

First Grade ELA Sequencing Document		
Unit 1.2 Week 1 – A Big Fish For Max		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 12j-13b/SwM BB p.7</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>rule, chore, cooperation, household</i></li> </ul> <p>Phonemic Awareness pp. 14-15/SE 14-15</p> <ul style="list-style-type: none"> <li>Segment and Blend Phonemes</li> </ul> <p>Phonics/Spelling p. 15a-16d</p> <ul style="list-style-type: none"> <li>Consonant Digraphs <i>sh, th</i> p.15a-16a/SE16/RWN p.217</li> <li>READ Decodable Reader 7A p.16b-16c</li> <li>Reread for Fluency p.16c</li> <li>Spelling Pretest p.16d/LPI TR DVD 78</li> <li>✓ Monitor Progress-Check Word Reading p.16a</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 18a-18b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>commute, subway</i></li> </ul> <p>Phonemic Awareness p. 18c/SE1-15</p> <ul style="list-style-type: none"> <li>Segment and Blend Phonemes</li> </ul> <p>Phonics/Spelling p. 18d-19e/SE18/RWN p.221</p> <ul style="list-style-type: none"> <li>Vowel Sound in <i>ball</i>: a, al p.18-19a</li> <li>Review Consonant Digraphs</li> <li>READ Decodable Reader 7B p.19a-19c</li> <li>Reread for Fluency p.19c</li> <li>Spelling: Words with <i>sh, th</i> p.19e/RWN p.222</li> <li>✓ Monitor Progress-Check Word Reading p.19a</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 34a-34b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>downtown</i></li> </ul> <p>Phonemic Awareness p. 34c/SE14-15</p> <ul style="list-style-type: none"> <li>Create Words</li> </ul> <p>Phonics/Spelling p. 34d-34f</p> <ul style="list-style-type: none"> <li>Build Words p.34d</li> <li>Blend and Read p.34e/RWN p. 227-228</li> <li>Spelling: Dictation p. 34f/RWN p.229</li> </ul>
<p><u>Read and Comprehend</u> High-Frequency Words p. 17/SE 17/RWN p.218</p> <ul style="list-style-type: none"> <li><i>catch, good, no put, said, want</i></li> </ul> <p>Text-Based Comprehension p. 17a-17b/RWN p.219</p> <ul style="list-style-type: none"> <li>Sequence</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words p. 19/SE 19/LPI TR DVD 77</p> <ul style="list-style-type: none"> <li><i>catch, good, no put, said, want</i></li> </ul> <p>Selection Vocabulary p. 20a/VT 7 TR DVD</p> <ul style="list-style-type: none"> <li><i>Grandma, Ruby, Max</i></li> <li>Strategy: Sort Nouns</li> </ul> <p>Tex-Based Comprehension p. 20b-33a/SE 20-33</p> <ul style="list-style-type: none"> <li>READ <i>A Big Fish for Max</i>—1st Read</li> </ul> <p>Literary Text p. 33b</p> <ul style="list-style-type: none"> <li>Plot</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 34g</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>catch, good, no put, said, want</i></li> <li>Selection Words: <i>Grandma, Ruby, Max</i></li> <li>✓ Monitor Progress-Check Retelling</li> </ul> <p>Tex-Based Comprehension p. 34h-35a/20-33/SE22-35</p> <ul style="list-style-type: none"> <li>READ <i>A Big Fish for Max</i>—2nd Read</li> <li>✓ Monitor Progress- Check Retelling p. 35a</li> </ul> <p>Fluency p. 35b</p> <ul style="list-style-type: none"> <li>Accuracy and Appropriate Rate</li> </ul>
<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> Conventions p. 17c/GT 7 TR DVD</p> <ul style="list-style-type: none"> <li>Common Nouns</li> </ul> <p>Writing p. 17d-17e/RWN p.220</p> <ul style="list-style-type: none"> <li>Friendly Letter</li> </ul> <p>Research and Inquiry p. 17f</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p><u>Language Arts</u> Conventions p. 33c/RWN p.223</p> <ul style="list-style-type: none"> <li>Common Nouns</li> </ul> <p>Writing p. 33d-33e/RWN p.224</p> <ul style="list-style-type: none"> <li>Friendly Letter/RWN p.225</li> </ul> <p>Handwriting p. 33f</p> <ul style="list-style-type: none"> <li>Letters <i>Ss</i> and <i>Hh</i>/Letter Size</li> </ul> <p>Research and Inquiry p. 33g</p> <ul style="list-style-type: none"> <li>Parts of a Book</li> </ul>	<p><u>Language Arts</u> Conventions p. 36c/RWN p.230</p> <ul style="list-style-type: none"> <li>Common Nouns</li> </ul> <p>Writing p. 36-37a/SE36-37/WT 7A TR DVD</p> <ul style="list-style-type: none"> <li>Friendly Letter</li> </ul> <p>Listening and Speaking p. 37b</p> <ul style="list-style-type: none"> <li>Relate and Experience in Sequence</li> </ul> <p>Research and Inquiry p. 37c/RWN p.226</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>
<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, M, 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, G, I, J, K CC.1.4.1.G, H, I, J, K, L, M, 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, G, I, J, K CC.1.4.1.G, H, I, J, K, L, M, T, V, W, X CC.1.5.1.A, B, C, D, E, G</p>

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Unit 1.2 Week 1 – A Big Fish For Max	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 38a-38b</p> <ul style="list-style-type: none"> <li>• Oral Vocabulary: <i>display</i></li> </ul> <p>Phonemic Awareness p. 38c</p> <ul style="list-style-type: none"> <li>• Segment and Blend Phonemes</li> </ul> <p>Phonics/Spelling p. 38d-38h</p> <ul style="list-style-type: none"> <li>• Review Short <i>u/u/</i> p.38d/RWN p.75-76</li> <li>• Review Final Consonant Blends p.38d</li> <li>• READ Decodable Reader 7C p.38e-38f</li> <li>• Spiral Review Fluent Word Reading p.38g</li> <li>• Spelling: Words with <i>sh, th</i> p.38h/RWN p.231</li> </ul>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 42a-42b</p> <ul style="list-style-type: none"> <li>• Review Oral Vocabulary</li> <li>✓ Monitor Progress-Check Oral Vocabulary</li> </ul> <p>Phonemic Awareness p. 42c</p> <ul style="list-style-type: none"> <li>• Review Segment and Blend Phonemes</li> </ul> <p>Phonics/Spelling p. 42c-42d</p> <ul style="list-style-type: none"> <li>• Review Consonant Digraphs <i>sh, th</i>; Vowel Sound in <i>ball</i>: a, al p.42c</li> <li>• Spelling Test p.42d</li> </ul>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 38i-41/SE38-41</p> <ul style="list-style-type: none"> <li>• READ “At Home” —Paired Selection</li> </ul> <p>Fluency p. 41a</p> <ul style="list-style-type: none"> <li>• Accuracy and Appropriate Rate</li> <li>✓ Monitor Progress-Fluency Check</li> </ul>	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking p. 42-43/SE42-43</p> <p>Vocabulary p. 43a</p> <p>Fluency p. 43a</p> <p>Tex-Based Comprehension p. 43b</p> <ul style="list-style-type: none"> <li>• Review Sequence</li> </ul> <p>Vocabulary p. 43b</p> <ul style="list-style-type: none"> <li>• Review High-Frequency and Selection Words</li> </ul> <p>Genre p. 43c</p> <ul style="list-style-type: none"> <li>• Review Literary Nonfiction</li> </ul> <p>Assessment p. 43d-43f</p> <ul style="list-style-type: none"> <li>✓ Monitor Progress-Word and Sentence Reading</li> </ul>
<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. 41b/RWN p.232</p> <ul style="list-style-type: none"> <li>• Common Nouns</li> </ul> <p>Writing p. 41c-41d/WT 7B TR DVD</p> <ul style="list-style-type: none"> <li>• Friendly Letter</li> </ul> <p>Research and Inquiry p. 41e</p> <ul style="list-style-type: none"> <li>• Synthesize</li> </ul>	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 43g/LPI TR DVD 79</p> <ul style="list-style-type: none"> <li>• Review Common Nouns</li> </ul> <p>Writing p. 43h-43i/WT 7C TR DVD</p> <ul style="list-style-type: none"> <li>• Friendly Letter</li> </ul> <p>Research and Inquiry p. 43j</p> <ul style="list-style-type: none"> <li>• Communicate</li> </ul> <p>Wrap up Your Week! p. 43k</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, M, 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, M, 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 1.2 Week 2 – The Farmer in the Hat		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 44j-45b/SwM BB p.8</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>respect, share, group</i></li> </ul> <p>Phonemic Awareness pp. 46-47/SE46-47</p> <ul style="list-style-type: none"> <li>Long a</li> </ul> <p>Phonics/Spelling p. 47a—48d</p> <ul style="list-style-type: none"> <li>Long a: a_e p.47a-48a/SE48/RWN p.233</li> <li>READ Decodable Reader 8A p.48b-48c</li> <li>Reread for Fluency p.48c</li> <li>Spelling Pretest p.48d</li> <li>✓ Monitor Progress-Check Word Reading p.48a</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 50a-50b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>aquarium</i></li> </ul> <p>Phonemic Awareness p. 50c/SE46-47</p> <ul style="list-style-type: none"> <li>Segment and Blend Phonemes</li> </ul> <p>Phonics/Spelling p. 50d-51e</p> <ul style="list-style-type: none"> <li>Consonant Sounds c/s/, g/j/ p.50d-51a/SE50/RWN p.237</li> <li>REVIEW short a p.51d</li> <li>READ Decodable Reader 8B p.51b-51c</li> <li>Reread for Fluency p.51c</li> <li>Spelling: Words with Long a p.51e/RWN p.238</li> <li>✓ Monitor Progress-Check Word Reading p.51a</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 66a-66b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>borrow</i></li> </ul> <p>Phonemic Awareness p. 66c/SE46-47</p> <ul style="list-style-type: none"> <li>Rhyming Words</li> </ul> <p>Phonics/Spelling p. 66d-66f</p> <ul style="list-style-type: none"> <li>Build Words p.66d</li> <li>Blend and Read p.66e/RWN p.243-244</li> <li>Spelling: Words with Long a p.66f/RWN p.245</li> </ul>
<p><u>Read and Comprehend</u> High-Frequency Words p. 49/SE49/RWN p.234</p> <ul style="list-style-type: none"> <li><i>be, could, horse, of, old, paper</i></li> </ul> <p>Text-Based Comprehension p. 49a-49b.RWN p.235</p> <ul style="list-style-type: none"> <li>Cause and Effect</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words p. 51/SE51</p> <ul style="list-style-type: none"> <li><i>be, could, horse, of, old, paper</i></li> </ul> <p>Selection Vocabulary p. 52a/VT 8 TR DVD</p> <ul style="list-style-type: none"> <li><i>farmer, gerbil, squeak</i></li> <li>Time and Order Words</li> </ul> <p>Tex-Based Comprehension p. 52b-65a/SE52-65</p> <ul style="list-style-type: none"> <li>READ <i>A Farmer in the Hat</i>—1st Read</li> </ul> <p>Literary Text p. 65b</p> <ul style="list-style-type: none"> <li>Character and Setting</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 66g</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>be, could, horse, of, old, paper</i></li> <li>Selection Words: <i>gerbil, squeak, farmer</i></li> <li>✓ Monitor Progress-Check High-Frequency Words</li> </ul> <p>Tex-Based Comprehension p. 66h-67a/52-65/SE52-67</p> <ul style="list-style-type: none"> <li>READ <i>The Farmer in the Hat</i>—2nd Read</li> <li>✓ Monitor Progress- Check Retelling</li> </ul> <p>Fluency p. 67b</p> <ul style="list-style-type: none"> <li>Appropriate Phrasing</li> </ul>
<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. 49c/GT 8TR DVD</p> <ul style="list-style-type: none"> <li>Proper Nouns</li> </ul> <p>Writing p. 49d-49e/RWN p.236</p> <ul style="list-style-type: none"> <li>Brief Composition</li> </ul> <p>Research and Inquiry p. 49f/RWN p.242</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p><u>Language Arts</u> Conventions p. 65c/RWN p.239</p> <ul style="list-style-type: none"> <li>Proper Nouns</li> </ul> <p>Writing p. 65d-65e/RWN p.240</p> <ul style="list-style-type: none"> <li>Brief Composition</li> </ul> <p>Handwriting p. 65f/RWN p.241</p> <ul style="list-style-type: none"> <li>Letters <i>Pp</i>/Letter Spacing</li> </ul> <p>Research and Inquiry p. 65g/RT 8 TR DVD</p> <ul style="list-style-type: none"> <li>Interview</li> </ul>	<p><u>Language Arts</u> Conventions p. 68a/RWN p.246</p> <ul style="list-style-type: none"> <li>Proper Nouns</li> </ul> <p>Writing p. 68-69a/SE68-69/WT 8A TR DVD</p> <ul style="list-style-type: none"> <li>Brief Composition</li> </ul> <p>Listening and Speaking p. 69b</p> <ul style="list-style-type: none"> <li>Share Information about Citizenship</li> </ul> <p>Research and Inquiry p. 69c</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>
<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.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, D, E, G, H, I, J, K CC.1.4.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, D, E, G, H, I, J, K CC.1.4.A, B, C, D, E, F, T, V, W, X CC.1.5.1.A, B, C, D, E, G 9.1.3.B, E</p>

First Grade ELA Sequencing Document	
Unit 1.2 Week 2 – The Farmer in the Hat	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 70a-70b</p> <ul style="list-style-type: none"> <li>• Oral Vocabulary: <i>lines, rehearsal, soothe</i></li> </ul> <p>Phonemic Awareness p. 70c</p> <ul style="list-style-type: none"> <li>• Segment and Blend Phonemes</li> </ul> <p>Phonics/Spelling p. 70d-70h</p> <ul style="list-style-type: none"> <li>• Review Consonant Digraphs <i>sh, th</i> p.70d/LPI TR DVD 83-84</li> <li>• Review Vowel Sound <i>ball</i>: a, al p.70d</li> <li>• READ Decodable Reader 8C p.70e-70f</li> <li>• Spiral Review Fluent Words Reading p.70g</li> <li>• Spelling: Words with <i>Long a</i> p.70h/RWN p.247</li> </ul>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 76a-76b</p> <ul style="list-style-type: none"> <li>• Review Oral Vocabulary</li> <li>✓ Monitor Progress-Check Oral Vocabulary</li> </ul> <p>Phonemic Awareness p. 76c</p> <ul style="list-style-type: none"> <li>• Review Long a and Short a</li> </ul> <p>Phonics/Spelling p. 76c-76d</p> <ul style="list-style-type: none"> <li>• Review Long a: a_e, Consonants <i>c/s/, g/j/</i> p.76c</li> <li>• Spelling Test p.76d</li> </ul>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 70i-75a/SE70-75</p> <ul style="list-style-type: none"> <li>• READ “Helping Hands at 4-H”—Paired Selection</li> </ul> <p>Fluency p. 75b</p> <ul style="list-style-type: none"> <li>• Appropriate Phrasing</li> <li>✓ Monitor Progress-Fluency Check</li> </ul>	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking p. 76-77/SE76-77</p> <p>Vocabulary p. 77a</p> <p>Fluency p. 77a</p> <p>Text-Based Comprehension p. 77b</p> <ul style="list-style-type: none"> <li>• Review Cause and Effect</li> </ul> <p>Vocabulary p. 77b</p> <ul style="list-style-type: none"> <li>• Review High-Frequency and Selection Words</li> </ul> <p>Genre p. 77c</p> <ul style="list-style-type: none"> <li>• Review Expository Text</li> </ul> <p>Assessment p. 77d-77f</p> <li>✓ Monitor Progress-Word and Sentence Reading</li>
<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. 75c/RWN 248</p> <ul style="list-style-type: none"> <li>• Proper Nouns</li> </ul> <p>Writing p. 75d-75e/WT 8B TR DVD</p> <ul style="list-style-type: none"> <li>• Brief Composition</li> </ul> <p>Research and Inquiry p. 75f</p> <ul style="list-style-type: none"> <li>• Synthesize</li> </ul>	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 77g/LPI TR DVD 87</p> <ul style="list-style-type: none"> <li>• Review Proper Nouns</li> </ul> <p>Writing p. 77h-77i/WT 8C TR DVD</p> <ul style="list-style-type: none"> <li>• Brief Composition</li> </ul> <p>Research and Inquiry p. 77j/RWN p.242</p> <ul style="list-style-type: none"> <li>• Communicate</li> </ul> <p>Wrap up Your Week! p. 77k</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.A, B, C, D, E, F, T, V, W, X  CC.1.5.1.G  9.1.3.B, E</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.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 1.2 Week 3 – Who Works Here?		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 78j-79b/SwM BB p.9</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>citizen, community, law, leader</i></li> </ul> <p>Phonemic Awareness pp. 80-81/SE80-81</p> <ul style="list-style-type: none"> <li>Long i</li> </ul> <p>Phonics/Spelling p. 81a-82d</p> <ul style="list-style-type: none"> <li>Long i: i_e p.81a-82a/SE82/RWN p.249</li> <li>READ Decodable Reader 9A p.82b-82c</li> <li>Reread for Fluency p.82c</li> <li>Spelling Pretest p.82d/LPI TR DVD 94</li> <li>✓ Monitor Progress-Check Word Reading p.82a</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 84a-84b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>headquarters, branch</i></li> </ul> <p>Phonemic Awareness p. 84c/SE80-81</p> <ul style="list-style-type: none"> <li>Segment and Blend Phonemes</li> </ul> <p>Phonics/Spelling p. 84d-85e</p> <ul style="list-style-type: none"> <li>Consonant Digraphs <i>wh, ch, tch, ph</i> p.84d-85a/SE84/RWN p.253</li> <li>Review Long a: a_e p.85d</li> <li>READ Decodable Reader 9B p.85b-85c</li> <li>Reread for Fluency p.85c</li> <li>Spelling: Words with Long I p.85e/RWN p.254</li> <li>✓ Monitor Progress-Check Word Reading p.85a</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 96a-96b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>patrol</i></li> </ul> <p>Phonemic Awareness p. 96c/SE80-81</p> <ul style="list-style-type: none"> <li>Create Words</li> </ul> <p>Phonics/Spelling p. 96d-96f</p> <ul style="list-style-type: none"> <li>Build Words p.96d</li> <li>Blend and Read p.96e/RWN p.259-260</li> <li>Spelling: Dictation p.96f/RWN p.261</li> </ul>
<p><u>Read and Comprehend</u> High-Frequency Words p. 83/SE83/RWN p.250</p> <ul style="list-style-type: none"> <li><i>live, out, people, who, work</i></li> </ul> <p>Text-Based Comprehension p. 49a-83b/RWN p.251</p> <ul style="list-style-type: none"> <li>Author's Purpose</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words p. 85/SE85/ LPI TR DVD 93</p> <ul style="list-style-type: none"> <li><i>live, out, people, who, work</i></li> </ul> <p>Selection Vocabulary p. 86a/VT 9 TR DVD</p> <ul style="list-style-type: none"> <li><i>busy, mail, neighborhood</i></li> <li>Directional Words</li> </ul> <p>Tex-Based Comprehension p. 86b-95a/SE86-95</p> <ul style="list-style-type: none"> <li>READ <i>Who Works Here?</i>—1st Read</li> </ul> <p>Genre p. 95b</p> <ul style="list-style-type: none"> <li>Expository Text</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 96g</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>live, out, people, who, work</i></li> <li>Selection Words: <i>busy, mail, neighborhood</i></li> <li>✓ Monitor Progress-Check High-Frequency Words</li> </ul> <p>Tex-Based Comprehension p. 96h-97a/85-95/SE86-97</p> <ul style="list-style-type: none"> <li>READ <i>Who Works Here?</i>—2nd Read</li> <li>✓ Monitor Progress- Check Retelling</li> </ul> <p>Fluency p. 97b</p> <ul style="list-style-type: none"> <li>Appropriate Phrasing</li> </ul>
<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG35-SG51</p>	<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG35-SG51</p>	<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG35-SG51</p>
<p><u>Language Arts</u> Conventions p. 83c/GT 9TR DVD</p> <ul style="list-style-type: none"> <li>Special Titles</li> </ul> <p>Writing p. 83d-83e/RWN p.252</p> <ul style="list-style-type: none"> <li>Explanation</li> </ul> <p>Research and Inquiry p. 83f</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p><u>Language Arts</u> Conventions p. 95c/RWN p.255</p> <ul style="list-style-type: none"> <li>Special Titles</li> </ul> <p>Writing p. 95d-95e/RWN p.256</p> <ul style="list-style-type: none"> <li>Explanation</li> </ul> <p>Handwriting p. 95f/RWN p.257</p> <ul style="list-style-type: none"> <li>Letters <i>Ww</i>/Letter Spacing</li> </ul> <p>Research and Inquiry p. 95g/RT 9TR DVD</p> <ul style="list-style-type: none"> <li>Map</li> </ul>	<p><u>Language Arts</u> Conventions p. 98a/RWN p.262</p> <ul style="list-style-type: none"> <li>Special Titles</li> </ul> <p>Writing p. 98-99a/SE98-99/WT 9A TR DVD</p> <ul style="list-style-type: none"> <li>Explanation</li> </ul> <p>Listening and Speaking p. 99b</p> <ul style="list-style-type: none"> <li>Give Announcements</li> </ul> <p>Research and Inquiry p. 99c</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>
<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.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.1.2.1.A, B, C, E, F, G, H, I, J, K, L CC.1.3.1.I, J, K CC.1.4.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.1.2.1.A, B, C, E, F, G, H, I, J, K, L CC.1.3.1.I, J, K CC.1.4.A, B, C, D, E, F, T, V, W, X CC.1.5.1.A, B, D, E, G 9.3.3.F</p>

First Grade ELA Sequencing Document	
Unit 1.2 Week 3 – Who Works Here?	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 100a-100b</p> <ul style="list-style-type: none"> <li>• Oral Vocabulary: <i>earn</i></li> </ul> <p>Phonemic Awareness p. 100c</p> <ul style="list-style-type: none"> <li>• Distinguish /i/</li> </ul> <p>Phonics/Spelling p. 100d-100h</p> <ul style="list-style-type: none"> <li>• Review Long a Spelled a_e p.100d/RWN p.91-92</li> <li>• Review Consonants c/s/, g/j/ p.100d</li> <li>• READ Decodable Reader 9C p.100e-100f</li> <li>• Spiral Review Fluent Words Reading p.100g</li> <li>• Spelling: Words with Long i p.100h/RWN p.263</li> </ul>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 102a-102b</p> <ul style="list-style-type: none"> <li>• Review Oral Vocabulary</li> <li>✓ Monitor Progress-Check Oral Vocabulary</li> </ul> <p>Phonemic Awareness p. 102c</p> <ul style="list-style-type: none"> <li>• Review Long i and Short i</li> </ul> <p>Phonics/Spelling p. 102c-102d</p> <ul style="list-style-type: none"> <li>• Review Long i: i_e, Consonants Digraphs <i>wh, ch, tch, ph</i> p.102c</li> <li>• Spelling Test p.102d</li> </ul>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 100i-101b/SE100-101</p> <ul style="list-style-type: none"> <li>• READ “Neighborhood Map”—Paired Selection</li> </ul> <p>Fluency</p> <ul style="list-style-type: none"> <li>• Appropriate Phrasing</li> <li>✓ Monitor Progress-Fluency Check</li> </ul>	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking p. 102-103/SE102-103</p> <p>Vocabulary p. 103a</p> <p>Fluency p. 103a</p> <p>Text-Based Comprehension p. 103b</p> <ul style="list-style-type: none"> <li>• Review Author’s Purpose</li> </ul> <p>Vocabulary p. 103b</p> <ul style="list-style-type: none"> <li>• Review High-Frequency and Selection Words</li> </ul> <p>Genre p. 103c</p> <ul style="list-style-type: none"> <li>• Review Procedural Text</li> </ul> <p>Assessment p. 103d-103f</p> <ul style="list-style-type: none"> <li>✓ Monitor Progress-Word and Sentence Reading</li> </ul>
<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. 101c/RWN p.264</p> <ul style="list-style-type: none"> <li>• Special Titles</li> </ul> <p>Writing p. 101d-101e/WT 9B TR DVD</p> <ul style="list-style-type: none"> <li>• Explanation</li> </ul> <p>Research and Inquiry p. 101f</p> <ul style="list-style-type: none"> <li>• Synthesize</li> </ul>	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 103g/LPI TR DVD 95</p> <ul style="list-style-type: none"> <li>• Review Special Titles</li> </ul> <p>Writing p. 103h-103i/WT 9C TR DVD</p> <ul style="list-style-type: none"> <li>• Explanation</li> </ul> <p>Research and Inquiry p. 103j</p> <ul style="list-style-type: none"> <li>• Communicate</li> </ul> <p>Wrap up Your Week! p. 103k</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.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G 9.3.3.F</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.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 1.2 Week 4 – The Big Circle		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 104j-105b/SE 104-105/SwM p.10</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>enemy, extinct, protect</i></li> </ul> <p>Phonemic Awareness pp. 106-107SE 106-107</p> <ul style="list-style-type: none"> <li>Long o</li> </ul> <p>Phonics/Spelling p. 107a-108d</p> <ul style="list-style-type: none"> <li>Long o: o_e p.107a-108a/SE p. 108/RwN p.265</li> <li>READ Decodable Reader 10A p.108b-108c</li> <li>Reread for Fluency p.108c</li> <li>Spelling Pretest p.108d/LPI TR DVD 102</li> <li>✓ Monitor Progress-Check Word Reading p. 108a</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 110a-110b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>holler, crater</i></li> <li>“A Frog in the Bog”</li> </ul> <p>Phonemic Awareness p. 110c</p> <ul style="list-style-type: none"> <li>Segment and Blend Phonemes</li> </ul> <p>Phonics/Spelling p. 110d-111e</p> <ul style="list-style-type: none"> <li>Contractions p.110/SE p.110</li> <li>Review Long a: a_e; Long i: i_e</li> <li>READ Decodable Reader 10B p.111b-111c</li> <li>Reread for Fluency p.111c</li> <li>Spelling: Words with Long o p.111e/RwN p.270</li> <li>✓ Monitor Progress-Check Word Reading p.111a</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 128a-128b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>swamp</i></li> <li>“A Frog in the Bog”</li> </ul> <p>Phonemic Awareness p. 128c/SE p.106-107</p> <ul style="list-style-type: none"> <li>Create Words</li> </ul> <p>Phonics/Spelling p. 128d-128f</p> <ul style="list-style-type: none"> <li>Build Words p.128d</li> <li>Blend and Read p.128e/RWN p.275-276</li> <li>Spelling: words with Long o p.128f/RWN p.277</li> </ul>
<p><u>Read and Comprehend</u> High-Frequency Words p. 109/SE p. 109/RwN p.266</p> <ul style="list-style-type: none"> <li><i>down, inside, now, there, together</i></li> </ul> <p>Text-Based Comprehension p. 109a-109b/RwN p.267</p> <ul style="list-style-type: none"> <li>Sequence</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words p. 111/LPI TR DVD 101</p> <ul style="list-style-type: none"> <li><i>down, inside, now, there, together</i></li> </ul> <p>Selection Vocabulary p. 112a/VT 10 TR DVD</p> <ul style="list-style-type: none"> <li><i>baby, circle, herd, meat, triceratops</i></li> <li>Strategy: Sort Words</li> </ul> <p>Tex-Based Comprehension p. 112b-127a/SE p.112-127</p> <ul style="list-style-type: none"> <li>READ <i>The Big Circle</i>—1st Read</li> </ul> <p>Genre p. 127a</p> <ul style="list-style-type: none"> <li>Fiction</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 128g</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>down, inside, now, there, together</i></li> <li>Selection Words: <i>baby, circle, herd, meat, triceratops</i></li> <li>✓ Monitor Progress-Check High-Frequency Words</li> </ul> <p>Text-Based Comprehension p. 128h</p> <ul style="list-style-type: none"> <li>READ <i>The Big Circle</i>—2nd Read</li> <li>✓ Monitor Progress- Check Retelling</li> </ul> <p>Fluency p. 129b</p> <ul style="list-style-type: none"> <li>Accuracy Appropriate Rate</li> </ul>
<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. 109c/GT 10 TR DVD</p> <ul style="list-style-type: none"> <li>Proper Nouns: Days, Months, Holiday</li> </ul> <p>Writing p. 109d-109e/RwN p.268</p> <ul style="list-style-type: none"> <li>Poem</li> </ul> <p>Research and Inquiry p. 109f</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p><u>Language Arts</u> Conventions p. 127b/RwN p.271</p> <ul style="list-style-type: none"> <li>Proper Nouns: Days, Months, Holiday</li> </ul> <p>Writing p. 127c-127d/RwN p.272</p> <ul style="list-style-type: none"> <li>Poem</li> </ul> <p>Handwriting p. 127e/RwN p.273</p> <ul style="list-style-type: none"> <li>Letters <i>Tt</i>/Consistent Letter Slant</li> </ul> <p>Research and Inquiry p. 127f/RT 10 TR DVD</p> <ul style="list-style-type: none"> <li>Periodical/Newspaper</li> </ul>	<p><u>Language Arts</u> Conventions p. 130a/RwN p.278</p> <ul style="list-style-type: none"> <li>Proper Nouns: Days, Months, Holiday</li> </ul> <p>Writing p. 130-131a/SE p.130-131/WT 10A TR DVD</p> <ul style="list-style-type: none"> <li>Poem</li> </ul> <p>Listening and Speaking p. 131b</p> <ul style="list-style-type: none"> <li>Informal Conversations</li> </ul> <p>Research and Inquiry p. 131c/RwN p.274</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>
<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.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.1.3.1. a, B, C, E, G, H, I, J, K CC.1.4.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.1.3.1.A, B, C, E, G, H, I, J, K CC.1.4.M, N, O, P, Q, R, T, V, W, X CC.1.5.1.A, B, C, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.2 Week 4 – The Big Circle	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 132a</p> <ul style="list-style-type: none"> <li>• Oral Vocabulary: <i>bluff, boisterous</i></li> </ul> <p>Phonemic Awareness p. 132c</p> <ul style="list-style-type: none"> <li>• Distinguish Long o</li> </ul> <p>Phonics/Spelling p. 132d</p> <ul style="list-style-type: none"> <li>• Review Short i: I and Long i: i_e</li> <li>• Review Digraphs wh, ch, tch, ph</li> <li>• READ Decodable Reader 10C</li> <li>• Spiral Review Fluent Words Reading</li> <li>• Spelling: Words with Long o/ RWN 279</li> </ul>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 136a</p> <ul style="list-style-type: none"> <li>• Review Oral Vocabulary</li> <li>✓ Monitor Progress-Check Oral Vocabulary</li> </ul> <p>Phonemic Awareness p. 136c</p> <ul style="list-style-type: none"> <li>• Review Long o and /o/</li> </ul> <p>Phonics/Spelling p. 136c</p> <ul style="list-style-type: none"> <li>• Review Long o: o_e, Contractions</li> <li>• Spelling Test</li> </ul>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Science in Reading p. 132i</p> <ul style="list-style-type: none"> <li>• READ “We Are Safe Together”—Paired Selection</li> </ul> <p>Fluency p. 135b</p> <ul style="list-style-type: none"> <li>• Accuracy and Appropriate Rate</li> <li>✓ Monitor Progress-Fluency Check</li> </ul>	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking p. 136-137</p> <p>Vocabulary p. 137a</p> <p>Fluency p. 137a</p> <p>Tex-Based Comprehension p. 137b</p> <ul style="list-style-type: none"> <li>• Review Sequence</li> </ul> <p>Vocabulary p. 137b</p> <ul style="list-style-type: none"> <li>• Review High-Frequency and Selection Words</li> </ul> <p>Genre p. 137c</p> <ul style="list-style-type: none"> <li>• Review Literacy Nonfiction</li> </ul> <p>Assessment p. 137d</p> <ul style="list-style-type: none"> <li>✓ Monitor Progress-Word and Sentence Reading</li> </ul>
<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. 135b</p> <ul style="list-style-type: none"> <li>• Proper Nouns: Days, Months, Holiday</li> </ul> <p>Writing p. 135c</p> <ul style="list-style-type: none"> <li>• Poem</li> </ul> <p>Research and Inquiry p. 135e</p> <ul style="list-style-type: none"> <li>• Synthesize</li> </ul>	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 137g</p> <ul style="list-style-type: none"> <li>• Review Proper Nouns: Days, Months, Holiday</li> </ul> <p>Writing p. 137h</p> <ul style="list-style-type: none"> <li>• Poem</li> </ul> <p>Research and Inquiry p. 137j</p> <ul style="list-style-type: none"> <li>• Communicate</li> </ul> <p>Wrap up Your Week! p. 137k</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.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.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 1.2 Week 5 – Life in the Forest		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 138j-139a/SE 138-139/SwM p.11</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>environment, require, thrive</i></li> </ul> <p>Phonemic Awareness pp. 140-141/SE140-141</p> <ul style="list-style-type: none"> <li>Long u</li> </ul> <p>Phonics/Spelling p. 141a-142d</p> <ul style="list-style-type: none"> <li>Long u; u_e; Long e: e_e p.141a-142a/RWN p.281/SE p.142</li> <li>READ Decodable Reader 11A p.142b-142c</li> <li>Reread for Fluency p.142c</li> <li>Spelling Pretest p.142d/LPI p.110</li> <li>✓ Monitor Progress-Check Word Reading</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 144a-144b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>slimy, inhale</i></li> <li>Big Book – <i>A Frog in the Bog</i></li> </ul> <p>Phonemic Awareness p. 144c/SE 140-141</p> <ul style="list-style-type: none"> <li>Segment and Blend Phonemes</li> </ul> <p>Phonics/Spelling p. 144d-145e</p> <ul style="list-style-type: none"> <li>Inflected Ending –ed p.144d</li> <li>Review Long a: a_e; Long i: i_e; Long o: o_e p.144d</li> <li>READ Decodable Reader 11B p.145b</li> <li>Reread for Fluency p.145c</li> <li>Spelling: Words with Long u p.145e/RWN p.286</li> <li>✓ Monitor Progress-Check Word Reading</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 160a-160b</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>sludge</i></li> <li>Big Book – <i>A Frog in the Bog</i></li> </ul> <p>Phonemic Awareness p. 160c/SE p.140-141</p> <ul style="list-style-type: none"> <li>Create Words</li> </ul> <p>Phonics/Spelling p. 160d-160f</p> <ul style="list-style-type: none"> <li>Build Words p.160d</li> <li>Blend and Read p.160e/RWN p.291-292</li> <li>Spelling: Words with Long u p.160f/RWN p.293</li> </ul>
<p><u>Read and Comprehend</u> High-Frequency Words p. 143/SE p.143/RWN p.282</p> <ul style="list-style-type: none"> <li><i>around, find, food, grow, under, water</i></li> </ul> <p>Text-Based Comprehension p. 143a-143b/RWN p.283</p> <ul style="list-style-type: none"> <li>Author's Purpose</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words p. 145/SE p.145/ LPI TR DVD 109</p> <ul style="list-style-type: none"> <li><i>around, find, food, grow, under, water</i></li> </ul> <p>Selection Vocabulary p. 146a/VT 11</p> <ul style="list-style-type: none"> <li><i>bear, forest, hummingbird, leaves, squirrels, woodpecker</i></li> <li>Strategy: Context Clues</li> </ul> <p>Tex-Based Comprehension p. 146b—159a/SE p.146-159</p> <ul style="list-style-type: none"> <li>READ <i>Life in the Forest</i>—1st Read</li> </ul> <p>Literary Text p. 159b</p> <ul style="list-style-type: none"> <li>Author's Craft</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 160g</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>around, find, food, grow, under, water</i></li> <li>Selection Words: <i>bear, forest, hummingbird, leaves, squirrels, woodpecker</i></li> <li>✓ Monitor Progress-Check High-Frequency Words</li> </ul> <p>Tex-Based Comprehension p. 160h/146b-161a/SE p.146-161</p> <ul style="list-style-type: none"> <li>READ <i>Life in the Forest</i>—2nd Read</li> <li>✓ Monitor Progress- Check Retelling</li> </ul> <p>Fluency p. 161b</p> <ul style="list-style-type: none"> <li>Appropriate Phrasing</li> </ul>
<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG69-SG85</p>	<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG69-SG85</p>	<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG69-SG85</p>
<p><u>Language Arts</u> Conventions p. 143c/GT 11/ TR DVD</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul> <p>Writing p. 143d-143e/RWN p.284</p> <ul style="list-style-type: none"> <li>Description</li> </ul> <p>Research and Inquiry p. 143f</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p><u>Language Arts</u> Conventions p. 159c/RWN p.287</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul> <p>Writing p. 159d-159e/RWN p. 288</p> <ul style="list-style-type: none"> <li>Description</li> </ul> <p>Handwriting p. 159f RWN p.289</p> <ul style="list-style-type: none"> <li>Letters <i>Dd</i> Letter Size</li> </ul> <p>Research and Inquiry p. 159f/RT 11</p> <ul style="list-style-type: none"> <li>Alphabetical Order</li> </ul>	<p><u>Language Arts</u> Conventions p. 162a/RWN p.294</p> <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> </ul> <p>Writing p. 162-163a/SE p.162-163/WT 11A</p> <ul style="list-style-type: none"> <li>Description</li> </ul> <p>Listening and Speaking p. 163b</p> <ul style="list-style-type: none"> <li>Share Ideas</li> </ul> <p>Research and Inquiry p. 163c/RWN p.290</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>
<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.1.2.1.A, B, C, E, F, G, H, I, J, K, 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><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, 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 9.3.3.F</p>

First Grade ELA Sequencing Document	
Unit 1.2 Week 5 – Life in the Forest	
Day 4	Day 5
<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"> <li>• Oral Vocabulary: <i>capture, creature</i></li> <li>• Read Aloud Anthology: “Why Beavers Love Wolves”</li> </ul> <p>Phonemic Awareness p. 164c</p> <ul style="list-style-type: none"> <li>• Distinguish Long u</li> </ul> <p>Phonics/Spelling p. 164d-164h/RWN p.295</p>	<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"> <li>• Read Aloud Anthology: “Why Beavers Love Wolves”</li> <li>• Review Oral Vocabulary</li> <li>✓ Monitor Progress-Check Oral Vocabulary</li> </ul> <p>Phonemic Awareness p. 168c</p> <ul style="list-style-type: none"> <li>• Review Long u and /u/</li> </ul> <p>Phonics/Spelling p. 168c-168d</p> <ul style="list-style-type: none"> <li>• Review Long u: u_e</li> <li>• Spelling Test</li> </ul>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Science in Reading p. 164i-167/SE p.164-167</p> <ul style="list-style-type: none"> <li>• READ “A Mangrove Forest”—Paired Selection</li> </ul> <p>Fluency p. 167a</p> <ul style="list-style-type: none"> <li>• Appropriate Phrasing</li> <li>✓ Monitor Progress-Fluency Check</li> </ul>	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking p. 168-169/SE p.168-169</p> <p>Vocabulary p. 169a</p> <p>Fluency p. 169a</p> <p>Tex-Based Comprehension p. 169b</p> <ul style="list-style-type: none"> <li>• Review Author’s Purpose</li> </ul> <p>Vocabulary p. 169b</p> <ul style="list-style-type: none"> <li>• Review High-Frequency and Selection Words</li> </ul> <p>Genre p. 169c</p> <ul style="list-style-type: none"> <li>• Review Magazine Article</li> </ul> <p>Assessment p. 169d-169f</p> <li>✓ Monitor Progress-Word and Sentence Reading</li>
<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. 167b/RWN p.296</p> <ul style="list-style-type: none"> <li>• Singular and Plural Nouns</li> </ul> <p>Writing p. 167c-167d/WT 11B</p> <ul style="list-style-type: none"> <li>• Description</li> </ul> <p>Research and Inquiry p. 167e</p> <ul style="list-style-type: none"> <li>• Synthesize</li> </ul>	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 169g/LPI 111/ TR DVD</p> <ul style="list-style-type: none"> <li>• Review Singular and Plural Nouns</li> </ul> <p>Writing p. 169h-169i/WT 11C</p> <ul style="list-style-type: none"> <li>• Description</li> </ul> <p>Research and Inquiry p. 169j</p> <ul style="list-style-type: none"> <li>• Communicate</li> </ul> <p>Wrap up Your Week! p. 169k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC&gt;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 9.3.3.F</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 1.2 Week 6 – Honey Bees		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 170j-171a/SwM p.12/SE p.170-171</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>industrious, individual, special</i></li> </ul> <p>Phonemic Awareness pp. 172-173</p> <ul style="list-style-type: none"> <li>Long e</li> </ul> <p>Phonics/Spelling p. 173a-174d</p> <ul style="list-style-type: none"> <li>Long e: e, ee p.173a-174a/RWN p.297</li> <li>READ Decodable Reader 12A p.174b</li> <li>Reread for Fluency p.174b</li> <li>Spelling Pretest p.174d/LPI 118</li> <li>✓ Monitor Progress-Check Word Reading</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 176a</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>creep, slither</i></li> </ul> <p>Phonemic Awareness p. 176c</p> <ul style="list-style-type: none"> <li>Segment and Blend Phonemes</li> </ul> <p>Phonics/Spelling p. 176d</p> <ul style="list-style-type: none"> <li>Syllables VC/CV</li> <li>Review Long e: e_e; Long u: u_e</li> <li>READ Decodable Reader 12B</li> <li>Reread for Fluency</li> <li>Spelling: Words with Long e</li> <li>✓ Monitor Progress-Check Word Reading</li> </ul>	<p><u>Get Ready to Read</u> Content Knowledge p. 194a</p> <ul style="list-style-type: none"> <li>Oral Vocabulary: <i>romp</i></li> </ul> <p>Phonemic Awareness p. 194c</p> <ul style="list-style-type: none"> <li>Create Words</li> </ul> <p>Phonics/Spelling p. 194d</p> <ul style="list-style-type: none"> <li>Build Words</li> <li>Blend and Read</li> <li>Spelling: Words with Long e</li> </ul>
<p><u>Read and Comprehend</u> High-Frequency Words p. 175/SE p.175/RWN p.298</p> <ul style="list-style-type: none"> <li><i>also, family, new, other, some, their</i></li> </ul> <p>Text-Based Comprehension p. 175a-175b/RWN p.299</p> <ul style="list-style-type: none"> <li>Compare and Contrast</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words p. 177</p> <ul style="list-style-type: none"> <li><i>also, family, new, other, some, their</i></li> </ul> <p>Selection Vocabulary p. 178a</p> <ul style="list-style-type: none"> <li><i>cold, flowers, honey, nectar, worker</i></li> <li><i>Antonyms</i></li> </ul> <p>Tex-Based Comprehension p. 178b</p> <ul style="list-style-type: none"> <li>READ <i>Honey Bees</i>—1st Read</li> </ul> <p>Literary Nonfiction p. 193b</p> <ul style="list-style-type: none"> <li>Onomatopoeia</li> </ul>	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 194g</p> <ul style="list-style-type: none"> <li>High-Frequency Words: <i>also, family, new, other, some, their</i></li> <li>Selection Words: <i>cold, flowers, honey, nectar, worker</i></li> <li>✓ Monitor Progress-Check High-Frequency Words</li> </ul> <p>Tex-Based Comprehension p. 194h</p> <ul style="list-style-type: none"> <li>READ <i>Honey Bees</i>—2nd Read</li> <li>✓ Monitor Progress- Check Retelling</li> </ul> <p>Fluency p. 195b</p> <ul style="list-style-type: none"> <li>Accuracy Appropriate Rate</li> </ul>
<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. 175c/GT 12/ TR DVD</p> <ul style="list-style-type: none"> <li>Nouns and Sentences</li> </ul> <p>Writing p. 175d-175e/RWN p.300</p> <ul style="list-style-type: none"> <li>Expository Paragraph</li> </ul> <p>Research and Inquiry p. 175f/RWN p.306</p> <ul style="list-style-type: none"> <li>Identify and Focus Topic</li> </ul>	<p><u>Language Arts</u> Conventions p. 193b</p> <ul style="list-style-type: none"> <li>Nouns and Sentences</li> </ul> <p>Writing p. 193d</p> <ul style="list-style-type: none"> <li>Expository Paragraph</li> </ul> <p>Handwriting p. 193f</p> <ul style="list-style-type: none"> <li>Letters <i>Bb</i> Letter Spacing</li> </ul> <p>Research and Inquiry p. 193f</p> <ul style="list-style-type: none"> <li>Picture Dictionary</li> </ul>	<p><u>Language Arts</u> Conventions p. 196a</p> <ul style="list-style-type: none"> <li>Nouns and Sentences</li> </ul> <p>Writing p. 196-197</p> <ul style="list-style-type: none"> <li>Expository Paragraph</li> </ul> <p>Listening and Speaking p. 197b</p> <ul style="list-style-type: none"> <li>Follow Directions</li> </ul> <p>Research and Inquiry p. 197c</p> <ul style="list-style-type: none"> <li>Gather and Record Information</li> </ul>
<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.1.2.1.A, B, C, E, F, G, H, I, J, K, 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><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, 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.A, B, C, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.2 Week 6 – Honey Bees	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 198a</p> <ul style="list-style-type: none"> <li>• Oral Vocabulary: <i>eagerly, wander</i></li> </ul> <p>Phonemic Awareness p. 198c</p> <ul style="list-style-type: none"> <li>• Distinguish Long e</li> </ul> <p>Phonics/Spelling p. 198d</p> <ul style="list-style-type: none"> <li>• Review Long u: u_e and Long e: e_e</li> <li>• Review Inflected Ending -ed</li> <li>• READ Decodable Reader 12C</li> <li>• Spiral Review Fluent Words Reading</li> <li>• Spelling: Words with Long e</li> </ul>	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 200a</p> <ul style="list-style-type: none"> <li>• Review Oral Vocabulary</li> <li>✓ Monitor Progress-Check Oral Vocabulary</li> </ul> <p>Phonemic Awareness p. 200c</p> <ul style="list-style-type: none"> <li>• Review Long e and /e/</li> </ul> <p>Phonics/Spelling p. 200c</p> <ul style="list-style-type: none"> <li>• Review Long e: ee; Syllables VC/CV</li> <li>• Spelling Test</li> </ul>
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Poetry in Reading p. 198i</p> <ul style="list-style-type: none"> <li>• READ “Poetry Collection”—Paired Selection</li> </ul> <p>Fluency p. 199b</p> <ul style="list-style-type: none"> <li>• Accuracy Appropriate Rate</li> <li>✓ Monitor Progress-Fluency Check</li> </ul>	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking p. 200-201</p> <p>Vocabulary p. 201a</p> <p>Fluency p. 201a</p> <p>Tex-Based Comprehension p. 201b</p> <ul style="list-style-type: none"> <li>• Review Compare and Contrast</li> </ul> <p>Vocabulary p. 201b</p> <ul style="list-style-type: none"> <li>• Review High-Frequency and Selection Words</li> </ul> <p>Genre p. 201c</p> <ul style="list-style-type: none"> <li>• Review Poetry</li> </ul> <p>Assessment p. 201d</p> <ul style="list-style-type: none"> <li>✓ Monitor Progress-Word and Sentence Reading</li> </ul>
<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG86-SG102</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG86-SG102</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 199c</p> <ul style="list-style-type: none"> <li>• Nouns in Sentences</li> </ul> <p>Writing p. 199d</p> <ul style="list-style-type: none"> <li>• Expository Paragraph</li> </ul> <p>Research and Inquiry p. 199f</p> <ul style="list-style-type: none"> <li>• Synthesize</li> </ul>	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 201g</p> <ul style="list-style-type: none"> <li>• Review Nouns in Sentences</li> </ul> <p>Writing p. 201h</p> <ul style="list-style-type: none"> <li>• Expository Paragraph</li> </ul> <p>Research and Inquiry p. 201j</p> <ul style="list-style-type: none"> <li>• Communicate</li> </ul> <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.1.3.1.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>	