**1st Grade ELA Curriculum for Students with ADHD**

By L.Malone (copywrited. For personal use only, not to be redistributed to others without express consent from author).

**26 Weeks each in the following areas:**

1. **Reading Comprehension and Engagement**
2. **Phonics and Decoding Skills**
3. **Building Vocabulary**
4. **Grammar and Sentence Construction**
5. **Bonus: 9 enhancement areas to more learning and engagement**

**Reading Comprehension and Engagement:**

**Goal:** Develop a love for reading, understanding of story elements, and ability to retell and engage with stories.

**Weeks 1-4: Introduction to Story Elements**

* **Focus:** Characters, setting, and events.
* **Activities:**
	+ Week 1: Read aloud a simple story. Identify the main character.
	+ Week 2: Introduce the concept of setting (where the story happens). Use illustrations to discuss the setting.
	+ Week 3: Talk about what happens in the story (events). Use "First, Next, Last" language.
	+ Week 4: Retell a short story using puppets or toys, focusing on the characters and setting.

**Weeks 5-8: Beginning, Middle, and End**

* **Focus:** Understanding story structure.
* **Activities:**
	+ Week 5: Read a new story. Ask the child to point out what happened at the beginning.
	+ Week 6: Discuss the middle part of the story. What challenges do characters face?
	+ Week 7: Talk about the ending. Was the problem solved?
	+ Week 8: Use a sequence of three pictures to tell a simple story and write one sentence for each.

**Weeks 9-12: Retelling Stories**

* **Focus:** Building retelling skills.
* **Activities:**
	+ Week 9: Read a favorite story. Have the child retell it in their own words.
	+ Week 10: Act out a story using simple props or toys.
	+ Week 11: Draw a picture of the beginning, middle, and end of a story and write one sentence under each.
	+ Week 12: Use story cards to retell a familiar story in the correct sequence.

**Weeks 13-16: Asking Questions About Stories**

* **Focus:** Engage with stories by asking and answering questions.
* **Activities:**
	+ Week 13: After reading, ask questions like “Who is the main character?” or “Where did the story happen?”
	+ Week 14: Discuss "Why" questions. “Why did the character do that?”
	+ Week 15: Introduce "How" questions. “How did the character solve the problem?”
	+ Week 16: Encourage the child to ask their own questions about the story.

**Weeks 17-20: Reading for Detail**

* **Focus:** Paying attention to story details.
* **Activities:**
	+ Week 17: Read a story and have the child describe one detail about the setting.
	+ Week 18: Focus on describing a character’s feelings during a key part of the story.
	+ Week 19: After reading, ask the child to identify something surprising or funny in the story.
	+ Week 20: Draw a picture of the most exciting part of the story and explain why it’s exciting.

**Weeks 21-24: Making Predictions**

* **Focus:** Predicting what will happen next in a story.
* **Activities:**
	+ Week 21: Pause halfway through a story and ask, “What do you think will happen next?”
	+ Week 22: Before starting a new book, look at the cover and ask, “What do you think this story is about?”
	+ Week 23: Use story cards to make predictions about what might happen in a sequence.
	+ Week 24: Write a prediction before finishing the story and see if the child’s guess was right.

**Weeks 25-26: Reflecting on Favorite Stories**

* **Focus:** Reviewing and reflecting on stories.
* **Activities:**
	+ Week 25: Choose a favorite story from the past weeks and discuss why the child liked it.
	+ Week 26: Create a simple “My Favorite Story” book where the child draws or writes about their favorite characters, setting, and events from different books.

**Phonics and Decoding Skills:**

**Goal:** Strengthen phonemic awareness, blending, and decoding skills to improve reading fluency.

**Weeks 1-4: Letter Sounds and Blending**

* **Focus:** Recognizing letter sounds and beginning to blend.
* **Activities:**
	+ Week 1: Review the sounds of individual consonants (e.g., “b,” “c,” “d”). Practice with flashcards.
	+ Week 2: Introduce short vowel sounds (a, e, i, o, u). Use pictures to connect sounds to objects.
	+ Week 3: Practice blending CVC (consonant-vowel-consonant) words (e.g., “cat,” “dog”).
	+ Week 4: Use magnetic letters to build and read CVC words.

**Weeks 5-8: Word Families**

* **Focus:** Learning word families to improve decoding.
* **Activities:**
	+ Week 5: Introduce the “-at” word family (cat, hat, bat). Build words using letter cards.
	+ Week 6: Work on the “-et” word family (pet, jet, set). Read and write these words.
	+ Week 7: Practice the “-in” word family (pin, win, tin). Play matching games with words and pictures.
	+ Week 8: Introduce “-op” word family (hop, mop, top). Create a mini-book with these words.

**Weeks 9-12: Sight Words**

* **Focus:** Introducing high-frequency sight words.
* **Activities:**
	+ Week 9: Introduce 5 sight words (e.g., “the,” “and,” “is,” “in,” “it”). Use flashcards for daily practice.
	+ Week 10: Review the previous sight words and introduce 5 new words. Practice writing them in fun ways (sand, shaving cream).
	+ Week 11: Continue building the sight word list and use those words in simple sentences.
	+ Week 12: Play a sight word bingo game to reinforce learning.

**Weeks 13-16: Blending and Segmenting**

* **Focus:** Practice blending sounds and segmenting words into sounds.
* **Activities:**
	+ Week 13: Practice blending sounds to read simple words (e.g., b-a-t becomes “bat”).
	+ Week 14: Reverse the process by segmenting spoken words into sounds.
	+ Week 15: Use letter tiles to create words and break them apart into sounds.
	+ Week 16: Use a decodable reader to practice blending and reading.

**Weeks 17-20: Long Vowels**

* **Focus:** Introducing long vowel sounds.
* **Activities:**
	+ Week 17: Introduce the long “a” sound (cake, make, lake). Practice reading and writing words.
	+ Week 18: Focus on long “e” sounds (see, bee, tree). Create word lists.
	+ Week 19: Introduce the long “i” sound (kite, bite, write). Read words aloud.
	+ Week 20: Practice long “o” sounds (note, vote, rope) and create a mini-story using these words.

**Weeks 21-24: Digraphs and Blends**

* **Focus:** Recognizing common digraphs (ch, sh, th) and consonant blends (bl, st).
* **Activities:**
	+ Week 21: Focus on “sh” and “ch” digraphs. Play a sorting game with words that start with these sounds.
	+ Week 22: Practice “th” and “wh” digraphs. Read short sentences with these words.
	+ Week 23: Introduce consonant blends like “bl,” “cl,” and “st.” Use picture cards to match words and sounds.
	+ Week 24: Review digraphs and blends with a word-building game.

**Weeks 25-26: Fluency and Review**

* **Focus:** Review all phonics skills and work on reading fluency.
* **Activities:**
	+ Week 25: Review long and short vowels, digraphs, blends, and sight words. Create flashcards to practice.
	+ Week 26: Choose simple decodable books to read aloud, focusing on fluency and confidence.

**Building Vocabulary:**

**Goal:** Expand vocabulary through meaningful use in reading, writing, and speaking.

**Weeks 1-4: Introduction to New Words**

* **Focus:** Introducing a “word of the week.”
* **Activities:**
	+ Week 1: Introduce the word “big.” Discuss what it means and use it in sentences.
	+ Week 2: Introduce the word “happy.” Have the child draw a picture of something that makes them happy.
	+ Week 3: Introduce the word “fast.” Play a game where the child acts out moving fast.
	+ Week 4: Introduce the word “red.” Ask the child to find red objects around the house and write about them.

**Weeks 5-8: Describing Words (Adjectives)**

* **Focus:** Expanding descriptive vocabulary.
* **Activities:**
	+ Week 5: Introduce “soft” and “hard.” Provide objects to feel and compare, then write about them.
	+ Week 6: Introduce “hot” and “cold.” Make a list of things that are hot or cold.
	+ Week 7: Introduce “big” and “small.” Compare objects and write a few sentences.
	+ Week 8: Review all the adjectives learned with a simple describing game.

**Weeks 9-12: Action Words (Verbs)**

* **Focus:** Using action words in sentences.
* **Activities:**
	+ Week 9: Introduce the verb “run.” Have the child run in place and describe the action.
	+ Week 10: Introduce “jump.” Write sentences using the word.
	+ Week 11: Introduce “clap.” Play a clapping game and describe it.
	+ Week 12: Introduce “dance.” Create a story using these verbs in sentences.

**Weeks 13-16: Compound Words**

* **Focus:** Introducing compound words.
* **Activities:**
	+ Week 13: Introduce compound words like “sunflower.” Use pictures to explain.
	+ Week 14: Explore other compound words (e.g., “rainbow,” “basketball”). Write simple sentences.
	+ Week 15: Match two smaller words to make compound words (e.g., “butter” + “fly” = butterfly).
	+ Week 16: Review compound words by making a mini-book with drawings and sentences.

**Weeks 17-20: Synonyms and Antonyms**

* **Focus:** Learning synonyms (words that mean the same) and antonyms (opposites).
* **Activities:**
	+ Week 17: Introduce synonyms (e.g., “happy” and “joyful”). Use a matching game.
	+ Week 18: Learn about antonyms (e.g., “hot” and “cold”). Play a game where the child acts out opposites.
	+ Week 19: Practice finding synonyms for common words.
	+ Week 20: Create an antonym matching game with cards.

**Weeks 21-24: Using Vocabulary in Writing**

* **Focus:** Expanding vocabulary use in writing.
* **Activities:**
	+ Week 21: Write a sentence using a new word learned that week.
	+ Week 22: Use two new vocabulary words in a short story.
	+ Week 23: Draw a picture and write a sentence describing it using as many vocabulary words as possible.
	+ Week 24: Review all the vocabulary learned and make a mini-book of favorite words.

**Weeks 25-26: Review and Story Creation**

* **Focus:** Using all learned vocabulary to create a story.
* **Activities:**
	+ Week 25: Review favorite words learned over the year. Discuss and write about them.
	+ Week 26: Create a short story using at least five vocabulary words learned over the year.

**Grammar and Sentence Construction:**

**Goal:** Develop basic grammar skills, sentence construction, and proper punctuation.

**Weeks 1-4: Simple Sentences**

* **Focus:** Constructing simple sentences.
* **Activities:**
	+ Week 1: Introduce simple sentences with a subject and verb (e.g., “The cat runs.”).
	+ Week 2: Practice identifying subjects and verbs in simple sentences.
	+ Week 3: Write three simple sentences, with guidance, about favorite animals.
	+ Week 4: Use sentence strips to put words in the correct order and build sentences.

**Weeks 5-8: Expanding Sentences**

* **Focus:** Adding details to sentences.
* **Activities:**
	+ Week 5: Add adjectives to sentences (e.g., “The **big** cat runs.”).
	+ Week 6: Practice adding “where” details to sentences (e.g., “The cat runs **outside**.”).
	+ Week 7: Write sentences with “when” details (e.g., “The cat runs **in the morning**.”).
	+ Week 8: Play a sentence-building game using word cards.

**Weeks 9-12: Punctuation**

* **Focus:** Understanding periods, question marks, and exclamation points.
* **Activities:**
	+ Week 9: Practice ending sentences with a period.
	+ Week 10: Introduce question marks. Write and answer simple questions.
	+ Week 11: Use exclamation points to express excitement or surprise.
	+ Week 12: Write sentences using all three types of punctuation.

**Weeks 13-16: Capitalization**

* **Focus:** Capitalizing the first word in a sentence and proper nouns.
* **Activities:**
	+ Week 13: Practice capitalizing the first word in a sentence.
	+ Week 14: Introduce proper nouns (names of people, places).
	+ Week 15: Practice writing sentences with proper nouns and capitalizing them.
	+ Week 16: Play a game where the child identifies which words should be capitalized.

**Weeks 17-20: Sentence Combining**

* **Focus:** Combining short sentences to make longer ones.
* **Activities:**
	+ Week 17: Introduce the word “and” to combine two sentences (e.g., “The dog barks. The cat sleeps.” becomes “The dog barks **and** the cat sleeps.”).
	+ Week 18: Combine sentences using “because” (e.g., “The boy is happy **because** it is his birthday.”).
	+ Week 19: Practice combining sentences using “but” (e.g., “It is sunny, **but** it is cold.”).
	+ Week 20: Write a short story combining multiple sentences.

**Weeks 21-24: Reviewing Sentence Construction**

* **Focus:** Reviewing sentence building and expanding sentences.
* **Activities:**
	+ Week 21: Review basic sentence structure (subject, verb, details).
	+ Week 22: Practice expanding sentences with more descriptive words.
	+ Week 23: Use sentence starters (e.g., “I like to…”) to encourage writing longer sentences.
	+ Week 24: Write a short story using the skills learned.

**Weeks 25-26: Creative Writing**

* **Focus:** Using grammar skills in creative writing.
* **Activities:**
	+ Week 25: Write a story using proper sentences, punctuation, and capitalization.
	+ Week 26: Illustrate and write a final story, focusing on correct grammar, capitalization, and punctuation.

**BONUS SECTION:**

**1. Handwriting Practice**

* **Why:** Developing fine motor skills and handwriting helps with literacy, reinforces spelling, and aids in sentence construction.
* **Recommendations:**
	+ Include weekly handwriting practice, focusing on letter formation, spacing, and neatness.
	+ Consider a multi-sensory approach like tracing letters in sand, air writing, or using textured surfaces to keep it engaging.

**2. Creative Writing Prompts**

* **Why:** Encouraging creative thinking can help with sentence construction, grammar practice, and developing a love for writing.
* **Recommendations:**
	+ Add a weekly creative writing prompt based on themes (e.g., "Write a story about a magical animal" or "What would you do if you were invisible for a day?").
	+ These could align with reading comprehension or vocabulary lessons for a cohesive experience.

**3. Reading Aloud and Listening Skills**

* **Why:** Listening to stories read aloud helps with language development, comprehension, and attention span.
* **Recommendations:**
	+ Schedule daily or weekly read-aloud sessions where you read a book and ask questions afterward to build engagement.
	+ Incorporate audiobooks or recorded stories to vary the medium and engage different sensory channels.

**4. Literature-Based Activities**

* **Why:** Engaging in activities that relate to the books they read can deepen comprehension and retention.
* **Recommendations:**
	+ Create book-related crafts, cooking activities, or acting out scenes from stories to reinforce comprehension through play.
	+ You could tie this to "Reading Comprehension and Engagement" lessons.

**5. Spelling Practice**

* **Why:** Spelling helps with phonics, decoding skills, and vocabulary building.
* **Recommendations:**
	+ Include a weekly spelling list of sight words, CVC words, or words from vocabulary lessons.
	+ Use interactive activities like spelling games, letter tiles, or online spelling platforms to practice.

**6. Speaking and Listening**

* **Why:** Developing oral language skills is essential for overall communication.
* **Recommendations:**
	+ Incorporate weekly speaking activities such as show-and-tell, storytelling, or short oral presentations.
	+ Focus on listening activities like following multi-step directions, or playing games like "Simon Says" to develop attention and comprehension.

**7. Assessment and Review**

* **Why:** Periodic assessments help track progress and identify areas where the child may need additional support.
* **Recommendations:**
	+ Plan informal assessments at the end of each unit (e.g., every 6 weeks). These could be as simple as reading comprehension quizzes, vocabulary games, or writing a short story to see if they're applying grammar skills correctly.
	+ Include cumulative reviews or fun "game days" to reinforce and assess skills learned in previous weeks.

**8. Incorporate Technology**

* **Why:** Many kids with ADHD benefit from interactive, visual, and kinesthetic learning tools.
* **Recommendations:**
	+ Use educational apps and websites that focus on phonics, vocabulary, and grammar.
	+ Allow for some lessons to be done digitally with word-building games, spelling apps, or interactive storybooks to break up the traditional format.

**9. Differentiation and Flexibility**

* **Why:** Children with ADHD often benefit from curriculum that adapts to their unique pacing, needs, and interests.
* **Recommendations:**
	+ Always have extra hands-on activities, flexible pacing, and the ability to revisit certain concepts if the child is struggling or needs a challenge.

Incorporating these additional elements can create a well-rounded and engaging ELA curriculum for first graders, especially those with ADHD. You’ve already laid an excellent foundation, and these suggestions will enhance it by addressing handwriting, creative thinking, and interactive learning.