

CURRICULUM MAP
SUBJECT: **Foundations, First Grade**

Unit	Essential Question	Content	Skills	Assessment	Standards
<p>Unit 3</p> <p>Unit 4</p>	<p>Unit 3</p> <p>Why do I need to learn “trick words”?</p> <p>How do I know when to change my reading rate?</p> <p>Unit 4</p> <p>How do I use story elements to retell a story?</p> <p>How can learning a spelling pattern help me with writing?</p>	<p>Each level of Foundations presents skills in a carefully structured scope and sequence. These build on previously taught skills and are brought forward cumulatively: from unit to unit, year to year.</p> <ul style="list-style-type: none"> ✓ Phonological & Phonological Awareness ✓ Sound Mastery ✓ Phonics ✓ Vocabulary ✓ Irregular (Trick)Word Instruction ✓ Fluency ✓ Comprehension ✓ Written Composition 	<p>Unit 3 (2Weeks) October</p> <p>Concept of consonant digraph, keywords and sounds: sh, ch, th, wh, ck</p> <p>-Spelling of ck at the end of words</p> <p>-Sentence dictation procedures: question mark</p> <p>-Narrative vs. expository text</p> <p>-Prosody with echo reading</p> <p>-Trick Words: to, a, was, is, he, for, as, his, has</p> <p>-Sample words: wish, chop, sock</p> <hr/> <p>Unit 4 (2 weeks) October-November -“Bonus”</p> <p>Letter spelling rule-ff, ll, ss and sometimes zz</p> <p>-Glued sounds-all</p> <p>-Story retelling -</p> <p>Prosody with echo reading</p> <p>-Trick Words: I, you, we, they, one, said</p> <p>-Sample words: hill, puff, bill, miss, call</p>	<p>Unit Assessment</p> <p>Teacher Observations</p> <p>Trick Word Assessment</p> <p>Making Words (using letter tiles)</p> <p>Review of Skills Check-up</p> <p>Oral Responses</p>	<p>Unit 3</p> <p>RF. 1a, 2c, 2d, 3a, 3b, 3g, 4a, 4b, 4c</p> <p>RL. 1, 2, 3, 4, 6, 7, 9</p> <p>RI. 1, 2, 4</p> <p>W. 3, 8</p> <p>SL. 1a, 1b, 1c</p> <p>SL. 2, 4, 5, 6</p> <p>L. 1a, 2a, 2b, 2d, 2e, 5b, 5c, 6</p> <p>Unit 4</p> <p>RF. 1a, 2c, 2d, 3a, 3b, 3g, 4a, 4b, 4c</p> <p>RL. 1, 2, 3, 4, 6, 7, 9</p> <p>RI. 1, 2, 4</p> <p>W. 8</p> <p>SL. 1a, 1b, 1c</p> <p>SL. 2, 4, 5, 6</p> <p>L. 1a, 2a, 2b, 2d, 2e, 5b, 5c, 6</p>

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Unit	Essential Question	Content	Skills	Assessment	Standards
<p>Unit 5</p> <p>Unit 6</p>	<p>Unit 5</p> <p>Why is reading fluently important?</p> <p>What is reading accurately important?</p> <p>Unit 6</p> <p>How does adding a suffix to a base word change then meaning of the word?</p> <p>How do I retell information I hear?</p>	<p>Each level of Foundations presents skills in a carefully structured scope and sequence. These build on previously taught skills and are brought forward cumulatively: from unit to unit, year to year.</p> <ul style="list-style-type: none"> ✓ Phonological & Phonological Awareness ✓ Sound Mastery ✓ Phonics ✓ Vocabulary ✓ Irregular (Trick)Word Instruction ✓ Fluency ✓ Comprehension ✓ Written Composition 	<p>Unit 5 (1 week) November</p> <ul style="list-style-type: none"> -Glued sounds: am, an -Story retelling -Prosody with echo reading -Trick Words: from, or, have -Sample words: ham, can, fan <hr/> <p>Unit 6 (3 weeks) December</p> <ul style="list-style-type: none"> -Base word and suffix with the suffix –s -Plural nouns -Story retelling -Prosody with echo reading -Narrative story structure -Beginning composition skills -Trick Words: were, her, put, there, what, she, been, by, who 	<p>Unit Assessment</p> <p>Teacher Observations</p> <p>Trick Word Assessment</p> <p>Making Words (using letter tiles)</p> <p>Review of Skills Check-up</p> <p>Oral Responses</p>	<p>Unit 5</p> <p>RF. 1a, 2c, 2d, 3b, 3g, 4a, 4b, 4c</p> <p>RL. 1, 2, 3, 4, 6, 7, 9</p> <p>RI. 1, 2, 4</p> <p>W. 8</p> <p>SL. 1a, 1b, 1c</p> <p>SL. 2, 4, 5, 6</p> <p>L. 1a, 2a, 2b, 2d, 2e, 5b, 5c, 6</p> <p>Unit 6</p> <p>RF. 1a, 2c, 2d, 3a, 3b, 3f, 3g, 4a, 4b, 4c</p> <p>RL. 1, 2, 3, 4, 6, 7, 9</p> <p>RI. 1, 2, 4</p> <p>W. 8</p> <p>SL. 1a, 1b, 1c</p> <p>SL. 2, 4, 5, 6</p> <p>L. 1a, 2a, 2b, 2d, 2e, 5b, 5c, 6</p>

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Unit	Essential Question	Content	Skills	Assessment	Standards
Unit 7	Unit 7 Why is reading fluently important? What is reading accurately important?	Each level of Foundations presents skills in a carefully structured scope and sequence. These build on previously taught skills and are brought forward cumulatively: from unit to unit, year to year.	Unit 7 (3 weeks) January Glued sounds: ang, ing, ong, ung, ank, ink, onk, unk -Blending and reading words with ng and nk - Segmenting and spelling words with ng and nk -Story retelling -Prosody with echo reading -Narrative story structure -Beginning composition skills - Trick Words: out, so, are, two, about, into, only, other, new - <u>Sample words:</u> bang, bank, pink	Unit Assessment Teacher Observations Trick Word Assessment Making Words (using letter tiles) Review of Skills Check-up	Unit 7 RF. 1a, 2c, 2d, 3a, 3b, 3f3g, 4a, 4b, 4c, RL. 1, 2, 3, 4, 6, 7, 9 RI. 1, 2, 4, 3, 8, 9, 10 W. 8 SL. 1a, 1b, 1c SL. 2, 4, 5, 6 L. 1a, 2a, 2b, 2d, 2e, 5b, 5c, 6
Unit 8	Unit 8 How does adding a suffix to a base word change then meaning of the word? How do I retell information I hear?	<ul style="list-style-type: none"> ✓ Phonological & Phonological Awareness ✓ Sound Mastery ✓ Phonics ✓ Vocabulary ✓ Irregular (Trick)Word Instruction ✓ Fluency ✓ Comprehension ✓ Written Composition 	Unit 8 (3 weeks) January-February -Blending and reading words with four sounds (+ suffix -s) -Segmenting and spelling words with four sounds (+ suffix -s) -Story retelling -Prosody with echo reading -Narrative story structure -Paragraph structure - Trick Words: some, could, want, say, do, first, any, my, now - <u>Sample words:</u> bump, stash, bled, past, step	Oral Responses	Unit 8 RF. 1a, 2b, 2c, 2d, 3a, 3b, 3f, 3g, 4a, 4b, 4c RL. 1, 2, 3, 4, 6, 7, 9 RI. 1, 2, 4 W. 8 SL. 1a, 1b, 1c SL. 2, 4, 5, 6 L. 1a, 2a, 2b, 2d, 2e, 5b, 5c, 6

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Unit	Essential Question	Content	Skills	Assessment	Standards
Unit 9	Unit 9 Why is it important to know syllable types? When is a vowel sound short?	Each level of Foundations presents skills in a carefully structured scope and sequence. These build on previously taught skills and are brought forward cumulatively: from unit to unit, year to year.	Unit 9 (2 weeks) March -Teach the concept of closed syllable -Story retelling -Prosody with echo reading -Trick Words: our over, come, would after, also -Sample words: kit, slip, stash	Unit Assessment Teacher Observations Trick Word Assessment Making Words (using letter tiles) Review of Skills Check-up Oral Responses	Unit 9 RF. 1a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3f, 3g, 4a, 4b, 4c RL. 1, 2, 3, 4, 6, 7, 9 RI. 1, 2, 4 W. 3, 8 SL. 1a, 1b, 1c SL. 2, 4, 5, 6 L. 1a, 2a, 2b, 2d, 2e, 5b, 5c, 6
Unit 10	Unit 10 How is a narrative story structured? How do I make a word plural?	<ul style="list-style-type: none"> ✓ Phonological & Phonological Awareness ✓ Sound Mastery ✓ Phonics ✓ Vocabulary ✓ Irregular (Trick)Word Instruction ✓ Fluency ✓ Comprehension ✓ Written Composition 	Unit 10 (3 weeks) March-April Blending and reading words with five sounds (+ suffix –s) - Segmenting and spelling words with five sounds (+ suffix –s) - Words with suffix –s used as action words vs. plurals -Story retelling - Prosody with echo reading- Narrative story structure- Beginning composition skills- Trick Words: many, before, called, how, your, down, should, because, each -Sample words: stump, clasp, strap	Oral Responses	Unit 10 RF.1a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3f, 3g, 4a, 4b, 4c RL.1, 2, 3, 4, 5, 6, 7, 9 RI.1, 2, 4, 3, 8, 9, 10 W. 8 SL. 1a, 1b, 1c SL. 2, 4, 5, 6 L. 1a, 1e, 2a, 2b, 2d, 2e, 4b, 5b, 5c, 6

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Unit	Essential Question	Content	Skills	Assessment	Standards
<p>Unit 11</p> <p>Unit 12</p>	<p>Unit 11</p> <p>How do I make a plan for writing?</p> <p>What are elements found in an expository text?</p> <p>Unit 12</p> <p>How do I stay on topic when writing?</p> <p>How do I tap out a word with a suffix?</p>	<p>Each level of Foundations presents skills in a carefully structured scope and sequence. These build on previously taught skills and are brought forward cumulatively: from unit to unit, year to year.</p> <ul style="list-style-type: none"> ✓ Phonological & Phonological Awareness ✓ Sound Mastery ✓ Phonics ✓ Vocabulary ✓ Irregular (Trick)Word Instruction ✓ Fluency ✓ Comprehension ✓ Written Composition 	<p>Unit 11 (3 weeks) April –May</p> <p>Concept of syllable</p> <ul style="list-style-type: none"> -Compound words -Syllable division rules for closed syllables: compound words between two vowels -Story retelling -Prosody with echo reading -Expository text -Beginning composition skills -Trick Words: people, Mr., Mrs., years, says, little, good, very, own -Sample words: catnip, publish <hr/> <p>Unit 12 (2 weeks) May -</p> <p>Adding –s, -es, -suffix to unchanging base words with closed syllables</p> <p>-Story retelling-Prosody with echo reading-Trick Words: see, work, between, both, being, under</p> <p>-Sample words: bumps, steps, wishes, lunches</p>	<p>Unit Assessment</p> <p>Teacher Observations</p> <p>Trick Word Assessment</p> <p>Making Words (using letter tiles)</p> <p>Review of Skills Check-up</p> <p>Oral Responses</p>	<p>Unit 11</p> <p>RF.1a, 2a 2b, 2c, 2d, 3a, 3b3c, 3d, 3f, 3g, 4a, 4b, 4c</p> <p>RL.1, 2, 3, 4, 5, 6, 7, 9</p> <p>RI.1, 2, 4, 3, 8, 9, 10</p> <p>W. 8</p> <p>SL. 1a, 1b, 1c</p> <p>SL. 2, 4, 5, 6</p> <p>L. 1a, 1e, 2a, 2b, 2d, 2e, 4b, 5b, 5c, 6</p> <p>Unit 12</p> <p>RF.1a, 3a, 3c, 3d, 3e, 3g, 4a, 4b, 4c</p> <p>RL.1, 2, 3, 4, 5, 6, 7, 9</p> <p>RI.1, 2, 4, 3, 8, 9, 10</p> <p>W. 8</p> <p>SL. 1a, 1b, 1c</p> <p>SL. 2, 4, 5, 6</p> <p>L. 1a, 2a, 2b, 2d, 2e, 4b, 6,</p>

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Unit	Essential Question	Content	Skills	Assessment	Standards
Unit 13	Unit 13 How do I edit my own writing? How do phonics skills help me decode words quickly and accurately?	Each level of Foundations presents skills in a carefully structured scope and sequence. These build on previously taught skills and are brought forward cumulatively: from unit to unit, year to year. ✓ Phonological & Phonological Awareness ✓ Sound Mastery ✓ Phonics ✓ Vocabulary ✓ Irregular (Trick)Word Instruction ✓ Fluency ✓ Comprehension ✓ Written Composition	<u>Unit 13 (2 weeks)June</u> -Adding –ed, -ing suffixes to unchanging base words with closed syllables -Story retelling -Prosody with echo reading -Trick Words: never, another, day, words, look, through -Sample words: wishing, rented, slashing, blended	Unit Assessment Teacher Observations Trick Word Assessment Making Words (using letter tiles) Review of Skills Check-up Oral Responses	Unit 13 RF.1a, 3a, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, RL.1, 2, 3, 4, 5, 6, 7, 9 RI.1, 2, 4, 3, 8, 9, 10 W. 8 SL. 1a, 1b, 1c SL. 2, 4, 5, 6
Unit 14	Unit 14 How do I use new vocabulary words that have been taught? How do I prepare my wiring to share with an audience?		<u>Unit 14 (2 weeks) June</u> -Long vowel sounds for vowel-consonant-e -Vowel-consonant-e syllable type (one-syllable words) -Expository text -Prosody with echo reading -Trick Words: friend, around, circle, does, nothing, write, none, color, month -Sample words: stove, hope, caves		Unit 14 RF.1a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c RL.1, 2, 3, 4, 5, 6, 7, 9 RI.1, 2, 4, 3, 8, 9, 10 W. 8 SL. 1a, 1b, 1c SL. 2, 4, 5, 6 L. 1a, 2a, 2b, 2d, 2e, 4b, 5b, 5c, 6

By the end of Level 1, first grade students will be able to:

- Segment words into syllables
- Segment syllables into sounds (phonemes)- up to five sounds
- Name sounds of consonants (primary) and short and long vowels when given letters
- Name corresponding letter(s) when given sounds of consonants and vowels
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell words with the following syllable patterns: CVC, CCVC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables
- Read and spell words with s, es, ed, and ing suffixes
- Read and spell approximately 100 Trick Words or targeted high-frequency words
- Construct sentences using vocabulary words
- Read controlled stories with fluency, expression, and understanding
- Apply beginning dictionary skills
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people
- Retell short narrative stories
- Retell facts from expository text

Response to Intervention

TIER 1 WHOLE GROUP DAILY 30 MINUTE LESSON

TIER 1B is individual targeted instruction during the lesson.

TIER 2 SMALL GROUP LESSON

(30 minutes three to five times per week for struggling general education students)

This is an example of a Tier 2 small group lesson from Units 1 through 7

***Construct Tier 2 lessons based on students' needs**

Day 1

1. Drill sounds with focus on student needs
2. Segment and blend words for reading
3. "Word Talk" vocabulary words
4. Flash cards for Trick Words