing: Speaking: Presenting a Story</p>	<p>Viewing: Language: Pictures and Words</p>	<p>Interviewing 6.Listening/Speaking/ Viewing: Main Ideas in Pictures</p>	<p><i>my/ mine, his/ her, hers, your/s)</i> in writing and speaking.</p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p>1.3 Print legibly and space letters, words, and sentences appropriately.</p> <p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.</p> <p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <p>1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience</p> <p>2.3 Relate an</p>
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# FAME Public Charter School

Scope and Sequence: Grade First

					<p>important life event or personal experience in a simple sequence.</p> <p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.3 Give, restate, and follow simple two-step directions</p> <p>1.4 Stay on the topic when speaking.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events</p> <p>2.1 Recite poems, rhymes, songs, and stories.</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p>
<b>Assessments</b>	<b>Lesson and Unit Assessments: Lessons 1-5</b>	<b>Lesson and Unit Assessments: Lessons 6-10</b>	<b>Lesson and Unit Assessments: Lessons 11-15</b>	<b>Lesson and Unit Assessments: Lessons 16-20</b>	

# FAME Public Charter School

Scope and Sequence: Grade First

Subject/Unit Title: ELA Away We Grow!						
Estimated Time Frame (#of Days): 25						
Unit 8:						
	Week 1	Week 2	Week 3	Week 4	Week 5	CA ELA Content Standards:
Part 1: Preparing to Read	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• /long a/ spelled a, a_e, ai_, and _ay; /a/ spelled a</li> <li>• Decodables 102</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• /long i/ spelled l, i_e, _igh, _ie, and _y; /i/ spelled i</li> <li>• Decodables 103</li> <li>• High Frequency Words (five, would)</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• /long o/ spelled o, o_e, oa_, and _ow; /o/ spelled o</li> <li>• Decodables 104</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• /long u/ spelled u, u_e, _ew, and _ue; /u/ spelled u</li> <li>• Decodables 105</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• Review long vowels</li> <li>• Decodables 106</li> <li>• High Frequency Words (pretty, your)</li> </ul>	1.1 Match oral words to printed words. 1.4 Distinguish initial, medial, and final sounds in single-syllable words.  1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words [e.g., <i>bit/bite</i> ]. 1.7 Add, delete, or change target sounds to change words [e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ]. 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].  1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into

						<p>recognizable words</p> <p>1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i>].</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms [e.g., <i>-s, -ed, -ing</i>] and root words [e.g., <i>look, looked, looking</i>].</p> <p>1.15 Read common word families [e.g., <i>-ite, -ate</i>].</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>1.1 Write and speak in complete, coherent sentences.</p> <p>1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words</p>
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						correctly.  2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions
Part 2: Reading and Responding	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Compare and Contrast</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Summarizing</li> <li>• Predicting</li> <li>• Drawing Conclusion</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Asking Questions</li> <li>• Making Connections</li> <li>• Clarifying</li> <li>• Classify and Categorize</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Asking Questions</li> <li>• Visualizing</li> <li>• Making Connections</li> <li>• Summarizing</li> <li>• Compare and Contrast</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Making Connections</li> <li>• Predicting</li> <li>• Cause and Effect</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1.2 Identify the title and author of a reading selection.</p> <p>1.13 Read compound words and contractions.</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech</p> <p>1.3 Identify letters, words, and sentences</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p>2.2 Respond to <i>who, what, when, where,</i> and <i>how</i> questions</p> <p>2.3 Follow one-step written instructions</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.5 Confirm predictions about what will happen next in a text by</p>

						<p>identifying key words (i.e., signpost words).</p> <p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p>
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						<p>1.2 Use descriptive words when writing.</p> <p>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>1.4 Stay on the topic when speaking.</p>
Part 3: Language Arts	<p>1. Writing: Writing on Demand</p> <p>2. Spelling: - /long a/ Spelled a_e, and ai_</p> <p>3. Penmanship: Review Capital Letters A, N, E, F, I, and L</p> <p>4. Grammar, Usage, and Mechanics: -Combing and Expanding Sentences</p>	<p>1. Writing: Writing on Demand</p> <p>2. Spelling: - /long i/ spelled i_e and _y</p> <p>3. Penmanship: Capital Letters O and C</p> <p>4. Grammar, Usage, and Mechanics: -Plural Possessive Pronouns</p> <p>5. Study Skills: Presenting a Story</p> <p>6. Listening/Speaking/Viewing:</p>	<p>1. Writing: Biographies</p> <p>2. Spelling: - /long o/ spelled o_e and oa_</p> <p>3. Penmanship: Capital Letters T and H</p> <p>4. Grammar, Usage, and Mechanics: - Synonyms</p> <p>5. Study Skills: Using the Library</p> <p>6. Listening/Speaking/Viewing:</p>	<p>1. Writing: Biographies</p> <p>2. Spelling: - /long u/ spelled u and u_e</p> <p>3. Penmanship: Capital letters B and R</p> <p>4. Grammar, Usage, and Mechanics: -Antonyms</p> <p>5. Study Skills: Using Nonfiction</p> <p>6. Listening/Speaking/Viewing:</p>	<p>1. Writing: Responding to Literature</p> <p>2. Spelling: - /long i/ spelled _ie and /long o/ spelled _ow</p> <p>3. Penmanship: Review Capital Letters O, C, T, H, B and R</p> <p>4. Grammar, Usage, and Mechanics: -Contractions</p> <p>5. Study Skills:</p>	<p>1.3 Identify letters, words, and sentences.</p> <p>1.13 Read compound words and contractions.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.1 Select a focus when writing.</p> <p>1.2 Use descriptive words when writing</p> <p>1.3 Identify and correctly use contractions (e.g., <i>isn't</i>, <i>aren't</i>, <i>can't</i>, <i>won't</i>) and singular possessive pronouns (e.g., <i>my</i>/<i>mine</i>, <i>his</i>/<i>her</i>, <i>hers</i>, <i>your/s</i>) in writing and</p>

	<p>5. Study Skills: Gaining Information from Pictures</p> <p>6. Listening/Speaking/Viewing: Viewing: Comparing Visual and Written Material</p>	<p>g/Viewing: Viewing: Talking about Pictures</p>	<p>Speaking: Talking in Groups</p>	<p>Speaking: Group Conversation</p>	<p>Presenting Orally</p> <p>6. Listening/Speaking/Viewing: Speaking: Retelling Events in Sequence</p>	<p>speaking.</p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p>1.1 Write and speak in complete, coherent sentences</p> <p>1.3 Print legibly and space letters, words, and sentences appropriately.</p> <p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.</p> <p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <p>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p>
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# FAME Public Charter School

Scope and Sequence: Grade First

						<p>2.7 Retell the central ideas of simple expository or narrative passages</p> <p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.4 Stay on the topic when speaking.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events</p> <p>2.1 Recite poems, rhymes, songs, and stories.</p> <p>2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p>
Assessments	<b>Lesson and Unit Assessments: Lessons 1-5</b>	<b>Lesson and Unit Assessments: Lessons 6-10</b>	<b>Lesson and Unit Assessments: Lessons 11-15</b>	<b>Lesson and Unit Assessments: Lessons 16-20</b>	<b>Lesson and Unit Assessments: Lessons 21-25</b>	

					Benchmark 5	
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**Subject/Unit Title: ELA Home, Sweet Home**

**Estimated Time Frame (#of Days): 25**

**Unit 9:**

	Week 1	Week 2	Week 3	Week 4	Week 5	CA ELA Content Standards:
Part 1: Preparing to Read	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• /long e/ and /e/</li> <li>• Decodables 107</li> <li>• High Frequency Words (four, put)</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• Consonant blends</li> <li>• Decodables 108</li> <li>• High Frequency Words (where)</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• Consonant Digraphs</li> <li>• Decodables 109</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• R-Controlled Vowels</li> <li>• Decodables 110</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• Review /long e/ and /e/, Consonant Blends, Consonant Digraphs, and r-Controlled Vowels</li> <li>• Decodables 111</li> </ul>	1.1 Match oral words to printed words. 1.4 Distinguish initial, medial, and final sounds in single-syllable words. 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words [e.g., <i>bit/bite</i> ]. 1.7 Add, delete, or change target sounds to change words [e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ]. 1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat]. 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/

						<p><i>i/ ch/ = rich</i>].</p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words</p> <p>1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i>].</p> <p>1.12 Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms [e.g., <i>-s, -ed, -ing</i>] and root words [e.g., <i>look, looked, looking</i>].</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>1.1 Write and speak in complete, coherent sentences.</p>
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# FAME Public Charter School

## Scope and Sequence: Grade First

						<p>1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>1.3 Give, restate, and follow simple two-step directions.</p>
<p>Part 2: Reading and Responding</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Summarizing</li> <li>Clarifying</li> <li>Compare and Contrast</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>Clarifying</li> <li>Summarizing</li> <li>Classify and Categorize</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Clarifying</li> <li>Summarizing</li> <li>Making Connections</li> <li>Visualizing</li> <li>Main Idea and Details</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>Summarizing</li> <li>Asking Questions</li> <li>Making Connections</li> <li>Compare and Contrast</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Clarifying</li> <li>Summarizing</li> <li>Making Inferences</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1.2 Identify the title and author of a reading selection.</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.13 Read compound words and contractions.</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p>2.2 Respond to <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>how</i> questions</p> <p>2.3 Follow one-step written instructions</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.6 Relate prior</p>

						<p>knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events.</p> <p>1.2 Use descriptive words when writing.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when,</i></p>
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						<p><i>where, why, and how</i> questions.</p> <p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i>].</p> <p>1.14 Read inflectional forms [e.g., <i>-s, -ed, -ing</i>] and root words [e.g., <i>look, looked, looking</i>].</p>
<p>Part 3: Language Arts</p>	<p>1. Writing: Rhyming Poems</p> <p>2. Spelling: - /long e/ spelled ea and ee</p> <p>3. Penmanship: Review Capital Letters P and D</p> <p>4. Grammar, Usage, and Mechanics: Usage, and Mechanics: Present- and Past – Tense Verbs</p> <p>5. Study Skills: Using Informational</p>	<p>1. Writing: Describing a Place</p> <p>2. Spelling: - Consonant Blends</p> <p>3. Penmanship: Capital Letters S and U</p> <p>4. Grammar, Usage, and Mechanics: -Past-Tense Verbs, Verbs Ending in y</p> <p>5. Study Skills: Alphabetical Order</p> <p>6. Listening/Speaking/Viewing: Speaking: Staying</p>	<p>1. Writing: Responding to Literature</p> <p>2. Spelling: - Consonant Digraphs /sh/ Spelled sh and /ch/ spelled ch</p> <p>3. Penmanship: Capital Letters G and Q</p> <p>4. Grammar, Usage, and Mechanics: - Future-Tense Verbs</p> <p>5. Study Skills:</p>	<p>1. Writing: Reports</p> <p>2. Spelling: - r-Controlled Vowels</p> <p>3. Penmanship: Review Capital Letters P, D, S, U, G and Q</p> <p>4. Grammar, Usage, and Mechanics: -Singular, Plural, and Possessive Nouns; Pronouns and Possessive Pronouns</p> <p>5. Study Skills:</p>	<p>1. Writing: Reports</p> <p>2. Spelling: - Consonant Digraphs /hw/ spelled wh_ and /th/ spelled th</p> <p>3. Penmanship: Capital Letters K and M</p> <p>4. Grammar, Usage, and Mechanics: -Past-, Present-, and Future-Tense Verbs</p> <p>5. Study Skills: Review Alphabetical Order and Using</p>	<p>1.3 Identify letters, words, and sentences.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>1.1 Select a focus when writing.</p> <p>1.2 Use descriptive words when writing</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>1.1 Write and speak in complete, coherent sentences</p> <p>1.3 Print legibly and</p>

	<p>Resources 6.Listening/Speaking/Viewing: Listening: Listen and Respond</p>	<p>on Topic</p>	<p>Organizing Story Sequence 6.Listening/Speaking/Viewing: Viewing: Main Ideas in Pictures</p>	<p>Following Instructions: Recipes, Experiments 6.Listening/Speaking/Viewing: Speaking: Time and Order Words</p>	<p>Library Resources 6.Listening/Speaking/Viewing: Listening: Reciting Songs</p>	<p>space letters, words, and sentences appropriately.</p> <p>1.5 Use a period, exclamation point, or question mark at the end of sentences.</p> <p>1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.</p> <p>1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>1.1 Listen attentively.</p> <p>1.2 Ask questions for clarification and understanding.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events</p> <p>2.1 Recite poems, rhymes, songs, and stories.</p> <p>2.2 Retell stories using basic story grammar and</p>
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# FAME Public Charter School

Scope and Sequence: Grade First

						<p>relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions</p> <p>2.3 Relate an important life event or personal experience in a simple sequence.</p> <p>2.4 Provide descriptions with careful attention to sensory detail.</p> <p>1.2 Identify and correctly use singular and plural nouns.</p> <p>1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>1.3 Give, restate, and follow simple two-step directions.</p> <p>1.4 Stay on the topic when speaking.</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p>
Assessments	<b>Lesson and Unit Assessments: Lessons 1-5</b>	<b>Lesson and Unit Assessments: Lessons 6-10</b>	<b>Lesson and Unit Assessments: Lessons 11-15</b>	<b>Lesson and Unit Assessments: Lessons 16-20</b>	<b>Lesson and Unit Assessments: Lessons 21-25</b>	

# FAME Public Charter School

Scope and Sequence: Grade First

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**Subject/Unit Title: ELA I Am Brave**

**Estimated Time Frame (#of Days): 20**

**Unit 10:**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	CA ELA Content Standards:
Part 1: Preparing to Read	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• /long oo/ spelled oo, _ue, u, ew, and ue;</li> <li>• /oo/ spelled oo</li> <li>• Decodables 112</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• /ow/ spelled ow and ou;</li> <li>• /oi/ spelled oi and _oy</li> <li>• Decodables 113</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• Base Words, Prefixes, and Endings</li> <li>• Decodables 114</li> </ul>	1. Phonics and Fluency: <ul style="list-style-type: none"> <li>• Review</li> <li>• Decodables 115</li> </ul>	1.1 Match oral words to printed words. 1.4 Distinguish initial, medial, and final sounds in single-syllable words.  1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., <i>bit/bite</i> ]. 1.7 Add, delete, or change target sounds to change words [e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ].  1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/= cat; /f/ l/ a/ t/= flat]. 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/= cat; /s/ p/ l/ a/ t/= splat; /r/ i/ ch/= rich].  1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words 1.11 Read common, irregular sight words [e.g., <i>the, have, said, come, give, of</i> ].  1.12 Use knowledge of vowel digraphs and r-

					<p>controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms [e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>] and root words [e.g., <i>look</i>, <i>looked</i>, <i>looking</i>].</p> <p>1.15 Read common word families [e.g., <i>-ite</i>, <i>-ate</i>].</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>1.1 Write and speak in complete, coherent sentences.</p> <p>1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</p> <p>1.13 Read compound words and contractions.</p>
<p>Part 2: Reading and Responding</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Predicting</li> <li>Drawing Conclusions</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p> <p>4. Inquiry</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>Making Connections</li> <li>Summarizing</li> <li>Visualizing</li> <li>Drawing Conclusions</li> <li>Making Inferences</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>Making Connections</li> <li>Clarifying</li> <li>Predicting</li> <li>Summarizing</li> <li>Reality and Fantasy</li> <li>Drawing Conclusions</li> </ul> <p>2. Fluency:</p>	<p>1. Comprehension Strategies:</p> <ul style="list-style-type: none"> <li>Predicting</li> <li>Visualizing</li> <li>Summarizing</li> <li>Main Idea and Details</li> <li>Drawing Conclusions</li> </ul> <p>2. Fluency: - Leveled Readers</p> <p>3. Selection Vocabulary</p>	<p>1.1 Match oral words to printed words.</p> <p>1.2 Identify the title and author of a reading selection.</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p>2.2 Respond to <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>how</i> questions</p> <p>2.3 Follow one-step written instructions</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p>

		4. Inquiry	- Leveled Readers 3. Selection Vocabulary 4. Inquiry	4. Inquiry	2.5 Confirm predictions about what will happen next in a text by identifying key words 2.6 Relate prior knowledge to textual information. 2.7 Retell the central ideas of simple expository or narrative passages. 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.  3.2 Describe the roles of authors and illustrators and their contributions to print materials. 3.3 Recollect, talk, and write about books read during the school year.  1.5 Use descriptive words when speaking about people, places, things, and events.  1.2 Use descriptive words when writing.  2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.  2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions. 1.2 Ask questions for clarification and understanding.
Part 3: Language Arts	1. Writing: Personal Narrative 2. Spelling: - Word Analysis: /long oo/ Spelled oo and /oo/ Spelled oo 3. Penmanship:	1. Writing: Responding to Literature 2. Spelling: - Word Analysis: Diphthongs /ow/ Spelled ou_ and /oi/ Spelled oi	1. Writing: Fables 2. Spelling: - Word Analysis: Common Endings Spelled –s and -ed 3. Penmanship: Capital Letters J and Z	1. Writing: Realistic Stories 2. Spelling: - Word Analysis: Endings Spelled –ing and –ing after dropping finale e 3. Penmanship:	1.13 Read compound words and contractions. 1.1 Select a focus when writing. 1.2 Use descriptive words when writing  1.1 Write and speak in complete, coherent sentences 1.3 Print legibly and space letters, words, and sentences appropriately.  1.5 Use a period, exclamation point, or question mark at the end of sentences.

	<p>Review Capital Letters V and W                  4. Grammar, Usage, and Mechanics: Adjectives That Compare; Synonyms and Antonyms                  5. Study Skills: Alphabetical Order                  6. Listening/Speaking/Viewing: Listening: Listen and Respond</p>	<p>3. Penmanship: Capital Letters X and Y                  4. Grammar, Usage, and Mechanics: -Kinds of Sentences                  5. Study Skills: Organizing Story Sequence                  6. Listening/Speaking/Viewing: Speaking: Staying on Topic</p>	<p>4. Grammar, Usage, and Mechanics: - Future-Tense Review Capitalization                  5. Study Skills: Alphabetical Order                  6. Listening/Speaking/Viewing: Speaking: Word Choice</p>	<p>Review Capital Letters K, M, V, W, X, Y, J, and Z                  4. Grammar, Usage, and Mechanics: -Review Contractions                  5. Study Skills: Taking Notes                  6. Listening/Speaking/Viewing: Role-Playing a Character's Part</p>	<p>1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.                  1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.                  2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.                  1.5 Use descriptive words when speaking about people, places, things, and events                  2.1 Recite poems, rhymes, songs, and stories.                  2.4 Provide descriptions with careful attention to sensory detail.                  1.2 Identify and correctly use singular and plural nouns.                  1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.                  1.4 Stay on the topic when speaking.                  1.3 Identify and correctly use contractions (e.g., <i>isn't</i>, <i>aren't</i>, <i>can't</i>, <i>won't</i>) and singular possessive pronouns (e.g., <i>my/mine</i>, <i>his/her/hers</i>, <i>your/s</i>) in writing and speaking.                  1.4 Distinguish between declarative, exclamatory, and interrogative sentences.                  2.1 Identify text that uses sequence or other logical order.</p>
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# FAME Public Charter School

Scope and Sequence: Grade First

					<p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p>
Assessments	<b>Lesson and Unit Assessments: Lessons 1-5</b>	<b>Lesson and Unit Assessments: Lessons 6-10</b>	<b>Lesson and Unit Assessments: Lessons 11-15</b>	<b>Lesson and Unit Assessments: Lessons 16-20 Unit Assessment</b>	