## Gorman Fort Banks 1st Grade Scope and Sequence

*Based on Harcourt's Storytown Language Arts Curriculum

|  | Reading Lit / Informational text |  |  | Foundational |  | Language | Speaking / Listening |
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| Date | Selection | Comprehension | Vocab | Fluency | Spelling Decoding | Grammar |  |
| Theme 1 <br> Week 1 <br> (Sept) | RI. 10 RL. 10 Tag Let's Tap Wag, Hop, Hide! | RI. 1 <br> RI. 2 <br> SL. 2 <br> Make predictions <br> Answer questions | L. 4 <br> bothered distance form attention perform supportive | RF. 4 <br> Accuracy | RF. 3 <br> L. 1 <br> Short vowel /a/ <br> Inflection -s | L. 1 <br> Sentences | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Word segmentation |
| Week 2 <br> (Sept) | RL. 5 <br> RL. 10 <br> RI. 10 <br> Sad, sad, Dan <br> The Van <br> People <br> Movers | RL. 1 <br> RL. 2 <br> SL. 2 <br> Make predictions <br> Answer questions | L. 4 escape fright nearby cram solution strategy | RF. 4 <br> Accuracy | RF. 3 L. $\mathbf{2}$ Short vowel /a/ Phonograms -ap,-at, -ag, -and | L. 1 <br> Word order | SL. 1 SL. 2 SL. 4 Phonological awareness RF. 2: Segment/blend syllables Segment/Blend Onset- Rime |
| Week 3 <br> (Oct) | RI. 10 <br> RL. 10 <br> Miss Jill <br> Big Rigs <br> Trailer Truck | RI. 1 <br> RI. 3 <br> SL. 2 <br> L. 5 <br> Classify/ <br> Categorize <br> Monitor comprehension: | L. 4 sensed especially memorize capacity haul proud | RF. 4 <br> Punctuation | RF. 3 <br> L. 2 <br> Short vowel /i/ <br> Contraction 's | L. 1 <br> Naming parts of sentences | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Rhyme recognition <br> Rhyme production |


|  |  | making inferences |  |  |  |  |  |
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| Theme 2 <br> Week 4 <br> (Oct) | RL. $\mathbf{5}$ RL. 10 RI. 10 Pick a Sack Get Up, Rick! Cock-a- doodle-do | RL. 1 RL. 2 RL. 5 SL. 2 Story elements (beginning, middle, end) Summarize | L. 4 pouted ambled politely routine considerate unexpected | RF. 4 <br> Punctuation | RF. 3 <br> L. 2 <br> Digraph /k/ck <br> Phonograms -ick, -ink, -ill, -it | L. 1 <br> Telling parts of sentences | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme isolation |
| Week 5 (Oct) | RI. 10 <br> RL. 10 <br> Jobs <br> Dot and Bob <br> Trees Help | RL. 1 RL. 3 RL. 5 SL. $\mathbf{2}$ Characters Recognize story structure | L. 4 <br> horrible invigorated presented sweltering aid persistent | RF. 4 <br> Accuracy | RF. 3 <br> L. 1 <br> Short vowel/o/ o <br> Inflections -ed, -ing | L. 1 <br> Telling sentences | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme categorization |
| $\begin{gathered} \text { Week } 6 \\ \text { (Oct) } \end{gathered}$ | RI. 10 <br> RL. 10 A Tall, Tall, Wall All on the Map Roads | RI. 3 SL. 2 L. 5 Classify/ Categorize RF. 4 Monitor Comprehension: adjust reading rate | L. 4 <br> commotion muffle overflowing locate search symbol | RF. 4 <br> Punctuation | RF. 3 <br> L. 2 <br> Variant Vowel all <br> Contractions n't, 's | L. 1 <br> Questions | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme isolation <br> Phoneme identity |
| Theme 3 <br> Week 7 <br> (Nov) | RL. $\mathbf{5}$ RL. 10 RI. 10 Ten Eggs | SL. $\mathbf{2}$ RL. 1 RL. 2 RL. 9 Compare and | L. 4 <br> chorus odor shoved assemble | RF. 4 Expression | $\begin{gathered} \text { RF. } 3 \\ \text { L. } 2 \end{gathered}$ <br> Short vowel /e/e | L. 1 <br> Exclamations | SL. 1 SL. 2 SL. 4 Phonological awareness |


|  | Little Red Hen Gets Help <br> Let's Make Tortillas! | contrast <br> Answer questions | consume enthusiastic |  | Initial blends with I |  | RF. 2: <br> Phoneme blending |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week 8 <br> (Nov) | RI. 10 <br> RL. 10 <br> Thanks, <br> Seth! <br> Beth's Job <br> Flowers <br> Grow | RL. 1 <br> RL. 2 <br> RL. 5 <br> RI. 2 <br> RI. 7 <br> Details <br> Use graphic organizers | L. 4 applauded chatty gather duty envy resent | RF. 4 <br> Expression | RF. 3 <br> L. 2 <br> Digraph /th/ <br> Initial blends with s | L. 1 <br> Nouns: people or places | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme blending |
| Week 9 <br> (Nov) | RI. 10 <br> RL. 10 <br> A Nut Falls <br> Plants Can't <br> Jump <br> Cornfield <br> Leaves | RL. 1 RL. 2 RL. 3 RI. 2 RI. 7 Details RF. 4 Monitor comprehension : adjust reading rate | L. 4 <br> claimed dine groaned function nutritious classify | RF. 4 <br> Phrasing | RF. 3 <br> L. 2 <br> Short vowel /u/u <br> Initial blends with r | L. 1 <br> Nouns: animals or things | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme segmentation |
| $\begin{aligned} & \text { Week } \\ & 10 \\ & \text { (Dec) } \end{aligned}$ | RI. 10 <br> RL. 10 <br> Frog Gets His Song <br> Soccer Song <br> Now You | RL. 1 RL. 2 RL. 3 RL. 5 SL. 2 RI. 1 Plot Recognize story | L. 4 ashamed mused soared athletic awkward superb | RF. 4 <br> Phrasing | RF. 3 <br> L. 2 <br> Diphthong /ng/ <br> Contraction ‘ll | L. 1 <br> One and more than one | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme segmentation |


|  | Know About Soccer | structure |  |  |  |  |  |
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| Thanksgiving: review week |  |  |  |  |  |  |  |
| Week <br> 11 <br> (Dec) | RI. 10 <br> RL. 10 <br> Sid Scores <br> Land of Ice <br> My Father's <br> Feet | RL. 1 <br> RL. 2 <br> RL. 3 <br> RI. 1 <br> RI. 2 <br> RI. 3 <br> SL. 2 <br> Compare and Contrast <br> Monitor comprehension: Make Inferences | L. 4 <br> nuzzled pranced raging adapt intriguing inhabit | RF. 4 <br> Phrasing | RF. 3 <br> L. 4 <br> r-controlled vowels /or/ <br> compound words | L. 2 <br> Special Names and Titles of People | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme Blending and Segmentation |
| $\begin{aligned} & \text { Week } \\ & 12 \\ & \text { (Dec) } \end{aligned}$ | RL. 5 <br> RL. 10 <br> RI. 10 <br> Fox and his <br> Big Wish <br> King Midas and his Gold <br> Gold and Money | RL. 1 <br> RL. 3 <br> RL. 5 <br> SL. 2 <br> Setting <br> Ask questions | L. 4 <br> reward handsomely cruel greedy consequences regret | RF. 4 <br> Expression | $\left.\begin{array}{c}\text { RF. } 3 \\ \text { L. } 2\end{array}\right]$ Digraph /sh/ $\begin{aligned} & \text { Initial blends with I, s, r }\end{aligned}$ | L. 2 <br> Special Names of places | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme blending and segmentation |
| Theme 3 <br> Week <br> 13 <br> (Dec) | RI. 10 <br> RL. 10 <br> Rich Gets Big <br> A Butterfly Grows | RL. 1 <br> RL. 2 <br> RI. 1 <br> RI. 2 <br> RI. 3 <br> RI. 4 <br> Sequence | L. 4 astonishing continue doubt transform examine devour | RF. 4 <br> Intonation | RF. 3 <br> L. 1 <br> Digraphs/ch/ tch <br> Inflections -es | L. 2 <br> Names of Days and Months | SL. 1 SL. 2 SL. 4 Phonological awareness RF. 2: Phoneme deletion |


|  | Caterpillars | Use graphic organizers |  |  |  |  |  |
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| Holiday Vacation |  |  |  |  |  |  |  |
| Week <br> 14 <br> (Jan) | RI. 10 <br> RL. 10 <br> Ann's Trip to the Stars <br> Mark's Big Day <br> Putting on a Play | RL. 1 <br> RL. 2 <br> RL. 3 <br> Author's <br> Purpose/Point of View <br> Summarize | L. 4 approached energetic pace blunder reassure excel | RF. 4 <br> Intonation | RF. 3 <br> L. 1 <br> r-controlled vowels /ar/ <br> Inflections -s, -ed, -ing | L. 2 <br> Names of Holidays | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme blending and deletion |
| DIBELS: review week |  |  |  |  |  |  |  |
| Week <br> 15 <br> (Jan) | RL. 10 <br> RI. 10 <br> A Quiz for <br> Brent <br> Tomas Rivera <br> I can | RL. 1 <br> RL. 2 <br> RI. 1 <br> RI. 2 <br> RI. 3 <br> Sequence <br> Ask questions | L. 4 cozily interrupted triumphantly accomplishment ambition admire | RF. 4 <br> Reading rate | RF. 3 <br> L. 1 <br> Digraphs /kw/ qu, /hw/ wh <br> Inflections -ed, -ing | L. 1 <br> Using I and Me | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme segmentation and deletion |
| Week <br> 16 <br> (Jan) | RL. 5 <br> RL. 10 <br> RI. 10 <br> A Perfect <br> Lunch <br> One More | RL. 1 <br> RL. 2 <br> RL. 3 <br> RL. 7 <br> Main Idea <br> Summarize | L. 4 <br> captured mercy struggling compatible amiable relax | RF. 4 <br> Reading rate | RF. 3 <br> L. 1 <br> r-controlled er, ir, ur <br> Inflections -er, -est | L. 1 <br> Using he, she, it, they | SL. 1 SL. 2 SL. 4 Phonological awareness RF. 2: Phoneme blending, |


|  | Friend <br> Good Friends |  |  |  |  |  | segmentation, and deletion |
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| Week <br> 17 <br> (Feb) | RL. 5 <br> RL. 10 <br> RI. 10 <br> Jungle Fun <br> Can <br> Elephants Run? <br> An <br> Elephant's Tree | RL. 1 RL. 2 RI. 1 RI. 2 RI. 3 RI. 8 Main idea Monitor Comprehension: reread | L. 4 <br> agreement unnoticed unthinkable rejoice predicament extraordinary | RF. 4 Intonation | RF. 3 <br> L. 1 <br> Syllable -le <br> Inflections -ed, -ing | L. 1 <br> Possessives ('s and pronouns) | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme Substitution |
| Week <br> 18 <br> (Feb) | RL. 10 <br> Shadow in the Snow <br> Snow Surprise | RL. 6 <br> Author's Purpose/Point of View <br> Monitor Comprehension: Make Inferences | L. 4 <br> bulged <br> jostled <br> argue <br> command <br> labored <br> wary | RF. 4 <br> Reading Rate | ```RF. 3 \\ L. 2 \\ Long vowel ow, oa \\ Phonograms -ow, -oat, -own, oast``` | L. 4 <br> Homophones | SL. 1 SL. 2 SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme Blending and Substitution |
| February Vacation |  |  |  |  |  |  |  |
| Week <br> 19 <br> (Feb) | RL. 5 <br> RI. 10 <br> RL. 10 <br> Beaver's <br> Treat <br> Little <br> Rabbit's Tale | RL. 3 <br> RL. 6 <br> RL. 7 <br> Cause and Effect <br> Recognize Story Structure | L. 4 courteous devious rapidly gullible hastily unreasonable | RF. 4 <br> Phrasing | RF. 3 <br> L. 2 <br> Long vowel e, ee, ea <br> Contractions 've, 're | SL. 4 <br> Describing words: color, shape, size | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: Phoneme segmentation and substitution |


| $\begin{aligned} & \text { Week } \\ & 20 \\ & \text { (March) } \end{aligned}$ | RI. 10 <br> Kid's Play <br> Ways People Live | RI. 2 <br> RI. 3 <br> Cause and Effect <br> Use graphic organizers | L. 4 grumbling chided realized bitterly dwelling amusement | RF. 4 <br> Phrasing | RF. 3 <br> L. 2 <br> Long vowel ai, ay, <br> Phonograms ay, ain, ail, aid | SL. 4 <br> Describing words: taste, smell, sound, feel | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: Phoneme deletion and substitution |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week <br> 21 <br> (March) | RL. 10 <br> The Missing Cake <br> Flake, the Missing Hamster | RL. 1 <br> RL. 3 <br> RL. 6 <br> RL. 7 <br> Problem/solution <br> Summarize | L. 4 sympathy sensitive devoted alarmed mysterious overjoyed | RF. 4 <br> Expression | RF. 3 <br> L. 2 <br> Long vowel a-e <br> Phonograms -ake, -ate, -ane, -ade | SL. 4 <br> Describing words: how many | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: Phoneme <br> blending, segmentation, deletion, and substitution |
| Week <br> 22 <br> (March) | RL. 10 <br> Mike and Spike Hike <br> We're Going on a Picnic | RL. 1 <br> RL. 3 <br> RL. 6 <br> RL. 7 <br> Problem/Solution <br> Ask questions | L. 4 <br> incident <br> gradual downpour seek oblivious indecisive | RF. 4 <br> Expression | RF. 3 <br> L. 1 <br> Long vowel i-e <br> Inflections -ed, -ing | SL. 4 <br> Describing words: feelings | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme addition |
| Week 23 <br> (March) | RI. 10 <br> RL. 10 <br> Hang on, Rose! <br> On Saturday | RI. 1 <br> RI. 2 <br> RI. 3 <br> Draw conclusions <br> Answer questions | L. 4 asserted offended retorted congenial congregate cheerful | RF. 4 <br> Punctuation | RF. 3 <br> L. 2 <br> Long vowel o-e <br> Phonograms -ose, -oke, -one, -ole | SL. 4 <br> Describing words: er, and -est | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness RF. 2: <br> Phoneme blending and addition |
| Week <br> 24 <br> (April) | RI. 10 <br> RL. 10 <br> What is in the Hedge? | RL. 1 <br> RL. 3 <br> RL. 6 <br> RL. 7 <br> Draw conclusions | L. 4 <br> pleased joy stammered puzzling probing | RF. 4 <br> Punctuation | RF. 3 <br> L. 2 <br> Consonants /s/c; /j/ g, dge <br> Contractions 's, n't, 'Il | L. 4 <br> Troublesome words: <br> multiple-meaning | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: |


|  | Mystery of the Night Song | Monitor Comprehension: Make inferences | unrelenting |  |  | words | Phoneme segmentation and addition |
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| $\begin{aligned} & \text { Week } \\ & 25 \\ & \text { (April) } \end{aligned}$ | RL. 10 <br> Duke's Work <br> Amazing <br> Animals | RI. 2 <br> RI. 3 <br> Alphabetize <br> Use graphic organizers | L. 4 <br> deserve usually peaceful variety incredible typical | RF. 4 <br> Intonation | RF. 3 <br> L. 1 <br> Long vowel /(y) oo/ u-e <br> Inflections -ed, -ing | L. 1 <br> Verbs | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness RF. 2: <br> Phoneme blending and addition |
| April Vacation |  |  |  |  |  |  |  |
| $\begin{aligned} & \text { Week } \\ & 26 \\ & \text { (April) } \end{aligned}$ | RL. 10 <br> Night Flight <br> Blast off! | RL. 1 RL. 3 RL. 6 RL. 7 RF. 4 Story elements Monitor comprehension: Adjust reading rate | L. 4 <br> fondly pale shadowy imaginative similar affectionate | RF. 4 <br> Intonation | RF. 3 <br> L. 2 <br> Long vowel i (y, ie, igh) <br> Contractions 'd, 've, 're | L. 1 <br> Verbs that tell about now | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme substitution and addition |
| $\begin{aligned} & \text { Week } \\ & 27 \\ & \text { (May) } \end{aligned}$ | RI. 10 <br> RL. 10 <br> What Brad <br> Found <br> Ebb and Flo and the Baby Seal | RL. 1 <br> RL. 3 <br> RL. 6 <br> RL. 7 <br> Story elements <br> Monitor comprehension: make inferences | L. 4 <br> quivered <br> wailed <br> scattered <br> elated <br> lonesome hopeless | RF. 4 <br> Accuracy | RF. 3 <br> L. 2 <br> Vowel digraph /ou/ ow, ou <br> Phonograms -out, -ow, -own, ound | L. 1 <br> Using $A m, I s$, and Are | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme blending, segmentation, deletion, substitution and addition |


| $\begin{gathered} \text { Week } \\ 28 \\ \text { (May) } \end{gathered}$ | RI. 10 <br> RL. 10 <br> Patty's <br> Family <br> Sketches <br> At the Crayon Factory | RL. 1 RL. 2 RL. 7 RI. 1 RI. 2 RI. 7 Details Monitor comprehension: Re-read | L. 4 properly familiar arrived anticipate numerous vibrant | $\begin{gathered} \text { RF. } 4 \\ \text { Accuracy } \end{gathered}$ | RF. 3 L. 1 Long vowel e (y, ie) Inflections -ed, -er, -est, -es | L. 1 <br> Verbs that tell about the past | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme blending, segmentation, deletion, substitution and addition |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} \text { Week } \\ 29 \\ \text { (May) } \end{gathered}$ | RI. 10 <br> RL. 10 <br> A New Room by the Sea <br> Sandcastle | RL. 1 RL. 2 RL. 7 RI. 1 RI. 2 RI. 7 Details Recognize story structure | L. 4 wriggle prickly interested cooperative construct assist | RF. 4 <br> Reading rate | RF. 3 <br> L. 2 <br> Vowel variant oo, ew, <br> Phonograms -ool, -ew <br> Contractions 'd, 've, 're, 's, n't, 'll | L. 1 <br> Using Was and Were | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme blending, segmentation, deletion, substitution and addition |
| $\begin{aligned} & \text { Week } \\ & 30 \\ & \text { (May) } \end{aligned}$ | RI. 10 <br> RL. 10 <br> The Banjo <br> Trick <br> Frog and Toad Together | RL. 2 <br> RL. 3 <br> RL. 7 <br> RI. 2 <br> RI. 3 <br> RI. 7 <br> Alphabetize <br> Summarize | L. 4 <br> tiresome seized tremendous patient exhausted outrageous | RF. 4 <br> Reading rate | RF. 3 <br> L. 2 <br> Long vowels i and o (i, o) <br> Phonograms -ind, ild, -old | L. 1 <br> Using Go and Went | SL. 1 <br> SL. 2 <br> SL. 4 <br> Phonological awareness <br> RF. 2: <br> Phoneme blending, segmentation, deletion, substitution and addition |

