

First Grade SEEL Curriculum

Phonological awareness

CURRICULUM ELEMENT	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
COUNTS AND COMPARES	Syllables in words	Phonemes in one-syllable words		Phonemes in words		Number of phonemes and number of letters in words		Number of phonemes and number of letters in words that sound the same but are spelled differently	
BLENDS AND SEGMENTS	Syllables to make words (e.g., /ta/.../ble/, table)	Onset-rime into words; words into onset and rime (e.g., pan, /p/.../an/)	Phonemes into words, words into phonemes (CVC or CVC-silent e)	Phonemes into words; words into phonemes with initial or final blends (e.g., s – a – t = sat; sat = s – a – t)					
IDENTIFIES OR STATES	Initial consonant in series of words	Same ending consonant in series of words		Same medial vowel in a series of words; same initial or final blends in words			Same medial vowel in words – despite differences in spelling		
SUBSTITUTES, CHANGES	Initial consonants e.g., replace first sound in mat to blend for a single consonant		Final consonant (e.g., replace last sound in mat with /p/, say map; final consonant with consonant blend (e.g. pup = pump); medial vowels in CVC and CVC-silent e words (e.g. pet to pat; strip to strap)						
DELETES	Syllables in words	Initial sounds in words (e.g., can't without the /t/)	Consonants in blends (sleep without s)	Final consonants in words		Final phoneme in blends; say best without saying the /t/			
IDENTIFIES BLENDS	Initial r-blends (cr, br, gr, dr, fr, tr)	Final blends: -nd, -nk, -nt	Initial l blends: bl, cl, fl, gl, pl, sl						

Phonics and Spelling

CURRICULUM ELEMENT	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
IDENTIFIES CONSONANTS AND DIGRAPHS	All letters in random order and sh and ch digraphs	Pronounces sounds for digraphs th	Writes and pronounces digraph: wh	C has /s/ sound in certain contexts (hard and soft c)	tch, wh; hard and soft g				

READS BLENDS AND SILENT DOUBLE CONSONANTS	Silent double final consonants (ll, ss, tt, ck) in short vowel words	r blends: dr, gr, cr	Final blends: -nd, -nk, -nt; L-blends: bl, cl, fl, gl, pl, sl (flame vs. fame, blame vs. lame)	S blends: st, sc, sn, sp, st, sw, etc.; final -st (best)	-all: ball, fall, tall, small	Triple blends: str, scr, spl, str	ld - as in cold, fold		
READS SHORT VOWEL WORDS	Short vowels using VC and CVC patterns (short a, e, i)	Short vowels (short o and u)	Review short vowel words and combine short vowel endings with consonant clusters (beginning and ending clusters)						
READS LONG VOWEL WORDS WITH SILENT E PATTERN		Long a with silent e pattern (e.g., -ake, ane, ame, are, ack, ale, ade, age; ase; ace, ale)	Reads long vowels using CVC-silent e pattern: long i vowel; -ike, -ice	Reads long o words with CVC-silent e (e.g., -oke); reads long u words with CVC-silent e (e.g., -une)	Review regular long vowel silent e patterns				
READS WORDS WITH DIPHTHONGS AND VOWEL VARIANTS			Long e pattern; ee (as in feet)	Long a (ay as in hay, ai as in pail) – compare with long a silent e pattern; long e pattern as in ee	Long o (o, oa, ow; e.g., no, boat, row); compare with long o silent e; long i (i, y, igh); compare with silent e pattern (ike); long e as in ea and -y (contrast with ee pattern)	Vowel variant oo as in cook and look and good; long e as in ea and -y (contrast with ee)	Vowel variants; oo as in moon; diphthongs: ou (out, spout); ow (cow, how, now)	Diphthong (oi, oy) (boy, toy, soil) and vowel variants: (au (auto; cause, caught) and aw (saw); oo as in moon; l-controlled vowels: -all; -ol (cold); -ie as in pie	
READS R-CONTROLLED WORDS			Bare, air	Decode one-syllable words with r-controlled vowel (ar)	Decode one-syllable words with r-controlled vowel - er	Decode one-syllable r-controlled vowel: ir	Decode r-controlled vowel: or		
READS L-CONTROLLED WORDS					-all: ball, fall, tall, small				
ADDS SUFFIXES; GRAMMATICAL ENDINGS		Add 's' to make short vowel words plural (bat + s = bats)	Final -ed; contraction n't	-ing	Contractions with 's; compound words	Endings -es; past tense verbs; -er (maker); -est (biggest)	Endings -full, -less	Plural 's', possessive 's', er, ly	Reads words with -ly and -er
READS HIGH-FREQUENCY WORDS	Can't	Where, what, when	This, there, that	Common irregular past tense verbs; is, are					

SPELLS, WRITES	One-syllable CVC words	Spell short vowel words with consonant blends and digraphs (e.g., bl, st, nt, sh, wh, th)	Short vowel words with consonant blends at end (nt, est, mp)	New words with a model of familiar word (or word pattern)
	Associate the spelling of new words with that of known words and word patterns.	Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent, "e" on the end of a word, two vowels together)		
	Write short vowel words from dictation and from memory	Writes long vowel words from dictation		

Standard 5 (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

Objective	Kindergarten	First Grade
1. Read aloud grade level text with appropriate speed and accuracy.	a. Read alphabet letters in random order with automaticity.	a. Read grade level text at rate of approximately 60 wpm.
	b. Read numerals from zero to ten in random order with automaticity.	b. Read grade level text with an accuracy rate of 95-100%.
2. Read aloud grade level text effortlessly with clarity.	a. Use appropriate intonation and expression during unison oral reading with the teacher.	a. Read grade level text in three- to four- word phrases using intonation, expression, and punctuation cues.
	b. Read with automaticity approximately 25 high-frequency/sight words.	b. Read with automaticity 100 first grade high-frequency/sight words.

Standard 8 (Writing): Students write daily to communicate for a variety of purposes and audiences.

Objective	Kindergarten	First Grade
1. Prepare to write by gathering and organizing information and ideas (pre-writing).	a. Generate ideas for writing by listening, talking, drawing, looking at literature and informal text, being read to, and reflecting on personal experiences.	a. Generate ideas for writing by reading, discussing literature, and informational text, drawing, looking at books, being read to, and reflecting on personal experiences.
	b. Select topics from generated ideas.	b. Select topics from generated ideas.
		c. Identify audience for writing.
2. Compose a written draft.	a. Draft ideas on paper, utilizing pictures with labels/words.	a. Draft ideas on paper in an organized manner (e.g., beginning, middle, end) utilizing words and sentences.

	b. Select appropriate words to convey meaning.	b. Select appropriate words to convey meaning.
3. Revise by elaborating and clarifying a written draft.		a. Revise draft to add details.
		b. Revise draft using descriptive words.
		c. Write in complete sentences.
4. Edit written draft for conventions.	a. Edit writing of first name for appropriate capital and lower case letters.	a. Edit writing for capitals in names, first word of a sentence, the pronoun "I", and correct ending punctuation (i.e., periods, question marks).
	b. Edit writing for the spelling of a key word.	b. Edit for spelling of grade level-appropriate words (e.g., would, down, made, write).
		c. Edit for standard grammar (i.e., complete sentences).
		d. Edit for appropriate formatting features (i.e., spacing, margins, titles).
5. Use fluent and legible handwriting to communicate.	a. Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.	a. Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.
	b. Write with increasing fluency in forming manuscript letters and numerals.	b. Write with increasing fluency in forming manuscript letters and numerals.
	c. Write name legibly using correct manuscript form.	c. Produce legible documents with manuscript handwriting.
6. Write in different forms and genres.	a. Produce personal writing (e.g., All About Me books, notes).	a. Produce personal writing (e.g., journals, lists, friendly, notes and letters, personal experiences, family stories, literature responses).
	b. Produce traditional imaginative stories, narrative and formula poetry as a shared writing activity.	b. Produce traditional imaginative stories, narrative and formula poetry as a shared writing activity.
	c. Produce functional text (e.g., ABC books, labels, signs).	c. Produce functional text (e.g., ABC books, lists labels, signs, how-to books, observations).
	d. Share illustrations and writing with others.	d. Share writing with others using illustrations to add meaning to published works.
	e. Take part in producing group products.	e. Publish group and individual products.