

First Grade ELA Sequencing Document		
Unit 1.3 Week 1– A Place to Play		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 12j-13b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>growth, population, public</i> SwM BB p.13 <p>Phonemic Awareness pp. 14-15/SE 14-15</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 15a-16d</p> <ul style="list-style-type: none"> Vowel Sounds for yp.16-16a/SE 16 READ Decodable Reader 13A p.16b-16c Reread for Fluency p.16c Spelling Pretest p.16d/LPI p.126 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 18a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>shuffle, teeter</i> Big Book: <i>Mr. George Baker</i> <p>Phonemic Awareness p. 18c/SE 14-15</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 18d-18/SE 18</p> <ul style="list-style-type: none"> Syllable Pattern CV p.18-19a/SE 18/RWN p.317 Review Long <i>e</i>, Long /p.19d READ Decodable Reader 13B Reread for Fluency p.19b-19c Spelling: Vowel Sounds for <i>y</i> p.19e/RWN p.318 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 34a-34b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>crooked</i> Big Book: <i>Mr. George Baker</i> <p>Phonemic Awareness p. 34c/SE 14-15</p> <ul style="list-style-type: none"> Rhyming Words <p>Phonics/Spelling p. 34d-34f</p> <ul style="list-style-type: none"> Build Words p.34d Blend and Read p.34e/RWN p.323-324 ✓ Spelling: Dictation p.34f/RWN p.325
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 17RWN p.314</p> <ul style="list-style-type: none"> <i>always, become, day, everything, nothing, stays, things</i> <p>Text-Based Comprehension p. 17a/RWN p.315</p> <ul style="list-style-type: none"> Sequence 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 19/ SE p. 19/ TR DVD 125</p> <ul style="list-style-type: none"> <i>always, become, day, everything, nothing, stays, things</i> <p>Selection Vocabulary p. 20a p.20a/NT 13</p> <ul style="list-style-type: none"> <i>art, boy, grew, now, sunset, tower</i> Antonyms <p>Text-Based Comprehension p. 20b-33a/SE 20-33</p> <ul style="list-style-type: none"> READ <i>A Place to Play</i>^{1st} Read <p>Literary Text p. 33b</p> <ul style="list-style-type: none"> Realistic Fiction 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 34g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>always, become, day, everything, nothing, stays, things</i> Selection Words: <i>art, boy, grew, now, sunset, tower</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 34h/20b-35a/SE 20--35</p> <ul style="list-style-type: none"> READ <i>A Place to Play</i>– 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 35b</p> <ul style="list-style-type: none"> Accuracy and Appropriate Rate
<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG18-SG34</p>	<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG18-SG34</p>	<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG18-SG34</p>
<p><u>Language Arts</u></p> <p>Conventions p. 17c/GT 13</p> <ul style="list-style-type: none"> Action Verbs <p>Writing p. 17d-17e/RWN p.316</p> <ul style="list-style-type: none"> Realistic Story <p>Research and Inquiry p. 17f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p. 33c/RWN p.319</p> <ul style="list-style-type: none"> Action Verbs <p>Writing p. 33d-33e/RWN p.320</p> <ul style="list-style-type: none"> Realistic Story <p>Handwriting p.33f/RWN p.321</p> <ul style="list-style-type: none"> Letter <i>Yy</i>/Letter Size <p>Research and Inquiry p. 33g/TR DVD 13</p> <ul style="list-style-type: none"> Interview 	<p><u>Language Arts</u></p> <p>Conventions p. 36a/RWN p.326</p> <ul style="list-style-type: none"> Action Verbs <p>Writing pp. 36-37a/SE 36-37/WT 13A</p> <ul style="list-style-type: none"> Realistic Story <p>Listening and Speaking p. 37b</p> <ul style="list-style-type: none"> Relate an Experience in Sequence <p>Research and Inquiry p. 37c/RWN p.322</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.2.1.A, B, C, D, E, F, G, H, I, J, K CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.2.1.A, B, C, D, E, F, G, H, I, J, K CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, V, W, X CC.1.5.1.A, B, C, D, E, G</p>

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Unit 1.3 Week 1– A Place to Play	
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"> Oral Vocabulary: <i>makeshift, spindly</i> Read Aloud Anthology: “Out in the Country” <p>Phonemic Awareness pp. 38c</p> <ul style="list-style-type: none"> Add Initial Phonemes <p>Phonics/Spelling p. 38d—38h</p> <ul style="list-style-type: none"> Review Long <i>e</i> Spelled <i>e, ee</i>; Syllables VC/CV p.38d/LPI p.123-124 READ Decodable Reader 13C p.38e Spiral Review Fluent Word Reading p.38g Spelling: Vowel Sounds of <i>y</i> p.38h/RWN p.327 	<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"> Read Aloud Anthology: “Out in the Country” Review Oral Vocabulary ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 42c</p> <ul style="list-style-type: none"> Review Add Initial Phonemes <p>Phonics/Spelling p. 42c-42d</p> <ul style="list-style-type: none"> Review Vowel Sounds of <i>y</i>; Syllable Pattern CV Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 38i-41a/SE 38-41</p> <ul style="list-style-type: none"> READ “My Neighborhood, Then and Now” – Paired Selection <p>Fluency p. 41a</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. 42-43/SE 42-43/ TR DVD 127</p> <p>Vocabulary p. 43a</p> <p>Fluency p. 43a</p> <p>Text-Based Comprehension p. 43b</p> <ul style="list-style-type: none"> Review Sequence <p>Vocabulary p. 43b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 43c</p> <ul style="list-style-type: none"> Review Realistic Fiction <p>Assessment p. 43d</p> <ul style="list-style-type: none"> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG18-SG34</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG18-SG34</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 41b/RWN p.328</p> <ul style="list-style-type: none"> Action Verbs <p>Writing p. 41c-41d/WT 13B</p> <ul style="list-style-type: none"> Realistic Story <p>Research and Inquiry p. 41e</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 43g/LPI 127</p> <ul style="list-style-type: none"> Review Action Verbs <p>Writing p. 43h/WT 13C</p> <ul style="list-style-type: none"> Realistic Story <p>Research and Inquiry p. 43j</p> <ul style="list-style-type: none"> Communicate <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.M, N, O, P, Q, R, T, V, W, X CC.1.5.1.G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, V, W, X CC.1.5.1.G</p>
<p style="text-align: center;"><u>Daily Standards for the Arts and Humanities</u></p> <p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	

First Grade ELA Sequencing Document		
Unit 1.3 Week 2 – Ruby in Her Own Time		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 44j-46b/SE44-45/SwM p.14</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>attempt, event, time line</i> <p>Phonemic Awareness pp. 46-47/SE 46-47</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 47a-48d</p> <ul style="list-style-type: none"> Consonant Patterns <i>ng, nk</i> p.47a-48a READ Decodable Reader 14A p.48b Reread for Fluency p.48c Spelling Pretest p.48d/LPI 134 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 50a-50b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>famous, flatter</i> Big Book: <i>Mr. George Baker</i> <p>Phonemic Awareness p. 50c/SE 46-47</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 50d-51e</p> <ul style="list-style-type: none"> Compound Words p.50d-51a/SE 50/RWN p.333 READ Decodable Reader 14B p.51b Reread for Fluency p.51c Spelling: Words with <i>ng, nk</i> p.51e/RWN p.334 ✓ Monitor Progress-Check Word Reading p.51a 	<p><u>Get Ready to Read</u> Content Knowledge p. 74a-74b</p> <ul style="list-style-type: none"> Oral Vocabulary: correct Big Book: <i>Mr. George Baker</i> <p>Phonemic Awareness p. 74c/SE p.46-47</p> <ul style="list-style-type: none"> Add Phonemes <p>Phonics/Spelling p. 74d-74h</p> <ul style="list-style-type: none"> Build Words p.47d Blend and Read p.74e/RWN p.339-340 ✓ Spelling: Dictation p.74f/RWN p.341
<p><u>Read and Comprehend</u> High-Frequency Words p. 49/RWN p.330</p> <ul style="list-style-type: none"> <i>any, enough, ever, every, own, sure, were</i> <p>Text-Based Comprehension p. 49a/RWN p.331</p> <ul style="list-style-type: none"> Compare and Contrast 	<p><u>Read and Comprehend</u> High-Frequency Words p. 51/SE 51/LPI p.133</p> <ul style="list-style-type: none"> <i>any, enough, ever, every, own, sure, were</i> <p>Selection Vocabulary p. 52a/VT 14</p> <ul style="list-style-type: none"> <i>beautiful, father, feather, flew, howling, mother, night, precious</i> Synonyms <p>Text-Based Comprehension p. 52b-73a/SE 52-73</p> <ul style="list-style-type: none"> READ <i>Ruby in Her Own Time</i>-1st Read <p>Literary Text p. 73b</p> <ul style="list-style-type: none"> Story Elements 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 74g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>any, enough, ever, every, own, sure, were</i> Selection Words: <i>beautiful, father, feather, flew, howling, mother, night, precious</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 52b-74h/SE 52-75</p> <ul style="list-style-type: none"> READ <i>Ruby in Her Own Time</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 75b</p> <ul style="list-style-type: none"> Appropriate Phrasing
<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 14/ TR DVD</p> <ul style="list-style-type: none"> Verbs That Add -s <p>Writing p. 49d-49e/RWN p.332</p> <ul style="list-style-type: none"> Comments About a Story <p>Research and Inquiry p. 49f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 73c/RWN p.335</p> <ul style="list-style-type: none"> Verbs That Add -s <p>Writing p. 73d-73e/RWN p.336</p> <ul style="list-style-type: none"> Comments About a Story <p>Handwriting p.73f/RWN p.337</p> <ul style="list-style-type: none"> Letter <i>Kk</i>/Letter Slant <p>Research and Inquiry p. 73g</p> <ul style="list-style-type: none"> Glossary 	<p><u>Language Arts</u> Conventions p. 76a/RWn p.342</p> <ul style="list-style-type: none"> Verbs That Add -s <p>Writing pp. 76-77a/SE 76-77</p> <ul style="list-style-type: none"> Comments About a Story <p>Listening and Speaking p. 77b</p> <ul style="list-style-type: none"> Share Information About Respect <p>Research and Inquiry p. 77c/RWN p.338</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, 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.1.4.1.G, H, I, J, K, L, 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.1.4.1.G, H, I, J, K, L, T, V, W, X CC.1.5.1.A, B, C, D, E, G 9.3.3.F</p>

First Grade ELA Sequencing Document	
Unit 1.3 Week 2 – Ruby in Her Own Time	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 78a-78b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>common, lovely</i> Read Aloud Anthology: "Hermia's Shell" <p>Phonemic Awareness pp. 78c</p> <ul style="list-style-type: none"> Segment and Blend Syllables <p>Phonics/Spelling p. 78d-78h</p> <ul style="list-style-type: none"> Review Vowel Sounds of <i>y</i>, Syllable Pattern CV p.78d/LPI p.131-132 READ Decodable Reader 14C p.78e Spiral Review Fluent Word Reading p.78g Spelling: Words with <i>ng, nk</i> p.78h/RWN p.343 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 82a-82b</p> <ul style="list-style-type: none"> Review Oral Vocabulary Read Aloud Anthology: "Hermia's Shell" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 82c</p> <ul style="list-style-type: none"> Review Add Final Phonemes <p>Phonics/Spelling p. 82c-82d</p> <ul style="list-style-type: none"> Review Consonant Patterns <i>ng, nk</i>; Compound Words Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 78i-81/SE 78-81</p> <ul style="list-style-type: none"> READ "The Ugly Duckling" – Paired Selection <p>Fluency p. 81a</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. 82-83/SE 82-83</p> <p>Vocabulary p. 83a</p> <p>Fluency p. 83a</p> <p>Text-Based Comprehension p. 83b</p> <ul style="list-style-type: none"> Review Compare and Contrast <p>Vocabulary p. 83b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 83c</p> <ul style="list-style-type: none"> Review Fairy Tale <p>Assessment p. 83d</p> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG18-SG34</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG18-SG34</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 81b/RWN p.344</p> <ul style="list-style-type: none"> Verbs That Add -s <p>Writing p. 81c-81d/WT 14B</p> <ul style="list-style-type: none"> Comments About a Story <p>Research and Inquiry p. 81e</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 83g/LPI 135</p> <ul style="list-style-type: none"> Review Verbs That Add -s <p>Writing p. 83h-83i/WT 14C/ TR DVD</p> <ul style="list-style-type: none"> Comments About a Story <p>Research and Inquiry p. 83j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 83k</p>
<p style="text-align: center;"><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.G, H, I, J, K, L, 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.A, B, C, E, G, H, I, J, K CC.1.4.1.G, H, I, J, K, L, T, V, W, X CC.1.5.1.G</p>
<p style="text-align: center;"><u>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 1.3 Week 3 – The Class Pet		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 84j-85b/SE 84-85/SwM 15</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>features, mature, natural</i> <p>Phonemic Awareness pp. 86-87/SE 86-87</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 87a-88d</p> <ul style="list-style-type: none"> Ending <i>-es</i>, Plural <i>-es</i> p.87a-88A/Se 88/rwn P.345 READ Decodable Reader 15A p.88B-88C Reread for Fluency p.88c Spelling Pretest p.88d/LPI 142 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 90a-90b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>swoop, tumble</i> Big Book: <i>Mr. George Baker</i> <p>Phonemic Awareness p. 90c/SE 86-87</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 90d-91e</p> <ul style="list-style-type: none"> Vowels; <i>r</i>-Controlled <i>ar, ore</i> p.90d-91a/SE 90/RWN p.349 READ Decodable Reader 15B p 91b-91c. Reread for Fluency p.91c Spelling: Words with <i>-es</i> p.91e/RWN p.350 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 106a-106b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>crumple</i> Big Book: <i>Mr. George Baker</i> <p>Phonemic Awareness p. 106c/SE 86-87</p> <ul style="list-style-type: none"> Add Phonemes <p>Phonics/Spelling p. 106d-106f</p> <ul style="list-style-type: none"> Build Words p.106d Blend and Read p.106e/RWN p.355-356 Spelling: Dictation p.RWN p.357
<p><u>Read and Comprehend</u> High-Frequency Words p. 89/RWN p.346</p> <ul style="list-style-type: none"> <i>away, car, friends, house, our, school, very</i> <p>Text-Based Comprehension p. 89a-89b/RWN p. 347</p> <ul style="list-style-type: none"> Fact and Opinion 	<p><u>Read and Comprehend</u> High-Frequency Words p. 91/SE 91/LPI 141/ TR DVD</p> <ul style="list-style-type: none"> <i>away, car, friends, house, our, school, very</i> <p>Selection Vocabulary p. 92a/VT 15/TR DVD</p> <ul style="list-style-type: none"> <i>brown, fur, mouse, teaches</i> Descriptive Words <p>Text-Based Comprehension p. 92b-105a/SE 92-105</p> <ul style="list-style-type: none"> READ <i>The Class Pet</i>-1st Read <p>Genre p. 105b</p> <ul style="list-style-type: none"> Expository Text 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 106g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>away, car, friends, house, our, school, very</i> Selection Words: <i>brown, fur, mouse, teaches</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 106h-107a/SE 106-107</p> <ul style="list-style-type: none"> READ <i>The Class Pet</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 107b</p> <ul style="list-style-type: none"> Appropriate Phrasing
<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG35-SG51</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG35-SG51</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG35-SG51</p>
<p><u>Language Arts</u> Conventions p. 89c/GT 15</p> <ul style="list-style-type: none"> Verbs That Do Not Add -s <p>Writing p. 89d-89e/RWN p.348</p> <ul style="list-style-type: none"> Summary <p>Research and Inquiry p. 89f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 105c/RWN p.351</p> <ul style="list-style-type: none"> Verbs That Do Not Add -s <p>Writing p. 105d-105e/RWN p.352</p> <ul style="list-style-type: none"> Summary <p>Handwriting p.105f/RWN p.353</p> <ul style="list-style-type: none"> Letter <i>Rr</i>/Letter Size <p>Research and Inquiry p. 105g/RT 15</p> <ul style="list-style-type: none"> Classifying/Categorizing 	<p><u>Language Arts</u> Conventions p. 108a/RWN p.358</p> <ul style="list-style-type: none"> Verbs That Do Not Add -s <p>Writing pp. 108-109/SE 108-108/RWN p.352</p> <ul style="list-style-type: none"> Summary <p>Listening and Speaking p. 109b</p> <ul style="list-style-type: none"> Give Descriptions <p>Research and Inquiry p. 109c</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, 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.1.4.1.G, H, I, J, K, L, 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.1.4.1.G, H, I, J, K, L, T, V, W, X CC.1.5.1.A, B, C, D, E, G 9.3.3.F</p>

First Grade ELA Sequencing Document	
Unit 1.3 Week 3 – The Class Pet	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 110a-110b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>nibble, nudges, wriggle</i> Read Aloud Anthology: "Pup Grows Up" <p>Phonemic Awareness pp. 110c</p> <ul style="list-style-type: none"> Segment and Blend Syllables <p>Phonics/Spelling p. 110d-110h</p> <ul style="list-style-type: none"> Review Consonant Patterns <i>ng, nk</i>; Compound Words p.110d/LPI 139-140 READ Decodable Reader 15C p.110e-110f Spiral Review Fluent Word Reading p. 110g Spelling: Words with <i>-es</i> p.110h/RWN p.359 	<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"> Review Oral Vocabulary Read Aloud Anthology: "Pup Grows Up" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 116c</p> <ul style="list-style-type: none"> Review Add Final Phonemes <p>Phonics/Spelling p. 116c-116d</p> <ul style="list-style-type: none"> Review Ending <i>-es</i>, Plural <i>-es, r</i>-Controlled <i>or, ore</i> Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Science in Reading p. 110i-115a/SE 110-115</p> <ul style="list-style-type: none"> READ "Belling the Cat" – Paired Selection <p>Fluency p. 115b</p> <ul style="list-style-type: none"> Appropriate Phrasing ✓ Monitor Progress-Fluency Rate 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking pp. 116-117/SE 116-117</p> <p>Vocabulary p. 117a</p> <p>Fluency p. 117a</p> <p>Text-Based Comprehension p. 117b</p> <ul style="list-style-type: none"> Review Fact and Opinion <p>Vocabulary p. 117b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 117c</p> <ul style="list-style-type: none"> Review Fable <p>Assessment p. 117d</p> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG35-SG51</p>	<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG35-SG51</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 115c/RWN p.360</p> <ul style="list-style-type: none"> Verbs That Do Not Add <i>-s</i> <p>Writing p. 115d-115e</p> <ul style="list-style-type: none"> Summary <p>Research and Inquiry p. 115f/RWN p.354</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 117g/LPI 143/ TR DVD</p> <ul style="list-style-type: none"> Review Verbs That Do Not Add <i>-s</i> <p>Writing p. 117h-117i</p> <ul style="list-style-type: none"> Summary <p>Research and Inquiry p. 117j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 117k</p>
<u>Standards</u>	<u>Standards</u>
<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>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>
<u>Daily Standards for the Arts and Humanities</u>	
<p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	

First Grade ELA Sequencing Document		
Unit 1.3 Week 4 – Frog and Toad Together		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 118j-119b/SE 118-119</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>gardener, nature, sprout</i> SwM p.16 <p>Phonemic Awareness pp. 120-121/SE 120-121</p> <ul style="list-style-type: none"> Isolate Final Phonemes <p>Phonics/Spelling p. 121a-122d</p> <ul style="list-style-type: none"> Adding Endings p.121a-122/SE 122 READ Decodable Reader 16A p.122b Reread for Fluency p.122c Spelling Pretest p.122d/LP TR DVD 150 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 124a-124b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>dim, shade</i> Big Book: <i>What Makes the Seasons?</i> <p>Phonemic Awareness p. 124c/SE 120-121</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 124d-125e</p> <ul style="list-style-type: none"> Vowels; <i>r</i>-Controlled <i>ar</i> p.124d Review Adding Endings <i>-ed, -ing</i> p.125d READ Decodable Reader 16B p.125b-125c Reread for Fluency p.125c Spelling: Words with <i>-ed</i> p.125e ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 142a-142b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>sprinkling</i> Big Book: <i>What Makes the Seasons?</i> <p>Phonemic Awareness p. 142c/SE 120-121</p> <ul style="list-style-type: none"> Add Phonemes <p>Phonics/Spelling p. 142d-142f</p> <ul style="list-style-type: none"> Build Words p.142d Blend and Read p.142e/RWN p.371-372 Spelling: Dictation p.142f/RWN p.373
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 123/SE 123/RWN 362</p> <ul style="list-style-type: none"> <i>afraid, again, few, how, read, soon</i> <p>Text-Based Comprehension p. 123a-123b/RWN 363</p> <ul style="list-style-type: none"> Author's Purpose 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 125/LPI p.149/ TR DVD</p> <ul style="list-style-type: none"> <i>afraid, again, few, how, read, soon</i> <p>Selection Vocabulary p. 126a/VT 16</p> <ul style="list-style-type: none"> <i>rain, ground, head, shouted, shouting</i> Strategy: Dictionary/Glossary <p>Text-Based Comprehension p. 126b-141a/SE p.126-141</p> <ul style="list-style-type: none"> READ <i>Frog and Toad Together</i>-1st Read <p>Literary Text p. 141a</p> <ul style="list-style-type: none"> Animal Fantasy 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 142g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>afraid, again, few, how, read, soon</i> Selection Words: <i>ground, head, rain, shouted, shouting</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 121-141/142h-143/SE 126-143</p> <ul style="list-style-type: none"> READ <i>Frog and Toad Together</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 143b</p> <ul style="list-style-type: none"> Expression and Intonation
<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG52-SG68</p>	<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG52-SG68</p>	<p><u>Differentiated Instruction (Small Group Time)</u></p> <p>pp. SG52-SG68</p>
<p><u>Language Arts</u></p> <p>Conventions p. 123c/GT 16/ TR DVD</p> <ul style="list-style-type: none"> Verbs for Past and for Future <p>Writing p. 123d-123e/RWN p.364</p> <ul style="list-style-type: none"> Lists <p>Research and Inquiry p. 123f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p. 141b/RWN p.367</p> <ul style="list-style-type: none"> Verbs for Past and for Future <p>Writing p. 141c-141d/RWN p.368</p> <ul style="list-style-type: none"> Lists <p>Handwriting p.141e/RWN p.369</p> <ul style="list-style-type: none"> Letter <i>Cc</i>/Letter Spacing <p>Research and Inquiry p. 141f/RT 16/ TR DVD</p> <ul style="list-style-type: none"> Diagram 	<p><u>Language Arts</u></p> <p>Conventions p. 144a/RWN p.374</p> <ul style="list-style-type: none"> Verbs for Past and for Future <p>Writing pp. 144-145a/SE 144-145/WT 16A</p> <ul style="list-style-type: none"> Lists <p>Listening and Speaking p. 145b</p> <ul style="list-style-type: none"> Poetry Presentation <p>Research and Inquiry p. 145c/RWN p.370</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G, F</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G, F</p>

First Grade ELA Sequencing Document	
Unit 1.3 Week 4 – Frog and Toad Together	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 146a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>destroy, humongous</i> <p>Phonemic Awareness pp. 146c</p> <ul style="list-style-type: none"> Segment and Blend Syllables <p>Phonics/Spelling p. 146d</p> <ul style="list-style-type: none"> Review Ending <i>-es</i> and Plural <i>-es; r-Controlled or, ore</i> READ Decodable Reader 16C Spiral Review Fluent Word Reading Spelling: Words with <i>-ed</i> 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 148a</p> <ul style="list-style-type: none"> Review Oral Vocabulary ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 148c</p> <ul style="list-style-type: none"> Review Rhyming Words <p>Phonics/Spelling p. 148c</p> <ul style="list-style-type: none"> Review Adding Endings; <i>r-Controlled ar</i> Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Science in Reading p. 146i</p> <ul style="list-style-type: none"> READ "Growing Plants" – Paired Selection <p>Fluency p. 147b</p> <ul style="list-style-type: none"> Expression and Intonation ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking pp. 148-149</p> <p>Vocabulary p. 149a</p> <p>Fluency p. 149a</p> <p>Text-Based Comprehension p. 149b</p> <ul style="list-style-type: none"> Review Author's Purpose <p>Vocabulary p. 149b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 149c</p> <ul style="list-style-type: none"> Review How-to Article <p>Assessment p. 149d</p> <ul style="list-style-type: none"> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. 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. 147c/RWN p.376</p> <ul style="list-style-type: none"> Verbs for Past and for Future <p>Writing p. 147d-147e/WT 16B</p> <ul style="list-style-type: none"> Lists <p>Research and Inquiry p. 147f</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 149g/LPI 151/ TR DVD</p> <ul style="list-style-type: none"> Review Verbs for Past and for Future <p>Writing p. 149h-149i /WT 16C/ TR DVD</p> <ul style="list-style-type: none"> Lists <p>Research and Inquiry p. 149j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 149k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.2.1.L CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>
<p style="text-align: center;"><u>Daily Standards for the Arts and Humanities</u></p> <p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	

First Grade ELA Sequencing Document

Unit 1.3 Week 5 – I'm a Caterpillar

Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 150j</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>cycle, develop, insect</i> <p>Phonemic Awareness pp. 152-153</p> <ul style="list-style-type: none"> Isolate Medial and Final Phonemes <p>Phonics/Spelling p. 153a</p> <ul style="list-style-type: none"> Vowels: <i>r</i>-Controlled <i>er, ir, ur</i> READ Decodable Reader 17A Reread for Fluency Spelling Pretest/ LPI TR DVD 158 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 156a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>rearrange</i> Big Book: <i>What Makes the Seasons?</i> <p>Phonemic Awareness p. 156c</p> <ul style="list-style-type: none"> Isolate Medial and Final Phonemes <p>Phonics/Spelling p. 156d-157e</p> <ul style="list-style-type: none"> Contractions with <i>'s, 've, 're</i> p. 156d-157a/RWN p.381 Review <i>r</i>-Controlled <i>/är/ ar</i> p.157d READ Decodable Reader 17B p.157b-157c Reread for Fluency p.157c Spelling: Words with <i>er, ir, ur</i> p.157e ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 174a-174b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>flurries</i> Big Book: <i>What Makes the Seasons?</i> <p>Phonemic Awareness p. 174c</p> <ul style="list-style-type: none"> Add Phonemes <p>Phonics/Spelling p. 174d-174f</p> <ul style="list-style-type: none"> Sort Words p.174d Blend and Read p.174e/RWN p.387-388 Spelling: Dictation p.174f/RWN p.389
<p><u>Read and Comprehend</u> High-Frequency Words p. 155/ RWN p. 378</p> <ul style="list-style-type: none"> <i>done, know, push, visit wait</i> <p>Text-Based Comprehension p. 155a</p> <ul style="list-style-type: none"> Fact and Opinion 	<p><u>Read and Comprehend</u> High-Frequency Words p. 157/LPI 157/TR DVD</p> <ul style="list-style-type: none"> <i>done, know, push, visit, wait</i> <p>Selection Vocabulary p. 158a/NT 17/TR DVD</p> <ul style="list-style-type: none"> <i>caterpillar, chrysalis, crawl, pupa, shiver</i> Strategy: Dictionary/Glossary <p>Text-Based Comprehension p. 158b-173a/SE 158-173</p> <ul style="list-style-type: none"> READ <i>I'm a Caterpillar</i>-1st Read <p>Literary Text p. 173a</p> <ul style="list-style-type: none"> True Story or Fantasy 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 174g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>done, know, push, visit, wait</i> Selection Words: <i>caterpillar, chrysalis, crawl, pupa, shiver</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 158b-173a/174h-175/SE 158-175</p> <ul style="list-style-type: none"> READ <i>I'm a Caterpillar</i> – 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 175b</p> <ul style="list-style-type: none"> Expression and Intonation
<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. 155c/GT 17/ TR DVD</p> <ul style="list-style-type: none"> Verbs <i>Am, Is, Are, Was, and Were</i> <p>Writing p. 155d-155e/RWN p.380</p> <ul style="list-style-type: none"> Captions and Pictures <p>Research and Inquiry p. 155f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 173b/RWN p.383</p> <ul style="list-style-type: none"> Verbs <i>Am, Is, Are, Was, and Were</i> <p>Writing p. 173c-173d/RWN p.384</p> <ul style="list-style-type: none"> Captions and Pictures <p>Handwriting p.173e/RWN p.385</p> <ul style="list-style-type: none"> Letter <i>Vv</i> Left-to-Right Progression <p>Research and Inquiry p. 173f/RT 17/ TR DVD</p> <ul style="list-style-type: none"> My Computer 	<p><u>Language Arts</u> Conventions p. 176a/RWN p.390</p> <ul style="list-style-type: none"> Verbs <i>Am, Is, Are, Was, and Were</i> <p>Writing pp. 176-177/SE 176-177</p> <ul style="list-style-type: none"> Captions and Pictures <p>Listening and Speaking p. 177b</p> <ul style="list-style-type: none"> Share Information and Ideas <p>Research and Inquiry p. 177c/RWN p.386</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.2.1.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, U, 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, U, V, W, X CC.1.5.1.A, B, C, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.3 Week 5 – I'm a Caterpillar	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 178a-178b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>emerge, fragile, vessel</i> Read Aloud Anthology: "Song of the Cicada" <p>Phonemic Awareness pp. 178c</p> <ul style="list-style-type: none"> Segment and Blend Syllables <p>Phonics/Spelling p. 178d-178h</p> <ul style="list-style-type: none"> Review Ending <i>-ed, -ing, r-Controlled ar</i> p.178d/LPI 155-156 READ Decodable Reader 17C p.178e Spiral Review Fluent Word Reading p.178g Spelling: Words with <i>er, ir, ur</i> p.178h/RWN p.391 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 180a-180b</p> <ul style="list-style-type: none"> Review Oral Vocabulary Read Aloud Anthology: "Song of the Cicada" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 180c</p> <ul style="list-style-type: none"> Review Rhyming Words <p>Phonics/Spelling p. 180c-180d</p> <ul style="list-style-type: none"> Review <i>r-Controlled er, ir, ur</i>, Contractions with <i>'s, 've, 're</i> Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>21st Century Skills p. 178i</p> <ul style="list-style-type: none"> READ "My Computer" – Paired Selection/ SE 178-179 <p>Fluency p. 179b</p> <ul style="list-style-type: none"> Expression and Intonation ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking pp. 180-181</p> <p>Vocabulary p. 181a</p> <p>Fluency p. 181a</p> <p>Text-Based Comprehension p. 181b</p> <ul style="list-style-type: none"> Review Fact and Opinion <p>Vocabulary p. 181b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 181c</p> <ul style="list-style-type: none"> Review Literary Nonfiction <p>Assessment p. 149d</p> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<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. 179c/RWN p.392</p> <ul style="list-style-type: none"> Verbs <i>Am, Is, Are, Was, and Were</i> <p>Writing p. 179d-179e/WT 17B</p> <ul style="list-style-type: none"> Captions and Pictures <p>Research and Inquiry p. 179f</p> <ul style="list-style-type: none"> Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 181g/LPI 159/ TR DVD</p> <ul style="list-style-type: none"> Review Verbs <i>Am, Is, Are, Was, and Were</i> <p>Writing p. 181h-181i/WT 17C</p> <ul style="list-style-type: none"> Captions and Pictures <p>Research and Inquiry p. 181j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 181k</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, U, V, W, X CC.1.5.1.G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, U, V, W, X CC.1.5.1.G</p>
<p style="text-align: center;"><u>Daily Standards for the Arts and Humanities</u></p> <p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	

First Grade ELA Sequencing Document		
Unit 1.3 Week 6 – Where Are My Animal Friends?		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 182j-183b/SE 182-183</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>hibernate, migrate, temperature</i> SWM BB p.18 <p>Phonemic Awareness pp. 184-185/SE p.184-185</p> <ul style="list-style-type: none"> Segment and Blend Two-Syllable Words <p>Phonics/Spelling p. 185a-186d</p> <ul style="list-style-type: none"> Comparative Endings <i>-er, -est</i> p.185a-186a/SE p.186/RWN p.393 READ Decodable Reader 18A p.186a Reread for Fluency p.186c Spelling Pretest p.186d/LPI p.166 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 188a-188b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>autumn</i> Big Book: <i>What Makes the Seasons</i> <p>Phonemic Awareness p. 188c/SE 184-185</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 188d-189e</p> <ul style="list-style-type: none"> Consonant Pattern <i>-dge</i> 188d Review Endings <i>-ing, -ed</i> p.189d READ Decodable Reader 18B p.189b Reread for Fluency p.189c Spelling: Comparative Endings <i>-er, -est</i> p.189e/RWN p.398 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 208a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>freeze</i> <p>Phonemic Awareness p. 208c</p> <ul style="list-style-type: none"> Add Phonemes <p>Phonics/Spelling p. 208d</p> <ul style="list-style-type: none"> Build Words Blend and Read Spelling: Dictation
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 187/SE p.187/RWN p. 394</p> <ul style="list-style-type: none"> <i>before, does, good-bye, oh, right, won't</i> <p>Text-Based Comprehension p. 187a/RWN p.395</p> <ul style="list-style-type: none"> Draw Conclusions 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 189/LPI p. 165</p> <ul style="list-style-type: none"> <i>before, does, good-bye, oh, right, won't</i> <p>Selection Vocabulary p. 190a/VT 18</p> <ul style="list-style-type: none"> <i>butterfly, goose, raccoon, spring, warm</i> Strategy: Context Clues <p>Text-Based Comprehension p. 190b</p> <ul style="list-style-type: none"> READ <i>Where Are My Animal Friends?</i>-1st Read <p>Literary Text p. 207b</p> <ul style="list-style-type: none"> Drama 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 208g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>before, does, good-bye, oh, right, won't</i> Selection Words: <i>butterfly, goose, raccoon, spring, warm</i> ✓ Monitoring Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 208h</p> <ul style="list-style-type: none"> READ <i>Where Are My Animal Friends?</i>- 2nd Read ✓ Monitoring Progress-Check Retelling <p>Fluency p. 209b</p> <ul style="list-style-type: none"> Expression and Intonation
<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG86-SG102</p>	<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG86-SG102</p>	<p><u>Differentiated Instruction</u> (Small Group Time) pp. SG86-SG102</p>
<p><u>Language Arts</u></p> <p>Conventions p. 187c/GT 18/ TR DVD</p> <ul style="list-style-type: none"> Contractions with <i>Not</i> <p>Writing p. 187d-187e/RWN p.396</p> <ul style="list-style-type: none"> Play Scene <p>Research and Inquiry p. 187f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p. 207c/RWN p.399</p> <ul style="list-style-type: none"> Contractions with <i>Not</i> <p>Writing p. 207d-207e/RWN p.400</p> <ul style="list-style-type: none"> Play Scene <p>Handwriting p.207f/ RWN p.401</p> <ul style="list-style-type: none"> Letter <i>Jj</i>/Letter Slant <p>Research and Inquiry p. 207g/RT 18/ TR DVD</p> <ul style="list-style-type: none"> Picture Graph 	<p><u>Language Arts</u></p> <p>Conventions p. 210a/RWN p.406</p> <ul style="list-style-type: none"> Contractions with <i>Not</i> <p>Writing pp. 210-211a/WT 18A/SE p.210-211</p> <ul style="list-style-type: none"> Play Scene <p>Listening and Speaking p. 211b</p> <ul style="list-style-type: none"> Give Announcements <p>Research and Inquiry p. 211c/RWN p.402</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.A, B, D, E, I, J, K CC.1.4.1.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.A, B, D, E, I, J, K CC.1.4.1.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.G 9.1.3.B, E</p>

First Grade ELA Sequencing Document	
Unit 1.3 Week 6 – Where Are My Animal Friends?	
Day 4	Day 5
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 212a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>bitterly, weary</i> <p>Phonemic Awareness pp. 212c</p> <ul style="list-style-type: none"> Change Initial Phonemes <p>Phonics/Spelling p. 212d</p> <ul style="list-style-type: none"> Review <i>r</i>-Controlled <i>er, ir, ur</i>, Contractions with <i>'s, 've, 're</i> READ Decodable Reader 18C/ LPI TR DVD 163-164 Spiral Review Fluent Word Reading Spelling: Comparative Endings <i>-er, -est</i> 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 216a</p> <ul style="list-style-type: none"> Review Oral Vocabulary ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 216c</p> <ul style="list-style-type: none"> Review Rhyming Words <p>Phonics/Spelling p. 216c</p> <ul style="list-style-type: none"> Review Comparative Endings <i>-er, -est</i>, Consonant Pattern <i>-dge</i> Spelling Test
<p><u>Read and Comprehend</u></p> <p>Poetry in Reading p. 212i</p> <ul style="list-style-type: none"> READ "Poetry Collection" – Paired Selection <p>Fluency p. 215a</p> <ul style="list-style-type: none"> Expression and Intonation ✓ Monitor Progress-Check Fluency 	<p><u>Read and Comprehend</u></p> <p>Listening and Speaking pp. 216-217</p> <p>Vocabulary p. 217a</p> <p>Fluency p. 217a</p> <p>Text-Based Comprehension p. 217b</p> <ul style="list-style-type: none"> Review Draw Conclusions <p>Vocabulary p. 217b</p> <ul style="list-style-type: none"> Review High-Frequency and Selection Words <p>Genre p. 217c</p> <ul style="list-style-type: none"> Review Poetry <p>Assessment p. 217d</p> <ul style="list-style-type: none"> ✓ Monitoring Progress-Sentence Reading, Fluency and Comprehension
<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG86-SG102</p>	<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG86-SG102</p>
<p><u>Language Arts</u></p> <p>Conventions p. 215b/RWN p.408</p> <ul style="list-style-type: none"> Contractions with <i>Not</i> <p>Writing p. 215c/WT 18B</p> <ul style="list-style-type: none"> Play Scene <p>Research and Inquiry p. 215e</p> <ul style="list-style-type: none"> Synthesize 	<p><u>Language Arts</u></p> <p>Conventions p. 217g/LPI p.167/ TR DVD</p> <ul style="list-style-type: none"> Review Contractions with <i>Not</i> <p>Writing p. 271h-271i/WT 18c/ TR DVD</p> <ul style="list-style-type: none"> Play Scene <p>Research and Inquiry p. 217j</p> <ul style="list-style-type: none"> Communicate <p>Wrap Up Your Week! p. 217k</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.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.G 91.3.B, E</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.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.G</p>
<p><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>	