

1st Grade Scope and Sequence 2015-16

Week	Date Traditional	Language Arts	Enrichment Lessons	Strategy	Writing	Writing	Writing	Science/Social Studies	Big Book
1	8/17/2015	I am a Reader	RF 1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) RF 1.4c.: Use context to confirm or self-correct word recognition and understanding.	Cross Checking	W. 3.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a d. Use conventional spelling for words with common spelling patterns and for frequently occurring e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	W.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a d. Use conventional spelling for words with common spelling patterns and for frequently occurring	W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives.		Shark In the Park
2	8/24/2015	I am a Thinker	7. Use illustrations and details in a story to describe its characters, setting, or events.	Predictions				Where in the world am I? * Helpful Tip: Consider putting in a request for a field trip to Shiloh Museum.	Who's In the Shed?
3	8/31/2015	I am a Thinker	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Connections				Where in the world am I?	Crabby Cat at School
4	9/8/2015	I am a Thinker	RL6. Identify who is telling the story at various points in a text.	Visualizing				What is a scientist?	Who's the Beast?
5	9/14/2015	I am a Thinker	RL1. Ask and answer questions about key details in a text.	Questioning				What is a scientist?	The Boy that Cried Wolf
6	9/21/2015	I am a Thinker	7. Use illustrations and details in a story to describe its characters, setting, or events.	Inferring				Click Clack Moo	
7	9/28/2015	It's in the Details	RL1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	Story Elements				Force & Motion (includes magnets)	Teacher's Choice
8	10/5/2015	It's in the Details	R.L. 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Retelling				Force & Motion (includes magnets)	The Little Yellow Chick

9	10/12/2015	It's in the Details	RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RI1.5 Know and Use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.		Non-fiction Text Features	W. 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	L.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	c. Use commas in dates and to separate single words in a series.	Weather	Feathers & Fur
11	10/26/2015	Reteach							Weather	Reteach Week
12	11/2/2015	Then & Now	RI6. Distinguish between information provided by pictures or other illustrations and information provided by words in a text.		Info. in Illustrations vs. Info. in text			d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Then and Now	Grandma & I
13	11/9/2015	Then & Now	RI1. Ask and answer questions about key details in a text. RI6. Distinguish between information provided by pictures or other illustrations and information provided by words in the text.		Answering Questions in Nonfiction Text				Then and Now	Then and Now
14	11/16/2015	Then & Now	RL2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.		Sequencing	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Early Americans	Thanksgiving Poem
15	11/30/2015	Say What?	RL1. Ask and answer questions about key details in a text.		Ask/Answer Questions about fiction		a. Capitalize dates and names of people.	L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Properties of Matter	Teacher's Choice
16	12/7/2015	Say What?	RI 1. Ask and answer questions about key details in a text.		Asking Questions in nonfiction text	c. Use singular and plural nouns with matching verbs in basic sentences.	b. Use end punctuation for sentences.	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives).	Properties of Matter	Solids, Liquids, Gases
17	12/14/2015	Winter Fun - Reteach						i. Use frequently occurring prepositions (e.g., during, beyond, toward).		Teacher's Choice
2	12/21/2015 1/12/2016	Winter Break								
3 days	1/6/2016	Practical Text			Sequencing				Forms of Energy	All to Build a Snowman
19	1/11/2016	Adventures	R.L.9 Compare and contrast the adventures and experiences of characters in stories.		Sequencing/Comparing and contrasting experiences of characters	W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion.	L.1.2 Demonstrate command of the conventions of	W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Forms of Energy	Read Riding Hood

20	1/19/2016 (1/18/16 Holiday)	Adventures	R.L.9 Compare and contrast the adventures and experiences of characters in stories.		Sequencing/Comparing and contrasting experiences of characters	supply a reason for the opinion, and provide some sense of closure.	standard English capitalization, punctuation, and spelling when writing.	L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple	Living Organisms	Gingerbread Man
21	1/25/2016	All about me	RI.2. Identify the main topic and retell key details in a text. RI.5. Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in the text. RI.7. Use the illustrations and details in a text to describe its key ideas.		Main Idea & Details, headings	L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	a. Capitalize dates and names of people.		Living Organisms	The Human Body
22	2/1/2016	All about me	and details in a story to describe its characters, setting, or events.		Use illustrations and details in text to describe key ideas		b. Use end punctuation for sentences.		Living Organisms	The Tooth - Online http://storylineonline.net
23	2/8/2016	The Wind	RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		Close Reading/Search for meaning in language				Living Organisms	Reteach
24	2/16/2016	Being an American	RI1 Read closely to determine what the text says explicitly RI2 Summarize the key supporting details and ideas RI5 Know and use various text features to locate key facts or information provided by words in the text RI7 Use the illustrations and details in a text to describe its key ideas RI8 Identify the reasons an author gives to support points in a text.	RF 4 Read with sufficient accuracy and fluency to support comprehension... RI 1 Ask and answer questions about key details in a text RI 2 Identify the main topic and retell key details of a text RI 8 Identify the reasons an author gives to support points in a	Close Reading/ID points made by author	c. Use singular and plural nouns with matching verbs in basic sentences.	c. Use commas in dates and to separate single words in a series.	W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Rights & Responsibilities	Being a Good Citizen
25	2/22/2016	Being an American	RI 2 Identify the main topic and retell key details of a text	same as week before	summarizing	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		Rights & Responsibilities	Remembering George Washington
26	2/29/2016	What's Outside?	RI 1 Ask and answer questions about key details in a text.		Answering Questions				Arkansas History	Busy as a Bee
	3/7/2016	What's Outside?	R.1.2. Identify the main topic and key details in a text. R.1.5. Know and use various text features to locate key facts or information in a text		Index				Arkansas History	Tremendous Trees

27	3/14/2016			Test Prep				Arkansas History (Traditional-if needed)	
	3/21/2016	Spring Break							
29	3/28/2016	ITBS			ITBS	ITBS		Plants	
30	4/4/2016	What's Outside?			Index	W.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a	W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to	Plants	Tremendous Trees
31	4/11/2016	What's Outside?	R.1.2. Identify the main topic and key details in a text. R.1.5. Know and use various text features to locate key facts or information in a text.	Baby Animals - RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (first time this standard is address in shared reading) SL1.C. Ask questions to clear up any confusion about the topics and texts under discussion. SL1.B. Build on others' talk in conversation by	Main Idea/details	W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Plants	Beyond the Backyard
32	4/18/2016	What's Outside?	RI.2. Identify the main topic and retell key details of a text. RI.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in the text.		Main Idea/details	Research		The Land: Natural Resources & land forms	A Butterfly is Born/ Animals and their Babies
33	4/25/2016	What's Outside?			Main Idea/details	Research		The Land: Natural Resources & land forms	Teacher's Choice
33	5/2/2016	Poetry	RL.10 - with prompting and support, read prose and poetry of appropriate complexity for grade 1. SL.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly		poetry	Poetry		Planets	Poems - Teacher's Choice
35	5/9/2016	Money, Money, Money	RI.9. Describe the connection between two individuals, events, ideas, or pieces of		Connections authors make Strategy	Research		Productivity	What Do You Pay For?
36	5/16/2016	Money, Money, Money	same as week before		summarizing	Research		Productivity	A Chair For My Mother
37	5/23/2016 (3 days)			Reteach					Teacher's Choice

Read Aloud	Social Studies Integrated	Social Studies Content- located in Social Studies folder on share drive
How Do Dinosaurs Go to School	C.1.1.2 Discuss roles of people who hold positions of authority C.3.1.3 Describe ways classrooms and schools work to accomplish common tasks and establish responsibilities H.13.1.6 Identify changes in the classroom/school in terms of cause and effect C.3.1.1 Explain why rules, laws, and consequences are needed.	
Teacher's Choice		G.8.1.3 Construct and label maps of familiar places G.8.1.1 Use map keys, legends, symbols, compass rose, and directional words to show a relationship between places.
Teacher's Choice		G.8.1.2 Use maps, globes, and photographs to describe the physical and human characteristics of a familiar place.
Miss Smith's Underwater Adventure		
Teacher's Choice		
Thump, Clack, Moo		Duck for President C.2.1.4 Use listening consensus-building, and voting procedures in the classroom. C.2.1.3 Demonstrate ways
The Force of Magnets		
The Blind Men and the Elephant		

It's Snowing!		Two Bobbies, Achieve the Core lesson G.9.1.3 Describe ways weather, climate, and other environmental characteristics affect their daily life. G.11.1.2 Identify ways to help people going through natural and human-made disasters.
Cloudy With a Chance of	G.9.1.3 Describe ways weather, climate, and other environmental characteristics affect their	H.13.1.5 Formulate questions that relate to a family member, family event or family tradition.
Going to Town	H.12.1.1, H.12.1.2, H.12.1.3, H.13.1.5	H.13.1.3 Draw conclusions about family or school life in the past using historical resords and artifacts. (e.g. photos, diaries, oral history)
Yesterday & Today Goodnight iPad	H.13.1.3,	H.12.1.1 Explain ways family and school have changed using chronological terms. (e.g., yesterday/past, today/present, tomorrow/future) H.12.1.2 Create timelines to sequence family or school events using chronological terms. (e.g., first, next, last, before, after, now, long ago) H.12.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts. (e.g. daily life tasks, food, clothing, transportation, communication, recreation)
Teacher's Choice		
Snowmen at Night		
Maggie Makes Macaroni Change It!		
Teacher's Choice		
How To's		
little Red Riding Hood		

Gingerbread Cowboy CinderEdna		
Teacher's Choice		
Teacher's Choice		
Martin's Big Words	C.2.1.3, G.9.1.2 C.1.1.3 Discuss the functions of a government C.3.1.1 Explain why rules, laws, and consequences are needed	C.2.1.4, C.2.1.2, H.13.1.1, H.13.1.4, C.2.1.1 See enrichment lessons H.12.1.4 Retell stories of historical events, American legends, and people who played a role in history. *See Retelling Graphic organizer. Use with a Biographical/Autobiographical text used in the literacy unit or Jackie Robinson on www.pebblego.com.
My Teacher for President, Arthur Meets the President		H.12.1.5
A Very Greedy Bee		E.5.1.2 Categorize human, natural and capital resources used in the production of goods and services. E.7.1.2 Identify goods that are both imported to and exported from
Inside Tree	G.10.1.1 Explain ways people use natural resources in the community in which they choose to settle.	G.11.1.1 Discuss how the consumption of products connects the local community to distant places.

Inside Tree		
Caring for Our Land	C.3.1.2 Describe ways people improve communities.	G.11.1.2 Identify ways to help people who are going through natural and human-made disasters
Adventures of the Plastic Bottle	G.9.1.1 Explain positive and negative effects humans have on the environment (e.g., litter, pollution, planting trees, recycling).	
Follow the Water From Brook to Ocean		
Pout Pout Fish		
Berenstain Bears: Trouble with Money	E.6.1.2, E.6.1.3- http://www.econedlink.org/lessons/dars_lesson	E.4.1.1, E.4.1.2,
Berenstain Bears Dollars and Sense	E.5.1.3	G.10.1.2.. E.6.1.1
Teacher's Choice		