

First Grade ELA Sequencing Document		
Unit 1.5 Week 1 – Tippy-Toe Chick, Go!		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 12j-13b/SE 12-13</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>clever, intend, predicament</i> SwM BB 25 <p>Phonemic Awareness p. 14-15/SE 14-15</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 15a-16d</p> <ul style="list-style-type: none"> Diphthongs <i>ow, ou</i> p.15a-16a/SE 16/RWN 505 READ Decodable Reader 25A p.16b-16c Reread for Fluency p.16c Spelling Pretest p.16d/LPI p.222 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 18a-18b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>grumpy</i> Big Book: <i>Digby Takes Charge</i> <p>Phonemic Awareness p. 18c/SE 14-15</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 18d-19e</p> <ul style="list-style-type: none"> Final Syllables <i>-le</i> p.18d-19a/SE p.18/RWN p.509 Review Vowel Diagraph <i>oo</i> p.19d READ Decodable Reader 25B p.19b-19c Reread for Fluency p.19c Spelling: Words with <i>ow</i> p.19e/RWN p.510 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 40a-40b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>exhausted, furious</i> Big Book: <i>Digby Takes Charge</i> <p>Phonemic Awareness p. 40c/SE p.14-15</p> <ul style="list-style-type: none"> Remove Phonemes <p>Phonics/Spelling p. 40d-40f</p> <ul style="list-style-type: none"> Build Words p.40d Blend and Read p.40e/RWN p.515-516 Spelling: Dictation p.40f/RWN p.517
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 17/SE p.17/RWN p.506</p> <ul style="list-style-type: none"> <i>along, behind, eyes, never, pulling, toward</i> <p>Text-Based Comprehension p. 17a/RWN p.507</p> <ul style="list-style-type: none"> Character, Setting, and Plot 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 19/SE p.19/LPI TR DVD p.221</p> <ul style="list-style-type: none"> <i>along, behind, eyes, never, pulling, toward</i> <p>Selection Vocabulary p. 20a/VT 25 TR DVD</p> <ul style="list-style-type: none"> <i>breath, disagreed, favorite, potato bugs, tippy-toe</i> Synonyms <p>Text-Based Comprehension p. 20b-39/SE20-39</p> <ul style="list-style-type: none"> READ <i>Tippy-Toe Chick, Go!</i>-1st Read <p>Literary Text p. 39a</p> <ul style="list-style-type: none"> Story Elements 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 40g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>along, behind, eyes, never, pulling, toward</i> Selection Words: <i>breath, disagreed, favorite, potato bugs, tippy-toe</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 20b-39/40h-41a/SE20-41</p> <ul style="list-style-type: none"> READ <i>Tippy-Toe Chick, Go!</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 41b</p> <ul style="list-style-type: none"> Accuracy, Rate, and Expression
<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG1-SG17</p>	<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG1-SG17</p>	<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG1-SG17</p>
<p><u>Language Arts</u></p> <p>Conventions p. 17c/GT 25 TR DVD</p> <ul style="list-style-type: none"> Imperative Sentences <p>Writing p. 17d-17e/RWN p.508</p> <ul style="list-style-type: none"> Animal Fantasy <p>Research and Inquiry p. 17f/RWN p.514</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p.39b/RWN p.511</p> <ul style="list-style-type: none"> Imperative Sentences <p>Writing p. 39c-39d/RWN p.512</p> <ul style="list-style-type: none"> Animal Fantasy <p>Handwriting p.39e/RWN p.513</p> <ul style="list-style-type: none"> Numbers 11-15/Word Spacing <p>Research and Inquiry p. 39f</p> <ul style="list-style-type: none"> Reference Sources/Take Notes 	<p><u>Language Arts</u></p> <p>Conventions p. 42a/RWN p.518 TR DVD</p> <ul style="list-style-type: none"> Imperative Sentences <p>Writing pp. 42-43a/SE 42-43/WT 25A</p> <ul style="list-style-type: none"> Animal Fantasy <p>Media Literacy p. 43b</p> <ul style="list-style-type: none"> Technique in Media <p>Research and Inquiry p. 43c</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.G</p>

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Unit 1.5 Week 1 – Tippy-Toe Chick, Go!	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 44a-44b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>batter, griddle</i> Read Aloud: "Pancake Party" <p>Phonemic Awareness pp. 44c</p> <ul style="list-style-type: none"> Remove Initial Phonemes <p>Phonics/Spelling p. 44d-44h</p> <ul style="list-style-type: none"> Review Suffixes <i>-ly, -ful</i> p.44d/LPI TR DVD p.219-220 Review Vowel Sound in <i>moon: oo</i> p.44d READ Decodable Reader 25C p.44e-44f Spiral Review Fluent Word Reading p.44g Spelling: Words with <i>ow</i> p.44h/RWN p.519 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 50a-50b</p> <ul style="list-style-type: none"> Review Oral Vocabulary Read Aloud: "Pancake Party" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 50c</p> <ul style="list-style-type: none"> Review Remove Phonemes <p>Phonics/Spelling p. 50c-50d</p> <ul style="list-style-type: none"> Review Diphthongs <i>ow, ou</i>, Final Syllable <i>-le</i> p.50c Spelling Test p.50d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 44i-49a/SE p.44-49</p> <ul style="list-style-type: none"> READ "Little Red Hen" – Paired Selection <p>Fluency p. 49b</p> <ul style="list-style-type: none"> Accuracy, Rate, and Expression ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Media Literacy pp. 50-55E p.50-51</p> <p>Vocabulary p. 51a</p> <p>Fluency p. 51a</p> <p>Text-Based Comprehension p. 51b</p> <ul style="list-style-type: none"> Review Character, Setting, and Plot <p>Vocabulary p. 51b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 51c</p> <ul style="list-style-type: none"> Review Folk Tale <p>Assessment p. 51d</p> <ul style="list-style-type: none"> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG1-SG17</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG1-SG17</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 49c/RWN p.520</p> <ul style="list-style-type: none"> Imperative Sentences <p>Writing p. 49d-49e/WT 25B</p> <ul style="list-style-type: none"> Animal Fantasy <p>Research and Inquiry p. 49f</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 51g/LPI p.223 TR DVD</p> <ul style="list-style-type: none"> Review Imperative Sentences <p>Writing p. 51h-51i/WT 25C TR DVD</p> <ul style="list-style-type: none"> Animal Fantasy <p>Research and Inquiry p. 51j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 51k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.G</p>
<p style="text-align: center;"><u>Daily Standards for the Arts and Humanities</u></p> <p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	

First Grade ELA Sequencing Document		
Unit 1.5 Week 2 – Mole and the Baby Bird		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 52j-53b/SE p.52-53</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>miserable, freedom, selfish</i> SwM BB p.26 <p>Phonemic Awareness pp. 54-55</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 55a-56d</p> <ul style="list-style-type: none"> Vowel Patterns <i>ow, ou</i> p.55a-5a/RWN p.521 READ Decodable Reader 26A p.56b-56c Reread for Fluency p.56c Spelling Pretest p.56d/ LPI TR DVD 230 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 58a-58b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>shrug</i> Big Book: "Digby Takes Charge" <p>Phonemic Awareness p. 58c/SE p.54-55</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 58d-59e</p> <ul style="list-style-type: none"> Syllables V/CV, VC/V p.58d-59a/SE p.58/RWN p.525 Review Syllables V/CV, CV/V p.59d READ Decodable Reader 26B p.59b-59c Reread for Fluency p.59c Spelling: Words with <i>ou</i> p.59e/RWN p.526 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 78a-78b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>ignore</i> Big Book: "Digby Takes Charge" <p>Phonemic Awareness p. 78c/SE p.54-55</p> <ul style="list-style-type: none"> Create Words <p>Phonics/Spelling p. 78d-78f</p> <ul style="list-style-type: none"> Build Words p.78d Blend and Read p.78e/RWN p.531-532 Spelling: Dictation P.78f/RWN p.533
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 57/SE p.57/RWN p.522</p> <ul style="list-style-type: none"> <i>door, loved, should, wood</i> <p>Text-Based Comprehension p. 57a/RWN p.523</p> <ul style="list-style-type: none"> Draw Conclusions 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 59/SE p.59/LPI TR DVD p.229</p> <ul style="list-style-type: none"> <i>door, loved, should, wood</i> <p>Selection Vocabulary p. 60a/VT p.26 TR DVD</p> <ul style="list-style-type: none"> <i>borrowed, presently, usually</i> Strategic: Dictionary/Glossary <p>Text-Based Comprehension p. 60b-77a/SE p.60-77</p> <ul style="list-style-type: none"> READ <i>Mole and the Baby Bird</i>-1st Read <p>Genre p. 77b</p> <ul style="list-style-type: none"> Animal Fantasy 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 78g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>door, loved, should, wood</i> Selection Words: <i>borrowed, presently, usually</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 60b-77a/78h-79a/SE p.60-79</p> <ul style="list-style-type: none"> READ <i>Mole and the Baby Bird!</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 79b</p> <ul style="list-style-type: none"> Accuracy, Rate, Expression, and Appropriate Phrasing
<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG18-SG34</p>	<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG18-SG34</p>	<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG18-SG34</p>
<p><u>Language Arts</u></p> <p>Conventions p. 57c/GT p.26</p> <ul style="list-style-type: none"> Pronouns <p>Writing p. 57d-57e/RWN p.524</p> <ul style="list-style-type: none"> Letter to a Character <p>Research and Inquiry p. 57f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p.77c/RWN p.527</p> <ul style="list-style-type: none"> Pronouns <p>Writing p. 77d-77e/RWN p.528</p> <ul style="list-style-type: none"> Letter to a Character <p>Handwriting p.39e/RWN p.529</p> <ul style="list-style-type: none"> Numbers 16-20/Word Spacing <p>Research and Inquiry p. 77g</p> <ul style="list-style-type: none"> Dictionary 	<p><u>Language Arts</u></p> <p>Conventions p. 80a/RWN p.534</p> <ul style="list-style-type: none"> Pronouns <p>Writing pp. 80-81a/SE p.80-81/WT p.26A</p> <ul style="list-style-type: none"> Letter to a Character <p>Listening and Speaking p. 81b</p> <ul style="list-style-type: none"> Share Information and Ideas <p>Research and Inquiry p. 81c/RWN p.530</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.A, B, C, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.5 Week 2 – Mole and the Baby Bird	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 82a-82b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>fond, proper, scarcely</i> • Read Aloud Anthology: "Bread and Jam for Frances" <p>Phonemic Awareness pp. 82c</p> <ul style="list-style-type: none"> • Remove Final Phonemes <p>Phonics/Spelling p. 82d-82h</p> <ul style="list-style-type: none"> • Review Vowel Diphthongs <i>ow, ou</i> p.82d/LPI p.227-228 • Review Final Syllables <i>-lep</i>.82d • READ Decodable Reader 26C p.82e-82f • Spiral Review Fluent Word Reading p.82g • Spelling: Words with <i>ou</i> p.82h/RWN p.535 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 88a-88b</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Read Aloud Anthology: "Bread and Jam for Frances" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 88c</p> <ul style="list-style-type: none"> • Review Remove Phonemes <p>Phonics/Spelling p. 88c-88d</p> <ul style="list-style-type: none"> • Review Vowel Patterns <i>ow, ou</i>, Syllables <i>V/CV, VC/V</i> p.88c • Spelling Test p.88d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 82i-87a/SE p.82-87</p> <ul style="list-style-type: none"> • READ "Brave Little Cuckoo" – Paired Selection <p>Fluency p. 87b</p> <ul style="list-style-type: none"> • Accuracy, Rate, Expression, and Appropriate Phrasing ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking pp. 88-89/SE p.88-89</p> <p>Vocabulary p. 89a</p> <p>Fluency p. 89a</p> <p>Text-Based Comprehension p. 89b</p> <ul style="list-style-type: none"> • Review Draw Conclusions <p>Vocabulary p. 89b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 89c</p> <ul style="list-style-type: none"> • Review Folk Tale <p>Assessment p. 89d</p> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG18-SG34</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG18-SG34</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 87c/RWN p.536</p> <ul style="list-style-type: none"> • Pronouns <p>Writing p. 87d-87e/WT p.26B/ TR DVD</p> <ul style="list-style-type: none"> • Letter to a Character <p>Research and Inquiry p. 87f</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 89g/LPI TR DVD p.231</p> <ul style="list-style-type: none"> • Review Pronouns <p>Writing p. 89h-89i/WT p.26c/ TR DVD</p> <ul style="list-style-type: none"> • Letter to a Character <p>Research and Inquiry p. 89j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! p. 89k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>
<p style="text-align: center;"><u>Daily Standards for the Arts and Humanities</u></p> <p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	

First Grade ELA Sequencing Document		
Unit 1.5 Week 3 – Dot & Jabber and the Great Acorn Mystery		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 90j-91b/SE p.90-91</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>explanation, riddle, wonder</i> SwM BB p.27 <p>Phonemic Awareness pp. 92-93/Se p.92-93</p> <ul style="list-style-type: none"> Isolate Medial Phonemes <p>Phonics/Spelling p. 93a-94d</p> <ul style="list-style-type: none"> Vowel Sound in <i>foot</i>: <i>oo</i> p.93a-94a/Se p.94/RWN p.537 READ Decodable Reader 27A p.94b Reread for Fluency p.94c Spelling Pretest p.94d/LPI TR DVD p.238 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 96a-96b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>confused</i> Big Book: "Digby Takes Charge" <p>Phonemic Awareness p. 96c/SE p.92-93</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 96d-97e</p> <ul style="list-style-type: none"> Adding Endings p.96d-97a/Se p.96/WN p.541 Review Vowel Patterns p.97d READ Decodable Reader 27B p.97b Reread for Fluency p.97c Spelling: Words with <i>oo</i> p.97e/RWN p.542 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 120a-120b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>encouragingly</i> Big Book: "Digby Takes Charge" <p>Phonemic Awareness p. 120c/SE p.92-93</p> <ul style="list-style-type: none"> Remove Phonemes <p>Phonics/Spelling p. 120d-120f</p> <ul style="list-style-type: none"> Build Words p.120d Blend and Read p.120e/RWN p.547-548 Spelling: Dictation p.120f/RWN p.549
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 95/RWN p.538</p> <ul style="list-style-type: none"> <i>among, another, instead, none</i> <p>Text-Based Comprehension p. 95a p.95a/RWN p.539</p> <ul style="list-style-type: none"> Compare and Contrast 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 97/SE p.97/LPI TR DVD p.237</p> <ul style="list-style-type: none"> <i>among, another, instead, none</i> <p>Selection Vocabulary p. 98a/VT 27I TR DVD</p> <ul style="list-style-type: none"> <i>detectives, hey, hurray, meadow, million, mystery, solved</i> Strategic: Sort Nouns and Verbs <p>Text-Based Comprehension p. 98b-119a/SE p.98-119</p> <ul style="list-style-type: none"> READ <i>Dot & Jabber and the Great Acorn Mystery</i>-1st Read <p>Genre p. 119b</p> <ul style="list-style-type: none"> Informational Fiction 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 120g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>among, another, instead, none</i> Selection Words: <i>detectives, hey, hurray, meadow, million, mystery, solved</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 98b-119a/120h-121a/SE 98-121</p> <ul style="list-style-type: none"> READ <i>Dot & Jabber and the Great Acorn Mystery</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 121b</p> <ul style="list-style-type: none"> Expression and Intonation
<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG35-SG51</p>	<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG35-SG51</p>	<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG35-SG51</p>
<p><u>Language Arts</u></p> <p>Conventions p. 95c/GT p.27 TR DVD</p> <ul style="list-style-type: none"> Pronouns <i>I</i> and <i>Me</i> <p>Writing p. 95d-95e/RWN p.540</p> <ul style="list-style-type: none"> Questions <p>Research and Inquiry p. 95f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p.119c/RWN p.543</p> <ul style="list-style-type: none"> Pronouns <i>I</i> and <i>Me</i> <p>Writing p. 119d-119e/RWN p.544</p> <ul style="list-style-type: none"> Questions <p>Handwriting p.119f/RWN p.545</p> <ul style="list-style-type: none"> Write Sentences <p>Research and Inquiry p. 119g/RT 27</p> <ul style="list-style-type: none"> Text Features 	<p><u>Language Arts</u></p> <p>Conventions p. 122a/RWN p.550</p> <ul style="list-style-type: none"> Pronouns <i>I</i> and <i>Me</i> <p>Writing pp. 122-123a/SE p.122-123/WT 27A</p> <ul style="list-style-type: none"> Questions <p>Media Literacy p. 123b</p> <ul style="list-style-type: none"> Techniques in Media <p>Research and Inquiry p. 123c/RWN p.546</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, D, E, F, G, H, I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, D, E, F, G, H, I, J, K CC.1.4.1.A, B, C, D, E, F, T, U, V, W, X CC.1.5.1.A, B, D, E, G</p>

First Grade ELA Sequencing Document

Unit 1.5 Week 3 – Dot & Jabber and the Great Acorn Mystery

Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 124a-124b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>case, suspects</i> • Read Aloud Anthology: "Jonathan Mouse Detective" <p>Phonemic Awareness pp. 124c</p> <ul style="list-style-type: none"> • Add Final Phonemes <p>Phonics/Spelling p. 124d-124h</p> <ul style="list-style-type: none"> • Review Vowel Patterns <i>ow, ou</i> p.124d/LPI p.235-236 • Review Syllables <i>V/CV, CV/V</i> p. 124d • READ Decodable Reader 27C p.124e-124f • Spiral Review Fluent Word Reading p.124g • Spelling: Words with <i>oo</i> p.124h/RWN p.551 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 128a-128b</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Read Aloud Anthology: "Jonathan Mouse, Detective" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 128c</p> <ul style="list-style-type: none"> • Review Add Final Phonemes <p>Phonics/Spelling p. 128c-128d</p> <ul style="list-style-type: none"> • Review Vowel Sound in <i>foot: oo</i>; Adding Endings p. 128c • Spelling Test p.128d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Science in Reading p. 124i-127a/SE p.124-127</p> <ul style="list-style-type: none"> • READ "Water" – Paired Selection <p>Fluency p.127a</p> <ul style="list-style-type: none"> • Expression and Intonation ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Media Literacy pp. 128-129/SE p.128-129</p> <p>Vocabulary p. 129a</p> <p>Fluency p. 129a</p> <p>Text-Based Comprehension p. 129b</p> <ul style="list-style-type: none"> • Review Compare and Contrast <p>Vocabulary p. 129b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 129c</p> <ul style="list-style-type: none"> • Review Expository Text <p>Assessment p. 129d</p> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG35-SG51</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG35-SG51</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 127b/ RWN 552</p> <ul style="list-style-type: none"> • Pronouns <i>I</i> and <i>Me</i> <p>Writing p. 127c/ WT/ TR DVD 27B</p> <ul style="list-style-type: none"> • Questions <p>Research and Inquiry p. 127e</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 129g/ LPI TR DVD 239</p> <ul style="list-style-type: none"> • Review Pronouns <i>I</i> and <i>Me</i> <p>Writing p. 129h/ WT TR DVD 27C</p> <ul style="list-style-type: none"> • Questions <p>Research and Inquiry p. 129j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! p. 129k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.2.1.L CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>
<p style="text-align: center;"><u>Daily Standards for the Arts and Humanities</u></p> <p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	

First Grade ELA Sequencing Document		
Unit 1.5 Week 4 – Simple Machines		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 130j-131b/SE p.130-131/SwM BB p.28</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>gadget, equipment, convenient</i> <p>Phonemic Awareness pp. 132-133/SE p.132-133</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 133a-134d</p> <ul style="list-style-type: none"> Diphthongs <i>oi, oyp</i>.133a-134a/SE p.134/RWN p.553 READ Decodable Reader 28A p.134b-134c Reread for Fluency p.134c Spelling Pretest p.134d/LPI TR DVD p.246 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 136a-136b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>engine</i> Big Book: <i>Orville and Wilbur Wright</i> <p>Phonemic Awareness p. 136c/Se p.132-133</p> <ul style="list-style-type: none"> Segment and Blend Words <p>Phonics/Spelling p. 136d-137a/SE p.136/RWN p.557</p> <ul style="list-style-type: none"> Suffixes <i>-er, -or</i> Review Long <i>o</i> Spelled <i>oa, ow</i>.137d READ Decodable Reader 28B p.137b-137c Reread for Fluency p.137c Spelling: Words with <i>oi, oyp</i>.137e/RWN 558 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 156a-156b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>pilot, steer</i> Big Book: <i>Orville and Wilbur Wright</i> <p>Phonemic Awareness p. 156c/Se p.132-133</p> <ul style="list-style-type: none"> Create Words <p>Phonics/Spelling p. 156d-156f</p> <ul style="list-style-type: none"> Build Words p.156d Blend and Read p.156e/RWN p.563-564 Spelling: Dictation p.156f/RWN p.565
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 135/SE p.135/RWN p.554</p> <ul style="list-style-type: none"> <i>against, goes, heavy, kinds, today</i> <p>Text-Based Comprehension p. 135a/RWN p.555</p> <ul style="list-style-type: none"> Main Idea and Details 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 137/SE p.137/LPI TR DVD p.245</p> <ul style="list-style-type: none"> <i>against, goes, heavy, kinds, today</i> <p>Selection Vocabulary p. 138a/NT p.28</p> <ul style="list-style-type: none"> <i>axles, inclined planes, lawn mower, machines, pulley, surface, vacuum</i> Strategic: Context Clues (Homonyms) <p>Text-Based Comprehension p. 138b-155a/SE p.138-155</p> <ul style="list-style-type: none"> READ <i>Simple Machines</i>-1st Read <p>Text Features p. 155b</p> <ul style="list-style-type: none"> Text Features 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 156g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>against, goes, heavy, kinds, today</i> Selection Words: <i>axles, inclined planes, lawn mower, machines, pulley, surface, vacuum</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 138b-155a/156h-157a/SE p.138-157</p> <ul style="list-style-type: none"> READ <i>Simple Machines</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 157b</p> <ul style="list-style-type: none"> Appropriate Phrasing
<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG52-SG68</p>	<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG52-SG68</p>	<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG52-SG68</p>
<p><u>Language Arts</u></p> <p>Conventions p. 135c/GT 28/ TR DVD</p> <ul style="list-style-type: none"> More About Pronouns <p>Writing p. 135d-135e/ RWN 556</p> <ul style="list-style-type: none"> Advertisement <p>Research and Inquiry p. 135f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p.155c/RWN p.559</p> <ul style="list-style-type: none"> More About Pronouns <p>Writing p. 155d-155e/RWN p.560</p> <ul style="list-style-type: none"> Advertisement <p>Handwriting p. 155f/RWN p.561</p> <ul style="list-style-type: none"> Word Spacing <p>Research and Inquiry p. 155g/RT 28</p> <ul style="list-style-type: none"> Picture Graph 	<p><u>Language Arts</u></p> <p>Conventions p. 158a/RWN p.566</p> <ul style="list-style-type: none"> More About Pronouns <p>Writing pp. 158-159/SE p.158-159a/WT TR DVD 28A</p> <ul style="list-style-type: none"> Advertisement <p>Media Literacy p. 159b</p> <ul style="list-style-type: none"> Respond to Media <p>Research and Inquiry p. 159c</p> <ul style="list-style-type: none"> Gather and Record Information

First Grade ELA Sequencing Document	
Unit 1.5 Week 4 – Simple Machines	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 160a-160b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>cellar, furnace</i> • Read Aloud Anthology: "Mike Mulligan and His Steam Shovel" <p>Phonemic Awareness pp. 160c</p> <ul style="list-style-type: none"> • Change Phonemes <p>Phonics/Spelling p. 160d-160h</p> <ul style="list-style-type: none"> • Review Vowel Sound in <i>foot: oo</i> p.160d/LPI p.243-244 • Review Inflected Endings <i>-s, -es, -ed, -ing</i> p.160d • READ Decodable Reader 28C p.160e-160f • Spiral Review Fluent Word Reading p.160g • Spelling: Words with <i>oi, oyp</i>.160h/RWN p.567 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 164a-164b</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Read Aloud Anthology: "Mike Mulligan and His Steam Shovel" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 164c</p> <ul style="list-style-type: none"> • Review Change Phonemes <p>Phonics/Spelling p. 164c-164d</p> <ul style="list-style-type: none"> • Review Diphthongs <i>oi, oy</i>; Suffixes <i>-er, -or</i> p.164c • Spelling Test p.164d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Science in Reading p. 160i-163/SE p.160-163</p> <ul style="list-style-type: none"> • READ "Roy's Wheelchair" – Paired Selection <p>Fluency p.163a</p> <ul style="list-style-type: none"> • Appropriate Phrasing ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Media Literacy pp. 164-165/SE 164-165</p> <p>Vocabulary p. 165a</p> <p>Fluency p. 165a</p> <p>Text-Based Comprehension p. 165b</p> <ul style="list-style-type: none"> • Review Main Idea and Details <p>Vocabulary p. 165b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 165c</p> <ul style="list-style-type: none"> • Review Literary Nonfiction <p>Assessment p. 165d</p> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG52-SG68</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG52-SG68</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 163b/RWN p.568</p> <ul style="list-style-type: none"> • More About Pronouns <p>Writing p. 163c-163d/WT 28B TR DVD</p> <ul style="list-style-type: none"> • Advertisement <p>Research and Inquiry p. 163e</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 165g/LPI TR DVD p.247</p> <ul style="list-style-type: none"> • Review More About Pronouns <p>Writing p. 165h-165i/WT 28C TR DVD</p> <ul style="list-style-type: none"> • Advertisement <p>Research and Inquiry p. 165j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! p. 165k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.2.1.L CC.1.3.1.I, J, K CC.1.4.1.G, H, I, J, K, L, T, V, W, X CC.1.5.1.G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.G, H, I, J, K, L, T, V, W, X CC.1.5.1.G CC.1.5.1.A, B, C, D, E, G</p>
<p style="text-align: center;"><u>Daily Standards for the Arts and Humanities</u></p> <p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	

First Grade ELA Sequencing Document		
Unit 1.5 Week 5 – Alexander Graham Bell: A Great Inventor		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 166j-167b/SE 166-167/SwM BBp.29</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>determined, inventor, technology</i> <p>Phonemic Awareness pp. 168-169/Se p.168-169</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 169a-170d</p> <ul style="list-style-type: none"> Vowel Sound in <i>ball</i>: <i>aw, au</i> p.169a-170a/Se p.170/RWN p.569 READ Decodable Reader 29A p.170b-170c Reread for Fluency p.1710c Spelling Pretest p.170d/LPI p.254 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 172a-172b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>stable, stalled</i> Big Book: <i>Orville and Wilbur Wright</i> <p>Phonemic Awareness p. 172c/SE p.168-169</p> <ul style="list-style-type: none"> Segment and Blend Two-Syllable Words <p>Phonics/Spelling p. 172d-173e</p> <ul style="list-style-type: none"> Vowel Digraphs and Diphthongs p.172d-173a/SE p.172/RWN p.573 Review Vowel Sound in <i>ball</i>/p.173d READ Decodable Reader 29B p.173b Reread for Fluency p.173b Spelling: Words with <i>aw</i> p.173e/RWN p.574 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 194a-194b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>biplane</i> Big Book: <i>Orville and Wilbur Wright</i> <p>Phonemic Awareness p. 194c/SE p.168-169</p> <ul style="list-style-type: none"> Create Words <p>Phonics/Spelling p. 194d-194f</p> <ul style="list-style-type: none"> Build Words p.194d Blend and Read p.194e/RWN p.579-580 Spelling: Dictation p.194f/RWN p.581
<p><u>Read and Comprehend</u> High-Frequency Words p. 171/SE p.171/RWN p.570</p> <ul style="list-style-type: none"> <i>built, early, learn, science, through</i> <p>Text-Based Comprehension p. 171a/RWN p.571</p> <ul style="list-style-type: none"> Sequence 	<p><u>Read and Comprehend</u> High-Frequency Words p. 173/SE p.173/LPI TR DVD p.253</p> <ul style="list-style-type: none"> <i>built, early, learn, science, through</i> <p>Selection Vocabulary p. 174a/NT 29</p> <ul style="list-style-type: none"> <i>Alexander Graham Bell, Canada, dehusker, heard, piano, telephone</i> Compound Words <p>Text-Based Comprehension p. 174b-193a/SE p.174-193</p> <ul style="list-style-type: none"> READ <i>Alexander Graham Bell: A Great Inventor-1st Read</i> <p>Genre p. 193a-193b</p> <ul style="list-style-type: none"> Biography 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 194g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>built, early, learn, science, through</i> Selection Words: <i>Alexander Graham Bell, Canada, dehusker, heard, piano, telephone</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 174b-193a/194h-195a/SE 174-195</p> <ul style="list-style-type: none"> READ <i>Alexander Graham Bell: A Great Inventor – 2nd Read</i> ✓ Monitoring Progress-Check Retelling <p>Fluency p. 195b</p> <ul style="list-style-type: none"> Expression and Intonation
<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG69-SG85</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG69-SG85</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG69-SG85</p>
<p><u>Language Arts</u> Conventions p. 171c/GT 29 TR DVD</p> <ul style="list-style-type: none"> Adverbs <p>Writing p. 171d-171e/RWN p.572</p> <ul style="list-style-type: none"> Autobiography <p>Research and Inquiry p. 171f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p.193b/RWN p.575</p> <ul style="list-style-type: none"> Adverbs <p>Writing p. 193c-193d/RWN p.576</p> <ul style="list-style-type: none"> Autobiography <p>Handwriting p. 193e/RWN p.577</p> <ul style="list-style-type: none"> Sentences: Word Spacing <p>Research and Inquiry p. 193f/RT 29</p> <ul style="list-style-type: none"> Reading a Web Page 	<p><u>Language Arts</u> Conventions p. 196a/RWN p.582</p> <ul style="list-style-type: none"> Adverbs <p>Writing pp. 196-197/SE p.196-197/RWN p.576</p> <ul style="list-style-type: none"> Autobiography <p>Media Literacy p. 197b</p> <ul style="list-style-type: none"> Techniques in Media <p>Research and Inquiry p. 197c/RWN p.578</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.2.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.M, N, O, P, Q, R, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.2.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.A, B, D, E, G 9.3.3.F</p>

First Grade ELA Sequencing Document	
Unit 1.5 Week 5 – Alexander Graham Bell: A Great Inventor	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 198a-198b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>sketch, speech</i> • Read Aloud Anthology: "Boy Invents Toys!" <p>Phonemic Awareness pp. 198c</p> <ul style="list-style-type: none"> • Change Phonemes <p>Phonics/Spelling p. 198d-198h</p> <ul style="list-style-type: none"> • Review Vowel Diphthongs <i>oi, oy</i> p. 198d/LPI TR DVD p.251-252 • Review Suffixes <i>-er, -or</i>p.198 • READ Decodable Reader 29C p.198e-198 • Spiral Review Fluent Word Reading p.198g • Spelling: Words with <i>aw</i>p.198h/RWN p.583 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 200a-200b</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Read Aloud Anthology: "Boy Invents Toys!" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 200c</p> <ul style="list-style-type: none"> • Review Change Phonemes <p>Phonics/Spelling p. 200c</p> <ul style="list-style-type: none"> • Review Vowel Sound in <i>ball: aw, au</i>; Vowel Diphthongs and Diphthongs • Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>21st Century Skills p. 198i-199a/SE 198-199</p> <ul style="list-style-type: none"> • READ "Inventions" – Paired Selection <p>Fluency p.199b</p> <ul style="list-style-type: none"> • Expression and Intonation ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Media Literacy pp. 200-201/SE p.200-201</p> <p>Vocabulary p. 201a</p> <p>Fluency p. 201a</p> <p>Text-Based Comprehension p. 201b</p> <ul style="list-style-type: none"> • Review Sequence <p>Vocabulary p. 201b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Literary Text p. 201c</p> <ul style="list-style-type: none"> • True Story or Fantasy <p>Assessment p. 201d</p> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG69-SG85</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG69-SG85</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 199c/RWN p.584</p> <ul style="list-style-type: none"> • Adverbs <p>Writing p. 199d-199e</p> <ul style="list-style-type: none"> • Autobiography <p>Research and Inquiry p. 199f</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 201g/LPI TR DVD p.255</p> <ul style="list-style-type: none"> • Review Adverbs <p>Writing p. 201h-201i</p> <ul style="list-style-type: none"> • Autobiography <p>Research and Inquiry p. 201j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! p. 201k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.2.1.L CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, V, W, X CC.1.5.1.G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, V, W, X CC.1.5.1.G</p>
<p style="text-align: center;"><u>Daily Standards for the Arts and Humanities</u></p> <p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	

First Grade ELA Sequencing Document		
Unit 1.5 Week 6 – The Stone Garden		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 202j/ SWM p. 30</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>accomplish, doubt, original</i> <p>Phonemic Awareness pp. 204-205</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 205a/ RWN 585 p. 206b</p> <ul style="list-style-type: none"> Prefixes <i>un-, re-</i> READ Decodable Reader 30A Reread for Fluency Spelling Pretest/ LPI TR DVD 262 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 208a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>glider, (un)manned</i> <p>Phonemic Awareness p. 208c</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 208d/ RWN 589-590</p> <ul style="list-style-type: none"> Long <i>o: o; Long i: i</i> Review Prefixes <i>un-, re-</i> READ Decodable Reader 30B Reread for Fluency Spelling: Words with Prefixes <i>un-, re-</i> ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 232a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>soar</i> <p>Phonemic Awareness p. 232c</p> <ul style="list-style-type: none"> Rhyming Words <p>Phonics/Spelling p. 232d/ RWN 595-597</p> <ul style="list-style-type: none"> Build Words Blend and Read Spelling: Dictation
<p><u>Read and Comprehend</u> High-Frequency Words p. 207i/ RWN 586</p> <ul style="list-style-type: none"> <i>answered, carry, different, poor</i> <p>Text-Based Comprehension p. 207a/SE p. E17/ RWN 587</p> <ul style="list-style-type: none"> Theme 	<p><u>Read and Comprehend</u> High-Frequency Words p. 209/ LPI TR DVD 261</p> <ul style="list-style-type: none"> <i>answered, carry, different, poor</i> <p>Selection Vocabulary p. 210a/ VT TR DVD 30</p> <ul style="list-style-type: none"> <i>buried, bush, curious, miracle, neighbors, vegetables, young</i> Time and Order Words <p>Text-Based Comprehension p. 210b</p> <ul style="list-style-type: none"> READ <i>The Stone Garden</i>-1st Read <p>Genre p. 231b</p> <ul style="list-style-type: none"> Realistic Fiction 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 232g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>answered, carry, different, poor</i> Selection Words: <i>buried, bush, curious, miracle, neighbors, vegetables, young</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 232h</p> <ul style="list-style-type: none"> READ <i>The Stone Garden</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 233b</p> <ul style="list-style-type: none"> Appropriate Phrasing
<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG86-SG102</p>	<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG86-SG102</p>	<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG86-SG102</p>
<p><u>Language Arts</u> Conventions p. 207c/GT 30 TR DVD 30</p> <ul style="list-style-type: none"> Prepositions and Prepositional Phrases <p>Writing p. 207d-207e/ RWN 588</p> <ul style="list-style-type: none"> Poem <p>Research and Inquiry p. 207f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p.231c/RWN p. 591</p> <ul style="list-style-type: none"> Prepositions and Prepositional Phrases <p>Writing p. 231d-231e/RWN p.592</p> <ul style="list-style-type: none"> Poem <p>Handwriting p. 231f/RWN p.593</p> <ul style="list-style-type: none"> Word Spacing <p>Research and Inquiry p. 231g</p> <ul style="list-style-type: none"> Encyclopedia 	<p><u>Language Arts</u> Conventions p. 234a/RWN p.598</p> <ul style="list-style-type: none"> Prepositions and Prepositional Phrases <p>Writing pp. 234-235a/SE p.234-235/WT</p> <ul style="list-style-type: none"> Poem <p>Media Literacy p. 235b</p> <ul style="list-style-type: none"> Respond in Media <p>Research and Inquiry p. 235c/RWN p.594</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.A, B, C, D, E, F, T, U, V, W, X CC.1.5.1.A, B, C, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.5 Week 6 – The Stone Garden	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 236a-236b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>exclaim</i> Read Aloud Anthology: "Stone Soda Bread" <p>Phonemic Awareness pp. 236c</p> <ul style="list-style-type: none"> Remove Phonemes <p>Phonics/Spelling p. 236d-236h</p> <ul style="list-style-type: none"> Review Vowel Diagraphs <i>aw, au</i> p.236d/LPI TR DVD p.259-260 Review Vowel Diagraphs and Diphthongs p.236d READ Decodable Reader 30C p.236e-236f Spiral Review Fluent Word Reading p.236g Spelling: Words with Prefixes <i>un-, re-</i> p.236h/RWN p.599 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 240a-240b</p> <ul style="list-style-type: none"> Review Oral Vocabulary Read Aloud Anthology: "Stone Soda Bread" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 240c</p> <ul style="list-style-type: none"> Review Remove Phonemes <p>Phonics/Spelling p. 240c-240d</p> <ul style="list-style-type: none"> Review Prefixes <i>un-, re-</i>; Long <i>o: o</i>; Long <i>i: i</i> Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Poetry in Reading p. 236i-239/SE p.236-239</p> <ul style="list-style-type: none"> READ "Common Language," "A Map and a Dream" – Paired Selection <p>Fluency p.239a</p> <ul style="list-style-type: none"> Appropriate Phrasing ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Media Literacy pp. 240-241/SE 240-241</p> <p>Vocabulary p. 241a</p> <p>Fluency p. 241a</p> <p>Text-Based Comprehension p. 241b</p> <ul style="list-style-type: none"> Review Theme <p>Vocabulary p. 241b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 241c</p> <ul style="list-style-type: none"> Poetry <p>Assessment p. 241d</p> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG86-SG102</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG86-SG102</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 239b/RWN p.600</p> <ul style="list-style-type: none"> Prepositions and Prepositional Phrases <p>Writing p. 239c-239d/WT 30B TR DVD</p> <ul style="list-style-type: none"> Poem <p>Research and Inquiry p. 239e</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 241g/LPI TR DVD p.263</p> <ul style="list-style-type: none"> Review Prepositions and Prepositional Phrases <p>Writing p. 241h-241i/WT 30C TR DVD</p> <ul style="list-style-type: none"> Poem <p>Research and Inquiry p. 241j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 241k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>
<p style="text-align: center;"><u>Daily Standards for the Arts and Humanities</u></p> <p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	