

First Grade ELA Sequencing Document		
Unit 1.1 Week 1 - Sam Come, Back!		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 12j-13b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>needs, responsibility, shelter</i> SwM BB p.1 <p>Phonemic Awareness pp. 14-15/SE14-15</p> <ul style="list-style-type: none"> Distinguish /a/ <p>Phonics/Spelling pp. 15a-16c</p> <ul style="list-style-type: none"> Short a: pp.15a-16a/RWN p. 121 READ Decodable Reader 1A p.16b Reread for Fluency p.16c Spelling Pretest p.16d ✓ Monitor Progress-Check Word Reading p.16a 	<p><u>Get Ready to Read</u> Content Knowledge p. 18a-18b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>cuddle, tickle</i> Big Book: <i>A Kid's Best Friend</i> <p>Phonemic Awareness p. 18c/SE14-15</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 18d-19e</p> <ul style="list-style-type: none"> Consonant Pattern -ck 18d-19a/RWN p. 125 Review Short Vowels p. 19d READ Decodable Reader 1B p.19b Reread for Fluency p. 19c Spelling: Short a Words p. 19e/RWN p. 126 ✓ Monitor Progress-Check Word Reading p. 19a 	<p><u>Get Ready to Read</u> Content Knowledge p. 30a-30b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>faithful</i> Big Book: <i>A Kid's Best Friend</i> <p>Phonemic Awareness p. 30c/SE14-15</p> <ul style="list-style-type: none"> Rhyming Words <p>Phonics/Spelling p. 30d-30f</p> <ul style="list-style-type: none"> Build Words Blend and Read: RWN p. 131-132 Spelling: Dictation/RWN p. 133
<p><u>Read and Comprehend</u> High-Frequency Words p. 17/RWN p. 122</p> <ul style="list-style-type: none"> <i>come, in, my, on, way</i> <p>Text-Based Comprehension p. 17a/RWN p. 123</p> <ul style="list-style-type: none"> Character and Setting Teacher Read Aloud p. 17b 	<p><u>Read and Comprehend</u> High-Frequency Words p. 19/LPI p. 29</p> <ul style="list-style-type: none"> <i>come, in, my, on, way</i> <p>Selection Vocabulary p. 20a/VT 1TR DVD</p> <ul style="list-style-type: none"> <i>Jack, Sam</i> Words for Location <p>Text-Based Comprehension p. 20b-29a/SE 20-29</p> <ul style="list-style-type: none"> READ <i>Sam, Come Back!</i> – 1st Read <p>Genre p. 29b</p> <ul style="list-style-type: none"> Realistic Fiction 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 30g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>come, in, my, on, way</i> Selection Words: <i>Jack, Sam</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 30h-31a</p> <ul style="list-style-type: none"> READ <i>Sam, Come Back!</i> – 2nd Read p. 20-29/SE20-29 ✓ Monitoring Progress-Check Retelling p. 31a <p>Fluency p. 31b</p> <ul style="list-style-type: none"> Accuracy
<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG1-SG17</p>	<p>Differentiated Instruction (Small Group Time) pp. SG1-SG17</p>	<p>Differentiated Instruction (Small Group Time) pp. SG1-SG17</p>
<p><u>Language Arts</u> Conventions p. 17c/GT 1 TR DVD</p> <ul style="list-style-type: none"> Sentences <p>Writing p. 17d/RWN p. 124</p> <ul style="list-style-type: none"> Story <p>Research and Inquiry p. 17f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 29c/RWN p. 127</p> <ul style="list-style-type: none"> Sentences <p>Writing p. 29d-29e/RWN p. 128</p> <ul style="list-style-type: none"> Story <p>Handwriting p. 29f/RWN p. 129</p> <ul style="list-style-type: none"> Letter <i>Aa</i>/Letter Size <p>Research and Inquiry p. 29g</p> <ul style="list-style-type: none"> Selecting Books 	<p><u>Language Arts</u> Conventions p. 32a/RWN 134</p> <ul style="list-style-type: none"> Sentences <p>Writing pp. 32-33/SE 32-33/WT 1A TR DVD</p> <ul style="list-style-type: none"> Story <p>Listening and Speaking p. 33b</p> <ul style="list-style-type: none"> Ask Questions <p>Research and Inquiry p. 33c/RWN p. 130</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, 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, G, H, I, J, K CC.1.4.1.M, N, O, P, Q, R, T, 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, G, H, I, J, K CC.1.4.1.M, N, O, P, Q, R, T, W, X CC.1.5.1.A, B, C, G, E</p>

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Unit 1.1 Week 1 - Sam Come, Back!	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 34a-34b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>fetch, heel</i> Read Aloud Anthology: Just for Fun" and "Hedgehog" <p>Phonemic Awareness p. 34c</p> <ul style="list-style-type: none"> Distinguish /a/ <p>Phonics/Spelling p. 34d-34h</p> <ul style="list-style-type: none"> Review Consonant Sounds: LPI TR DVD 27-28 READ Decodable Reader 1C: 34e-34f Spiral Review Fluent Word Reading Spelling: Short a Words: RWN p. 135 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 36a-36b</p> <ul style="list-style-type: none"> Read Aloud Anthology: Just for Fun" and "Hedgehog" Review Oral Vocabulary 36a ✓ Monitor Progress-Check Oral Vocabulary 36b <p>Phonemic Awareness p. 36c</p> <ul style="list-style-type: none"> Review Segment and Count Phonemes <p>Phonics/Spelling p. 36c-36d</p> <ul style="list-style-type: none"> Review Short a: a, Consonant Pattern -ck Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 34i</p> <ul style="list-style-type: none"> READ "Puppy Games" – Paired Selection: SE 34-35 <p>Fluency p. 35b</p> <ul style="list-style-type: none"> Accuracy ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking pp. 36-37/SE 36-37</p> <p>Vocabulary p. 37a</p> <p>Fluency p. 37a</p> <p>Text-Based Comprehension p. 37b</p> <ul style="list-style-type: none"> Review Character and Setting <p>Vocabulary p. 37b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 37c/SE 34-35</p> <ul style="list-style-type: none"> Review Song <p>Assessment p. 37d-37e-37f</p> <ul style="list-style-type: none"> ✓ Monitoring Progress-Word and Sentence Reading
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG1-SG17</p>	<p style="text-align: center;">Differentiated Instruction (Small Group Time) pp. SG1-SG17</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 35c/RWN p. 136</p> <ul style="list-style-type: none"> Sentences <p>Writing p. 35d-35e/WT 1B TR DVD</p> <ul style="list-style-type: none"> Story <p>Research and Inquiry p. 35f</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 37g/LPI TR DVD 31</p> <ul style="list-style-type: none"> Review Sentences <p>Writing p. 37h-37i/WT 1C TR DVD</p> <ul style="list-style-type: none"> Story <p>Research and Inquiry p. 37j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! P. 37k</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, 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, 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 1.1 Week 2 – Pig in a Wig		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 38j-39b/SE38-39</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>career, service, tool</i> • SwM BB p.2 <p>Phonemic Awareness pp. 40-41/SE40-41</p> <ul style="list-style-type: none"> • Distinguish /i/ <p>Phonics/Spelling p. 41a-42d</p> <ul style="list-style-type: none"> • Short i:i p. 41a-42a/SE42/RWN p.137 • READ Decodable Reader 2A p. 42b-42c • Reread for Fluency p. 42c • Spelling Pretest p. 42d; LPI 38 ✓ Monitor Progress-Check Word Reading p. 42a 	<p><u>Get Ready to Read</u> Content Knowledge p. 44a-44b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>scrub, sloppy</i> • Big Book: <i>A Kid's Best Friend</i> <p>Phonemic Awareness p. 44c/SE 40-41</p> <ul style="list-style-type: none"> • Segment and Blend <p>Phonics/Spelling p. 44d-45e</p> <ul style="list-style-type: none"> • Consonant x /ks/ p. 44d/RWN p.141 • Review Short a:a p. 45d • READ Decodable Reader 2B p. 45b-45c • Reread for Fluency p. 45c • Spelling: Short i Words p. 45e/RWN p. 142 ✓ Monitor Progress-Check Word Reading p. 45a 	<p><u>Get Ready to Read</u> Content Knowledge p. 58a-58b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>exercise</i> • Big Book: <i>A Kid's Best Friend</i> <p>Phonemic Awareness p. 58c/SE 40-41</p> <ul style="list-style-type: none"> • Rhyming Words <p>Phonics/Spelling p. 58d-58f</p> <ul style="list-style-type: none"> • Build Words p. 58d • Blend and Read p. 58e • Spelling: Dictation p. 58f/RWN p. 149
<p><u>Read and Comprehend</u> High-Frequency Words p. 43/SE 43/RWN p. 138</p> <ul style="list-style-type: none"> • <i>she, take, up, what</i> <p>Text-Based Comprehension p. 43a-43b/RWN p. 139/SE EI 5</p> <ul style="list-style-type: none"> • Plot 	<p><u>Read and Comprehend</u> High-Frequency Words p. 45/LPI TR DVD 37/SE 45</p> <ul style="list-style-type: none"> • <i>she, take, up, what</i> <p>Selection Vocabulary p. 46a/VT 2 TR DVD</p> <ul style="list-style-type: none"> • <i>play</i> • Strategy: Alphabetize <p>Text-Based Comprehension p. 46-57a/SE 46-57</p> <ul style="list-style-type: none"> • READ <i>Pig in a Wig</i> – 1st Read <p>Genre p. 57a</p> <ul style="list-style-type: none"> • Animal Fantasy 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 58g</p> <ul style="list-style-type: none"> • High-Frequency Words: <i>she, take, up, what</i> • Selection Words: <i>play</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 58h-59a/SE 58-59</p> <ul style="list-style-type: none"> • READ <i>Pig in a Wig</i> – 2nd Read p. 46-57/SE 46-57 ✓ Monitoring Progress-Check Retelling p. 59a <p>Fluency p. 59b</p> <ul style="list-style-type: none"> • Accuracy
<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG18-SG34</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG18-SG34</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG18-SG34</p>
<p><u>Language Arts</u> Conventions p. 43c/GT 2 TR DVD</p> <ul style="list-style-type: none"> • Subjects of Sentences <p>Writing p. 43d-43e/RWN p. 140</p> <ul style="list-style-type: none"> • Fantasy Story <p>Research and Inquiry p. 43f</p> <ul style="list-style-type: none"> • Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 57b/RWN 143</p> <ul style="list-style-type: none"> • Subjects of Sentences <p>Writing p. 57c-57d/RWN p. 144</p> <ul style="list-style-type: none"> • Fantasy Story <p>Handwriting p. 57e/RWN p. 145</p> <ul style="list-style-type: none"> • Letter /i/ and Xx/Letter Spacing <p>Research and Inquiry p. 57f</p> <ul style="list-style-type: none"> • Media Center/Library 	<p><u>Language Arts</u> Conventions p. 60a/RWN p. 150</p> <ul style="list-style-type: none"> • Subjects of Sentences <p>Writing pp. 60-61a/SE 60-61/WT 2A TR DVD</p> <ul style="list-style-type: none"> • Fantasy Story <p>Listening and Speaking p. 61b-61c</p> <ul style="list-style-type: none"> • Share Information About Caring <p>Research and Inquiry p. 61c/RWN p. 146</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, 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, G, H, I, J , K CC.1.4.1.M, N, O, P, Q, R, T, 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, G, H, I, J , K CC.1.4.1.M, N, O, P, Q, R, T, W, X CC.1.5.1.A, B, C, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.1 Week 2 – Pig in a Wig	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 62a-62b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>comfort, search</i> Read Aloud Anthology: The Storm Seal" <p>Phonemic Awareness pp. 62c</p> <ul style="list-style-type: none"> Distinguish /i/ <p>Phonics/Spelling p. 62d-62h</p> <ul style="list-style-type: none"> Review Short <i>a</i> Spelled a p. 62d/LPI TR DVD 35-36 Review Consonant Digraph <i>-ck</i> p. 62d READ Decodable Reader 2C p. 62e-62f Spiral Review Fluent Word Reading p. 62g Spelling: Short <i>i</i> Words p. 62h/RWN p. 151 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 64a-64b</p> <ul style="list-style-type: none"> Review Oral Vocabulary p. 64a Read Aloud Anthology: The Storm Seal" ✓ Monitor Progress-Check Oral Vocabulary p. 64b <p>Phonemic Awareness p. 64c</p> <ul style="list-style-type: none"> Review Segment and Count Phonemes <p>Phonics/Spelling p. 64c</p> <ul style="list-style-type: none"> Review Short <i>i: i</i>, Consonant <i>x/ks/</i> p. 64c Spelling Test p. 64d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 62i-63a</p> <ul style="list-style-type: none"> READ "We Are Vets" – Paired Selection SE p. 62-63 <p>Fluency p. 63b</p> <ul style="list-style-type: none"> Accuracy ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking pp. 64-65/SE 64-65</p> <p>Vocabulary p. 65a</p> <p>Fluency p. 65a</p> <p>Text-Based Comprehension p. 65b</p> <ul style="list-style-type: none"> Review Plot <p>Vocabulary p. 65b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 65c</p> <ul style="list-style-type: none"> Realism and Fantasy <p>Assessment p. 65d-65f</p> ✓ Monitoring Progress-Word and Sentence Reading
<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. 63c/RWN p. 152</p> <ul style="list-style-type: none"> Subjects of Sentences <p>Writing p. 63d-63e/WT 2B TR DVD</p> <ul style="list-style-type: none"> Fantasy Story <p>Research and Inquiry p. 63f</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 65g/LPI TR DVD 39</p> <ul style="list-style-type: none"> Review Subjects of Sentences <p>Writing p. 65h-65i/WT 2C TR DVD</p> <ul style="list-style-type: none"> Fantasy Story <p>Research and Inquiry p. 65j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! P. 65k</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, 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, 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 1.1 Week 3 – The Big Blue Ox		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 66j-67b/SE 66-67</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>past, present, produce, transportation</i> SwM BB. p.3 <p>Phonemic Awareness pp. 40-41/SE 68-69</p> <ul style="list-style-type: none"> Distinguish /o/ <p>Phonics/Spelling p. 69a-71</p> <ul style="list-style-type: none"> Short o: o p.69a-70a/SE 70/RWN p. 153 READ Decodable Reader 3A p.70-70c Reread for Fluency p. 70c Spelling Pretest p. 70d/LPI TR DVD 46 ✓ Monitor Progress-Check Word Reading p. 70a 	<p><u>Get Ready to Read</u> Content Knowledge p. 72a-72b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>danger, serve</i> Big Book: <i>A Kid's Best Friend</i> <p>Phonemic Awareness p. 72c</p> <ul style="list-style-type: none"> Segment and Blend Phonemes SE p. 68-69 <p>Phonics/Spelling p. 72d-73a</p> <ul style="list-style-type: none"> Plural –s; Consonant s /z/ p. 72d-73a/SE 72/RWN157 Review Short Vowels <i>a, / /</i> p. 73d READ Decodable Reader 3B p. 73b-73c Reread for Fluency p. 73c Spelling: Short o Words p.73e/RWN p. 158 ✓ Monitor Progress-Check Word Reading p. 73a 	<p><u>Get Ready to Read</u> Content Knowledge p. 84a-84b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>snuggle</i> Big Book: <i>A Kid's Best Friend</i> <p>Phonemic Awareness p. 84c/SE 68-69</p> <ul style="list-style-type: none"> Rhyming Words <p>Phonics/Spelling p. 84d-84f</p> <ul style="list-style-type: none"> Build Words p. 84d Blend and Read p. 84e/RWN pp.163-164 ✓ Spelling: Dictation p. 84f/RWN p. 165
<p><u>Read and Comprehend</u> High-Frequency Words p. 71/SE 71/RWN p. 154</p> <ul style="list-style-type: none"> <i>blue, from, get, help, little, use</i> <p>Text-Based Comprehension p. 71a/SE p. EI 4/RWN p. 155</p> <ul style="list-style-type: none"> Character and Setting 	<p><u>Read and Comprehend</u> High-Frequency Words p. 73/SE 73/LPI TR DVD 45</p> <ul style="list-style-type: none"> <i>blue, from, get, help, little, use</i> <p>Selection Vocabulary p. 74a/VT 3 TR DVD</p> <ul style="list-style-type: none"> <i>town</i> Synonyms <p>Text-Based Comprehension p. 74b-83a/SE 74-83</p> <ul style="list-style-type: none"> READ <i>The Big Blue Ox</i> – 1st Read Genre p. 83b Animal Fantasy 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 84g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>blue, from, get, help, little, use</i> Selection Words: <i>town</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 84h-85a/ p. 74-83/SE 74-73/SE 84-85</p> <ul style="list-style-type: none"> READ <i>The Big Blue Ox</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 85b</p> <ul style="list-style-type: none"> Rate
<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG52-SG68</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG52-SG68</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG52-SG68</p>
<p><u>Language Arts</u> Conventions p. 71c/GT 3 TR DVD</p> <ul style="list-style-type: none"> Predicates of Sentences <p>Writing p. 71d-71e/RWN p. 156</p> <ul style="list-style-type: none"> Short Poem <p>Research and Inquiry p. 71f/RWN p. 162</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 83c/RWN p. 159</p> <ul style="list-style-type: none"> Predicates of Sentences <p>Writing p. 83d-83e/RWN p. 160</p> <ul style="list-style-type: none"> Short Poem <p>Handwriting p.83f/RWN 161</p> <ul style="list-style-type: none"> Letter <i>Oo</i> Left-to-Right Progression <p>Research and Inquiry p. 83g</p> <ul style="list-style-type: none"> Picture Dictionary 	<p><u>Language Arts</u> Conventions p. 86a/RWN 166</p> <ul style="list-style-type: none"> Predicates of Sentences <p>Writing pp. 86-87a/SE 86-87/WT 3ATR DVD</p> <ul style="list-style-type: none"> Short Poem <p>Listening and Speaking p. 87b</p> <ul style="list-style-type: none"> Give Instructions <p>Research and Inquiry p. 87c</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u> CC.1.1.1.B, C, ,D, E CC.1.3.1.1, J, K CC.1.4.1.A, B, C, D, E, F, T, W, V, 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, W, V, X CC.1.5.1.F, 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, W, V, X CC.1.5.1.A, B, G</p>

First Grade ELA Sequencing Document	
Unit 1.1 Week 3 – The Big Blue Ox	
Day 4	Day 5
<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"> • Oral Vocabulary: <i>enormous, powerful</i> • Read Aloud Anthology: "Paul Bunyan" and "Babe" <p>Phonemic Awareness pp. 88c</p> <ul style="list-style-type: none"> • Distinguish /o/ <p>Phonics/Spelling p. 88d-88h</p> <ul style="list-style-type: none"> • Review Short <i>i</i>/Spelled <i>l</i>; Final <i>x</i> p. 88d/LPI TR DVD 43-44 • READ Decodable Reader 3C p. 88e-88f • Spiral Review Fluent Word Reading p. 88g • Spelling: Short o Words p. 88h/RWN p. 167 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 92a-92b</p> <ul style="list-style-type: none"> • Read Aloud Anthology: "Paul Bunyan" and "Babe" • Review Oral Vocabulary ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 92c</p> <ul style="list-style-type: none"> • Review Segment and Count Phonemes <p>Phonics/Spelling p. 92c-92d</p> <ul style="list-style-type: none"> • Review Short o: o, Plural -s, Consonant <i>s/z/</i> p. 9c2 • Spelling Test p. 92d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 88i-91/SE 88-91</p> <ul style="list-style-type: none"> • READ "They Can Help" – Paired Selection <p>Fluency p. 63b</p> <ul style="list-style-type: none"> • Rate ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking pp. 92-93/SE 92-93</p> <p>Vocabulary p. 93a</p> <p>Fluency p. 93a</p> <p>Text-Based Comprehension p. 93b</p> <ul style="list-style-type: none"> • Review Character and Setting <p>Vocabulary p. 93b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 93c</p> <ul style="list-style-type: none"> • Photo Essay <p>Assessment p. 93d-93f</p> ✓ Monitor Progress-Word and Sentence Reading
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG52-SG68</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG52-SG68</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 91b/RWN p. 168</p> <ul style="list-style-type: none"> • Predicates of Sentences <p>Writing p. 91c-91d/ WT 3B TR DVD</p> <ul style="list-style-type: none"> • Short Poem <p>Research and Inquiry p. 91e</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 93g/LPI TR DVD 47</p> <ul style="list-style-type: none"> • Review Predicates of Sentences <p>Writing p. 93h-93i/WT 3C TR DVD</p> <ul style="list-style-type: none"> • Short Poem <p>Research and Inquiry p. 93j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! P. 93k</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, W, V, 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, W, V, 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 1.1 Week 4 – The Fox and a Kit		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 94j-95b/SE p. 94-95</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>observe, wild, parent</i> SwM BB p. 4 <p>Phonemic Awareness pp. 96-97/SE p. 96-97</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 97a-98d</p> <ul style="list-style-type: none"> Inflected Ending –s p. 97a-98a/SE 98/RWN p. 169 READ Decodable Reader 4A p. 98b-98c Reread for Fluency p. 98c Spelling Pretest p. 98d/LPI TR DVD 54 ✓ Monitor Progress-Check Word Reading p. 98a 	<p><u>Get Ready to Read</u> Content Knowledge p. 100a-100b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>canopy, screech</i> Big Book: Jungle Drum <p>Phonemic Awareness p. 100c/SE 96-97</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 100d-101e</p> <ul style="list-style-type: none"> Inflected Ending –ing p. 100d-101a/RWN p. 173 SE p. 100 Review Inflected Ending –s p. 101d READ Decodable Reader 4B p. 101b-101c Reread for Fluency Spelling: Inflected Ending –s p. 101e/RWN p. 174 ✓ Monitor Progress-Check Word Reading p. 101a 	<p><u>Get Ready to Read</u> Content Knowledge p. 112a-112b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>million</i> Big Book: Jungle Drum <p>Phonemic Awareness p. 112c/SE p. 96-97</p> <ul style="list-style-type: none"> Count Syllables <p>Phonics/Spelling p. 112d-112f</p> <ul style="list-style-type: none"> Build Words p. 112d Blend and Read p. 112e/ RWN p. 179-180 Spelling: Dictation 112f/RWN p. 181
<p><u>Read and Comprehend</u> High-Frequency Words p. 99/SE 99/RWN p. 170/ SE EI 3</p> <ul style="list-style-type: none"> <i>eat, five, four, her, this, too</i> <p>Text-Based Comprehension p. 99a-99b/RWN 171</p> <ul style="list-style-type: none"> Main Idea and Details 	<p><u>Read and Comprehend</u> High-Frequency Words p. 101/SE 101/ LPI TR DVD 53</p> <ul style="list-style-type: none"> <i>eat, five, four, her, this, too</i> <p>Selection Vocabulary p. 102a/VT 4 TR DVD</p> <ul style="list-style-type: none"> <i>animals, dinner, watch</i> Strategy: Alphabetize to the Second Letter <p>Text-Based Comprehension p. 102b-111a/SE 102-111/SE EI 9</p> <ul style="list-style-type: none"> READ <i>A Fox and a Kit</i> – 1st Read <p>Genre p. 111b</p> <ul style="list-style-type: none"> Literary Nonfiction 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 84g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>eat, five, four, her, this, too</i> Selection Words: <i>animals, dinner, watch</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 112h-113a/102-111/SE 102-113</p> <ul style="list-style-type: none"> READ <i>A Fox and a Kit</i> – 2nd Read ✓ Monitoring Progress-Check Retelling p. 113a <p>Fluency p. 113b</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate
<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG52-SG68</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG52-SG68</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG52-SG68</p>
<p><u>Language Arts</u> Conventions p. 99c/GT 4 TR DVD</p> <ul style="list-style-type: none"> Declarative Sentences <p>Writing p. 99d-99e/RWN p. 172</p> <ul style="list-style-type: none"> Personal Narrative <p>Research and Inquiry p. 99f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 111c/RWN p. 175</p> <ul style="list-style-type: none"> Declarative Sentences <p>Writing p. 111d-111e/RWN p. 176</p> <ul style="list-style-type: none"> Personal Narrative <p>Handwriting p.111f/RWN p. 177</p> <ul style="list-style-type: none"> Letter <i>Nn</i> and <i>Gg</i>Letter Slant <p>Research and Inquiry p. 111g/RT 4 TR DVD</p> <ul style="list-style-type: none"> How to Read a Chart 	<p><u>Language Arts</u> Conventions p. 114a/RWN p. 182</p> <ul style="list-style-type: none"> Declarative Sentences <p>Writing pp. 114-115a/SE 114-115/WT 4A TR DVD</p> <ul style="list-style-type: none"> Personal Narrative <p>Listening and Speaking p. 115b</p> <ul style="list-style-type: none"> Share Information and Ideas <p>Research and Inquiry p. 115c/RWN p. 178</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.G, H, I, J, K, L, T, W, V, 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.G, H, I, J, K, L, T, W, V, 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.G, H, I, J, K, L, T, W, V, X CC.1.5.1.A, B, C, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.1 Week 4 – The Fox and a Kit	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 116a-116b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>native, reserve</i> • Read Aloud Anthology: "Takhi" <p>Phonemic Awareness pp. 116c</p> <ul style="list-style-type: none"> • Segment and Blend Onset and Rime <p>Phonics/Spelling p. 116d-116h</p> <ul style="list-style-type: none"> • Review Short <i>o</i> Spelled <i>o</i>; -s Plurals p. 116d/LPI TR DVD 51-52 • READ Decodable Reader 4C p. 116e-116f • Spiral Review Fluent Word Reading p. 116g • Spelling: Inflected Ending –s p. 116h/RWN p. 183 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 118a-118b</p> <ul style="list-style-type: none"> • Read Aloud Anthology: "Takhi" • Review Oral Vocabulary ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 118c</p> <ul style="list-style-type: none"> • Review Segment and Count Onset and Rime <p>Phonics/Spelling p. 118c-118d</p> <ul style="list-style-type: none"> • Review Inflected Endings –s and –ing p. 118c • Spelling Test p. 118d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Science in Reading p. 116i-117a/SE 116-117</p> <ul style="list-style-type: none"> • READ "The Fox and the Grapes" – Paired Selection <p>Fluency p. 117b</p> <ul style="list-style-type: none"> • Accuracy and Appropriate Rate ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking pp. 118-119/SE 118-119</p> <p>Vocabulary p. 119a</p> <p>Fluency p. 119a</p> <p>Text-Based Comprehension p. 119b</p> <ul style="list-style-type: none"> • Review Main Idea and Details <p>Vocabulary p. 119b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 119c</p> <ul style="list-style-type: none"> • Review Fable <p>Assessment p. 119d-119f</p> ✓ Monitoring Progress-Word and Sentence Reading
<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG52-SG68</p>	<p><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. 117c/RWN p. 184</p> <ul style="list-style-type: none"> • Declarative Sentences <p>Writing p. 117d-117e/WT 4B TR DVD</p> <ul style="list-style-type: none"> • Personal Narrative <p>Research and Inquiry p. 117f</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 119g/LPI TR DVD 55</p> <ul style="list-style-type: none"> • Review Declarative Sentences <p>Writing p. 119h-119i/WT 4C TR DVD</p> <ul style="list-style-type: none"> • Personal Narrative <p>Research and Inquiry p. 119j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap Up Your Week! P. 119k</p>
<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.G, H, I, J, K, L, T, W, V, 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.I, J, K CC.1.4.1.G, H, I, J, K, L, T, W, V, 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 1.1 Week 5 – Get the Egg!		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p.120j-121b/SE120-121</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>habitat, hatch, survive</i> SwM BB p. 5 <p>Phonemic Awareness pp.122-123/SE122-123</p> <ul style="list-style-type: none"> Distinguish /e/ <p>Phonics/Spelling p.123a-125</p> <ul style="list-style-type: none"> Short e: e p.123a-124a/SE124/RWN p. 185 READ Decodable Reader 5A p.124b-124c Reread for Fluency p.124c Spelling Pretest p.124d/LPI TR DVD 62 ✓ Monitor Progress-Check Word Reading p.124a 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 126a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>chirp</i> Big Book <i>Jungle Drum</i> <p>Phonemic Awareness p. 126c/ SE p. 122-123</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 126d-127d</p> <ul style="list-style-type: none"> Initial Consonant Blends/ RWN 189; SE p. 126 Review Short Vowels READ Decodable Reader 5B Reread for Fluency Spelling: Short e Words RWN 190 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 138a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>croak</i> Big Book: <i>Jungle Drum</i> <p>Phonemic Awareness p. 138c</p> <ul style="list-style-type: none"> Rhyming Words <p>Phonics/Spelling p. 138d</p> <ul style="list-style-type: none"> Build Words Blend and Read/ RWN p. 195-196 Spelling: Dictation p. 138f/ RWN p. 197
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 125/RWN p.186</p> <ul style="list-style-type: none"> <i>saw, small, tree, your</i> <p>Text-Based Comprehension p. 125a-125b/RWN p. 187/ SE EI 3</p> <ul style="list-style-type: none"> Main Idea and Details 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 127</p> <ul style="list-style-type: none"> <i>saw, small, tree, your</i> <p>Selection Vocabulary p. 128a/ VT 5TR DVD</p> <ul style="list-style-type: none"> <i>bird</i> Strategy: Sort Words/ GO 5 <p>Text-Based Comprehension p. 128b-137b</p> <ul style="list-style-type: none"> READ <i>Get the Egg!</i>- 1st Read <p>Genre p. 137a</p> <ul style="list-style-type: none"> Sensory Details 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 138g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>saw, small, tree, your</i> Selection Words: <i>bird</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 138h</p> <ul style="list-style-type: none"> READ <i>Get the Egg!</i>- 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 139b</p> <ul style="list-style-type: none"> Appropriate Phrasing
<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></p> <p>Conventions p. 125/GT 5 TR DVD</p> <ul style="list-style-type: none"> Interrogative Sentences <p>Writing p. 125d-125e/RWN p.188</p> <ul style="list-style-type: none"> Realistic Story <p>Research and Inquiry p. 125f/RWN p.194</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p. 137c/RWN p.191</p> <ul style="list-style-type: none"> Interrogative Sentences <p>Writing p. 137d-137e/RWN p.192</p> <ul style="list-style-type: none"> Realistic Story <p>Handwriting p.137f/RWN p. 193</p> <ul style="list-style-type: none"> Letter Ee/Letter Size <p>Research and Inquiry p. 137g</p> <ul style="list-style-type: none"> List 	<p><u>Language Arts</u></p> <p>Conventions p. 140a/RWN p. 198</p> <ul style="list-style-type: none"> Interrogative Sentences <p>Writing pp. 140-141a/SE140-141/WT 5A TR DVD</p> <ul style="list-style-type: none"> Realistic Story <p>Listening and Speaking p. 141b</p> <ul style="list-style-type: none"> Give Descriptions <p>Research and Inquiry p. 141c</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.1.3.1.1, J , K CC.1.4.1.M, N, O, P, Q, R, T, W, V, 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, G, H, I, J , K CC.1.4.1.M, N, O, P, Q, R, T, W, V, 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, G, H, I, J , K CC.1.4.1.M, N, O, P, Q, R, T, W, V, X CC.1.5.1.A, C, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.1 Week 5 – Get the Egg!	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 142a-142b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>moist</i> Read Aloud Anthology: “Maisie Caught a Toad Today” <p>Phonemic Awareness pp. 142c</p> <ul style="list-style-type: none"> Distinguish /e/ <p>Phonics/Spelling p. 142d-142h</p> <ul style="list-style-type: none"> Review Inflected Endings –s and –ing p. 142d/LPI TR DVD 59-60 READ Decodable Reader 5C p. 142e-142f Spiral Review Fluent Word Reading p. 142g Spelling: Short e Words p. 142h/RWN p.199 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 144a-144b</p> <ul style="list-style-type: none"> Read Aloud Anthology: “Maisie Caught a Toad Today” Review Oral Vocabulary ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 144c</p> <ul style="list-style-type: none"> Review Segment and Count Onset and Rime <p>Phonics/Spelling p. 144c-144d</p> <ul style="list-style-type: none"> Review Short e: e, Initial Consonant Blends p. 144c Spelling Test p.144d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Science in Reading p. 142i-143a/SE 142-143</p> <ul style="list-style-type: none"> READ “Help the Birds” – Paired Selection <p>Fluency p. 143b</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>Listening and Speaking pp. 144-145/SE144-145</p> <p>Vocabulary p. 145a</p> <p>Fluency p. 145a</p> <p>Text-Based Comprehension p. 145b</p> <ul style="list-style-type: none"> Review Main Idea and Details <p>Vocabulary p. 145b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 145c</p> <ul style="list-style-type: none"> Review How-to-Article <p>Assessment p. 145d-145f</p> <ul style="list-style-type: none"> ✓ Monitoring Progress-Word and Sentence Reading
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG69-SG85</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG69-SG85</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 143c/RWN p.200</p> <ul style="list-style-type: none"> Interrogative Sentences <p>Writing p. 143d-143e/WT 5B TR DVD</p> <ul style="list-style-type: none"> Realistic Story <p>Research and Inquiry p. 143f</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 145g/LPI TR DVD 63</p> <ul style="list-style-type: none"> Review Interrogative Sentences <p>Writing p. 145h-145i/WT 5C TR DVD</p> <ul style="list-style-type: none"> Realistic Story <p>Research and Inquiry p. 145j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! P. 145k</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, W, V, 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, W, V, 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 1.1 Week 6 – Animal Park		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 146j-147b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>desert, forest, world</i> SwM BB p. 6 <p>Phonemic Awareness pp. 148-149/SE148-149</p> <ul style="list-style-type: none"> Distinguish /u/ <p>Phonics/Spelling p. 149a-150d</p> <ul style="list-style-type: none"> Short <i>u</i>: u p. 150-150a/SE150/RWN p.201 READ Decodable Reader 6A p.150b-150c Reread for Fluency p.150c Spelling Pretest p.150d/ LPI TR DVD 70 ✓ Monitor Progress-Check Word Reading p.150a 	<p><u>Get Ready to Read</u> Content Knowledge p. 152a-152b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>chatter, silent</i> Big Book: <i>Jungle Drum</i> <p>Phonemic Awareness p. 152c</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 152d153e</p> <ul style="list-style-type: none"> Final Consonant Blends p.152d-153a/SE 152/RWN p.205 Review Short Vowels p.153d READ Decodable Reader 6B p.153b-153c Reread for Fluency p.153c Spelling: Short <i>u</i> Words with Final Consonant Blends p.153e/RWN p.206 ✓ Monitor Progress-Check Word Reading p. 153a 	<p><u>Get Ready to Read</u> Content Knowledge p. 164a-164b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>snort</i> Big Book: <i>Jungle Drum</i> <p>Phonemic Awareness p. 164c/SE 148-149</p> <ul style="list-style-type: none"> Rhyming Words <p>Phonics/Spelling p. 164d-164f</p> <ul style="list-style-type: none"> Build Words p.164d Blend and Read p.164e/RWN p.211-212 Spelling: Dictation p.164f/RWN p.213
<p><u>Read and Comprehend</u> High-Frequency Words p. 151/SE 151/RWN p.202</p> <ul style="list-style-type: none"> <i>home, into, many, them</i> <p>Text-Based Comprehension p. 151a-151b/RWN p.203/ SE p. EI 2</p> <ul style="list-style-type: none"> Cause and Effect 	<p><u>Read and Comprehend</u> High-Frequency Words p. 153/SE 153/LPI TR DVD 69</p> <ul style="list-style-type: none"> <i>home, into, many, them</i> <p>Selection Vocabulary p. 154a/VT 6 TR DVD</p> <ul style="list-style-type: none"> <i>elephants, hippos, park, zebras</i> Antonyms GO 4 <p>Text-Based Comprehension p. 154b-163a/SE 154-163/ SE p. EI 6</p> <ul style="list-style-type: none"> READ <i>Animal Park</i> 1st Read <p>Genre p. 163b/ GO 4</p> <ul style="list-style-type: none"> Literary Nonfiction 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 164g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>home, into, many, them</i> Selection Words: <i>elephants, hippos, park, zebras</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 164h-165a/SE154-165</p> <ul style="list-style-type: none"> READ <i>Animal Park</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 165b</p> <ul style="list-style-type: none"> Appropriate Phrasing
<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG86-SG102</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG86-SG102</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG86-SG102</p>
<p><u>Language Arts</u> Conventions p. 151c/GT 6 TR DVD</p> <ul style="list-style-type: none"> Exclamatory Sentences <p>Writing p. 151d-151e/RWN p.204</p> <ul style="list-style-type: none"> Brief Composition <p>Research and Inquiry p. 151f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 163c/RWN p.207</p> <ul style="list-style-type: none"> Exclamatory Sentences <p>Writing p. 163d-163e/RWN p.208</p> <ul style="list-style-type: none"> Brief Composition <p>Handwriting p.163f/RWN p.209</p> <ul style="list-style-type: none"> Letter <i>Uu</i> and <i>Qq</i> Letter Spacing <p>Research and Inquiry p. 163g</p> <ul style="list-style-type: none"> Notes 	<p><u>Language Arts</u> Conventions p. 166a/RWN p.214</p> <ul style="list-style-type: none"> Exclamatory Sentences <p>Writing pp. 166-167a/SE 166-167/RWN p.208</p> <ul style="list-style-type: none"> Brief Composition <p>Listening and Speaking p. 167b</p> <ul style="list-style-type: none"> Give Directions <p>Research and Inquiry p. 167c</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, W, V, 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.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, W, V, 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.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, W, V, X CC.1.5.1.G</p>

First Grade ELA Sequencing Document	
Unit 1.1 Week 6 – Animal Park	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 168a-168b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>medicine, poisonous</i> Read Aloud Anthology: "When Animals are Doctors" <p>Phonemic Awareness pp. 168c</p> <ul style="list-style-type: none"> Distinguish /u/ <p>Phonics/Spelling p. 168d-168h</p> <ul style="list-style-type: none"> Review Short <i>e</i> Spelled <i>e</i>; Initial Consonant Blends p.168d/LPI TR DVD 67-68 READ Decodable Reader 6C p.168e-168f Spiral Review Fluent Word Reading p.168g Spelling: Short <i>u</i> Words with Final Consonant Blends p.168h/RWN p.215 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 170a-170b</p> <ul style="list-style-type: none"> Read Anthology: "When Animals are Doctors" Review Oral Vocabulary ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 170c</p> <ul style="list-style-type: none"> Review Segment and Count Onset and Rime <p>Phonics/Spelling p. 170c-170d</p> <ul style="list-style-type: none"> Review Short <i>u</i>: <i>u</i>, Final Consonant Blends p.170c Spelling Test p.170d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Poetry in Reading p. 168i-169a/SE 168-169</p> <ul style="list-style-type: none"> READ "Poetry Collection" – Paired Selection <p>Fluency p. 169b</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>Listening and Speaking pp. 170-171/SE 170-171</p> <p>Vocabulary p. 171a</p> <p>Fluency p. 171a</p> <p>Text-Based Comprehension p. 171b</p> <ul style="list-style-type: none"> Review Cause and Effect <p>Vocabulary p. 171b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 171c</p> <ul style="list-style-type: none"> Review Poetry <p>Assessment p. 171d-171f</p> <ul style="list-style-type: none"> ✓ Monitoring Progress-Word and Sentence Reading
<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. 169c/RWN p.216</p> <ul style="list-style-type: none"> Exclamatory Sentences <p>Writing p. 169d-169e</p> <ul style="list-style-type: none"> Brief Composition <p>Research and Inquiry p. 169f/RWN p.210</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 171g/LPI TR DVD 71</p> <ul style="list-style-type: none"> Review Exclamatory Sentences <p>Writing p. 171h-171i</p> <ul style="list-style-type: none"> Brief Composition <p>Research and Inquiry p. 171j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! P. 171k</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, W, V, 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, W, V, 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>	