

Scope and Sequence

Complete Reading for Grade 1



Complete Reading for Grade 1

Complete Reading for Grade 1 is a comprehensive (800+ activities) Language Arts program designed to give students all of the reading and language skills required for mastery to the end of Grade 1. Each component of the program uses hundreds of activities to build skills gradually and sequentially. Auditory instructions, help buttons and rule files ensure that students will navigate the activities easily, independently and at their own level of ability. A wide variety of reward and reinforcements keep the students engaged and motivated to succeed while they develop academic self confidence.



Program Layout

1. Phonics
2. Sight Words
3. Grammar
4. Reading

Targeted Skills

Phonemic Awareness
Sight Word Recognition
Reading Comprehension
Grammar
Language
Spelling

Marks Manager

Using the new Version 5 Marks Manager a teacher can assign program pretests to individual students, or an entire class. Based on pretest results the Marks Manager will create an individualized program to target each student's skill deficits. It's completely automated and provides a highly efficient way to tailor instruction to meet specific learning needs. It provides individualized student instruction in a way that is not otherwise possible given limited time & resources.

- Pretests automatically assess the skill and ability levels of each student
- Automatic creation of an individualized program for each student's specific needs
- Teachers also retain the ability to customize all programs to meet instructional needs
- New "Hot Spots" report quickly identifies areas of student difficulty
- New "Skills" report relates all activities to specific curriculum outcomes
- Stores student marks and progress in one central location for all programs
- Creates and prints reports quickly and easily for sharing with parents and staff

1. PHONICS

Phonics - Short and Long Vowels

| UNIT | ACTIVITY NAME | INSTRUCTION | SKILLS | COMMON CORE STANDARDS |
|--|--------------------------------------|---|---|--|
| A E I O U Review (6 UNITS FOR SHORT VOWELS & 6 UNITS FOR LONG VOWELS) | Hear & Match | Click on the word you hear and say it. | Aural discrimination between words. | RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| | Word Match | Click on the words that are the same in each column. | Visual discrimination between words. | |
| | Flash Cards | Click on the word that matches the big word. | Visual discrimination between words. | |
| | Picture Match | Click on the word that matches each picture. | Match a picture with a given word. | |
| | Rhyming Words | Find the rhyming word for each family. | Understand basic rhyming. | |
| | Typing | Type the letters for each word in the list. | Type letters of a given word. | |
| | Word Families | Click on the letters that will make words from the word family. Be careful, one of the letters does not make a word. | Identify the letters in a printed word. | |
| | Spelling Bee - See and Spell | Type the letter of each word that appears on the screen. | Type letters of a given word. | |
| | Spelling Bee - Hear and Spell | Type the letters of the word that you hear. | Identify the letters in a spoken word. | |
| | Sentences | Find the word that belongs in each sentence and click on it. | Understand the meanings of basic words. | |
| | Word Games - Jumble | Match the mixed up words with the correct words on the left. | Identify the letters in a printed word. | |
| | Word Games - Concentration | Find the matching words to see the hidden picture. | Visual discrimination between words. | |
| | Word Games - Word Search | Students must find vocabulary words from this word search. | Identify the letters in a printed word. | |
| | Word Games - Gumball | Color the gumball words that have the “aa” sound. (eg) | Identify the vowel sound of a given word. | |

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Phonics - Consonant Blends

| UNIT | ACTIVITY NAME | INSTRUCTION | SKILLS | COMMON CORE STANDARDS |
|--|----------------------------|---|---|--|
| R Blends S Blends L Blends Digraphs Review | Hear & Match - Activity 1 | Click on the blend you hear and then say it. | Aural identification of consonant blends. | RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| | Hear & Match - Activity 2 | Click on the word you hear and then say it. | Identification of spoken words. | |
| | Word Match | Click on the words that are the same in each column. | Visual discrimination between words. | |
| | Flash Cards | Click on the word that matches the big word. | Visual discrimination between words. | |
| | Picture Match | Click on the word that matches each picture. | Match a picture with a given word. | |
| | Word Maker | Click on groups of letters to make words for the consonant blend on the screen. | Use consonant blends to construct a word. | |
| | Typing | Type the letters for each word in the list. | | |
| | Sentences | Click on the word that belongs in the given sentence. | Understand the meanings of basic words. | |
| | Word Games - Jumble | Match the mixed up words with the correct words on the left. | Identify the letters in a printed word. | |
| | Word Games - Concentration | Find the matching words to see the hidden picture. | Visual discrimination between words. | |
| | Word Games - Word Search | Students must find vocabulary words from this word search. | Identify the letters in a printed word. | |

2. SIGHT WORDS

35 lists of basic grade-appropriate words, number words and contractions. Each list has the following activities:

| ACTIVITY NAME | INSTRUCTIONS (examples) | SKILLS | COMMON CORE STANDARDS |
|-----------------------|--|---|---|
| Word Match | Click on the word below that matches the big word. | Visual discrimination between words. | RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| Auditory Match | Click on the word you hear and say it. | Identification of spoken words. | RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| Typing | Type the letters of the word you see. | Identify the letters in a printed word. | RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| Picture Match | Click on the word that matches each picture. | Match a picture with a given word. | RI.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RI.1.7. Use the illustrations and details in a text to describe its key ideas. |
| Flash Cards | Click on the word that matches the big word. | Visual discrimination between words. | RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| Comprehension | Find the word that belongs in each sentence and click on it. | Click on the word that belongs in the given sentence. | RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |

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| ACTIVITY NAME | INSTRUCTIONS (examples) | SKILLS | COMMON CORE STANDARDS |
|----------------|--|---|--|
| See and Spell | Type the letters of each word that appears on the screen. | Identify the letters in a printed word. | RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| Hear and Spell | Type the letters of the word that you hear. | Identify the letters in a spoken word. | RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| Concentration | Find the matching words to see the hidden picture. | Visual discrimination between words. | |
| Word Search | Find the hidden word and click on each letter of the word. | Identify the letters in a printed word. | |
| Jumble | Match the mixed up words with the correct words on the left. | | |

3. GRAMMAR

| ACTIVITY NAME | INSTRUCTIONS (examples) | SKILLS | COMMON CORE STANDARDS |
|-----------------------------|--|---|--|
| Capitalization I | Various yes/no questions about capitalization. | Understand basic rules of capitalization. | 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. |
| Capitalization II | Click on the letters that should be capitals. | | |
| Comma Use - Dates | Click where you should place commas in the following dates | Understand basic rules of comma use. | |
| Comma Use - Lists | Click where you should place commas in the following lists | | |
| Sentence Ending Punctuation | What punctuation should you use at the end of this sentence? | Understand basic sentence ending punctuation. | |

4. READING

75 grade-appropriate fiction and non-fiction stories with comprehension questions.

| UNIT | ACTIVITY NAME | INSTRUCTIONS (examples) | SKILLS | COMMON CORE STANDARDS |
|-------------------------------------|----------------|--|------------------------------------|---|
| 25 UNITS OF 3 STORIES EACH | Read and Do | <p><i>Read each story carefully and choose the correct answer for each question. You may click on the blue words to hear them.</i></p> <p>1. What is the best name for this story?</p> <ul style="list-style-type: none"> a) School b) Mr. Jones c) The School Bus <p>4. The main idea of the story is that:</p> <ul style="list-style-type: none"> a) I have a best friend b) I sit with Mr. Jones c) I ride a school bus | Determine the main idea of a text. | <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>(fiction stories)</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>(non-fiction stories)</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> |

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| UNIT | ACTIVITY NAME | INSTRUCTIONS (examples) | SKILLS | COMMON CORE STANDARDS |
|----------------------------|---------------|---|--|--|
| 25 UNITS OF 3 STORIES EACH | Read and Do | <p>2. Who do I sit with? a) Mom b) Mr. Jones c) Jane</p> <p>3. From this story you can tell that: a) I walk to school b) Mom drives me to school c) I do not walk to school</p> | <p>Identify key details from a text.</p> <p>Basic grade-level reading comprehension.</p> | <p>(fiction stories)</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>(non-fiction stories)</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p> |

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| UNIT | ACTIVITY NAME | INSTRUCTIONS (examples) | SKILLS | COMMON CORE STANDARDS |
|----------------------------|---------------|---|--|--|
| 25 UNITS OF 3 STORIES EACH | Clozing Time | <p><i>After each number in the story there is a word missing. Choose the correct words below the box to go with each number in the story. Click on the words at the top to hear them.</i></p> <p>I ride the bus to 1. Mr. Jones is our bus 2. I sit with my 3 friend Jane. We like to sit at the back of the bus.</p> <p>1 - friend / school 2 - friend / driver 3 - best / school</p> | <p>Click on the word that belongs in the given sentence.</p> <p>Basic grade-level reading comprehension.</p> | <p>(fiction stories)</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>(non-fiction stories)</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p> |

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|----------|----------------|--|---|--|
| 25 UNITS | Hear and Match | Click on the word you hear and say it. | Aural discrimination between words. | RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| | I Remember | Find the matching words to see the hidden picture. | Visual discrimination between words. | RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| | Word Shapes | Choose the word that fits into each word shape. | Identify the letters in a printed word. | |
| | Typing | Type the letters for each word in the list. | | |
| | Letter Stew | Match the mixed up words with the correct words on the left. | | |
| | Word Hunt | Find the hidden word and click on each letter of the word. | Visual discrimination between words. | |

| ACTIVITY NAME | INSTRUCTIONS (examples) | SKILLS | COMMON CORE STANDARDS |
|--|---|--|--|
| Fact or Fiction: To Inform | Use the titles to decide what information the writer is going to give to readers in his or her story. | Use titles to determine clues about the content of a text. | RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| Fact or Fiction: To Entertain | Use these titles to decide what the fiction story might be about. | | |
| Fact or Fiction: Which Is Which | Read these sentences and decide if the purpose of the story is to inform or to entertain. | Understand the difference between fiction and non-fiction. | |

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| ACTIVITY NAME | INSTRUCTIONS (examples) | SKILLS | COMMON CORE STANDARDS |
|----------------------|--|---|--|
| Features of Text | Various questions on features of text. | Understand the basic features of text: headings, tables of contents, glossaries, etc. | RF.1.1. Demonstrate understanding of the organization and basic features of print. RI.1.5. 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. |
| Figures of Speech I | Multiple choice questions: “what is a figure of speech for...” | Understand basic figures of speech. | L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| Figures of Speech II | Multiple choice questions: “what does x figure of speech mean” | | |
| Sorting I | Sort the words into two categories. | Sort words into two basic categories. | |
| Sorting II | | | |
| Sorting III | | | |
| Text or Picture | Various questions regarding sources of information: coming from the text or picture? | Determine whether information is provided by text or a picture. | RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |