

First Grade ELA Sequencing Document		
Unit 1.4 Week 1 – Mama’s Birthday Present		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 12j-13b/SE 12-13/SwM BB p.19</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>celebrate, cherish, grateful</i> <p>Phonemic Awareness pp. 14-15/SE14-15</p> <ul style="list-style-type: none"> Long a <p>Phonics/Spelling p. 15a-17</p> <ul style="list-style-type: none"> Vowel Digraphs <i>ai, ay</i> p.16-16a/SE p.16/RWN p.409 READ Decodable Reader 19A p.16b-16c Reread for Fluency Spelling Pretest p.16d/LPI p.174 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 18a-18b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>delicate</i> Big Book: <i>Out of the Ocean</i> <p>Phonemic Awareness p. 18c/SE 14-15</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 18d-19e</p> <ul style="list-style-type: none"> Singular and Plural Possessives p.18d/SE p. 18/ RWN 413 Review Comparative and Inflected Endings p.19d READ Decodable Reader 19B p.19b-19c Reread for Fluency p.19c Spelling: Words with <i>ai, ay</i> p.19e/RWN 414 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 44a-44b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>rarest</i> Big Book: <i>Out of the Ocean</i> <p>Phonemic Awareness p. 44c/SE 14-15</p> <ul style="list-style-type: none"> Rhyming Words <p>Phonics/Spelling p. 44d-44f</p> <ul style="list-style-type: none"> Build Words p.44d Blend and Read p.44e/RWN 419-420 ✓ Spelling: Dictation p.44f/RWN p.421
<p><u>Read and Comprehend</u> High-Frequency Words p. 17/RWN p.410</p> <ul style="list-style-type: none"> <i>about, enjoy, give, surprise, worry, would</i> <p>Text-Based Comprehension p. 17a-17b/RWN p.411/SE p. EI 4</p> <ul style="list-style-type: none"> Draw Conclusions 	<p><u>Read and Comprehend</u> High-Frequency Words p. 19/SE19/LPI TR DVD 173</p> <ul style="list-style-type: none"> <i>about, enjoy, give, surprise, worry, would</i> <p>Selection Vocabulary p. 20a/VT 19</p> <ul style="list-style-type: none"> <i>break, buñuelos, confetti, guitar, piñata, present, tortilla, wonderful</i> Time and Order Words <p>Tex-Based Comprehension p. 20b-43a/SE 20-43/SE p. EI 13</p> <ul style="list-style-type: none"> READ <i>Mamma’s Birthday Present</i>—1st Read <p>Literary Text p. 43b</p> <ul style="list-style-type: none"> Sensory Details 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 44g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>about, enjoy, give, surprise, worry, would</i> Selection Words: <i>break, buñuelos, confetti, guitar, piñata, present, tortilla, wonderful</i> ✓ Monitor Progress-Check Retelling <p>Tex-Based Comprehension p. 20b-43a/44h-45a/SE20-45</p> <ul style="list-style-type: none"> READ <i>Mamma’s Birthday Present</i>—2nd Read ✓ Monitor Progress- Check Retelling <p>Fluency p. 45b</p> <ul style="list-style-type: none"> Expression and Intonation
<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG1-SG17</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG1-SG17</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG1-SG17</p>
<p><u>Language Arts</u> Conventions p. 17c/GT 19</p> <ul style="list-style-type: none"> Adjectives <p>Writing p. 17d-17e/RWN p.412</p> <ul style="list-style-type: none"> Friendly Letter <p>Research and Inquiry p. 17f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 43b/RWN p.415</p> <ul style="list-style-type: none"> Adjectives <p>Writing p. 43c-43d/RWN p.416</p> <ul style="list-style-type: none"> Friendly Letter <p>Handwriting p. 43e/RWN p.417</p> <ul style="list-style-type: none"> Letters <i>Mm</i>/Letter Size <p>Research and Inquiry p. 43f/RT 19</p> <ul style="list-style-type: none"> Parts of a Book 	<p><u>Language Arts</u> Conventions p. 46a/RWN p.422</p> <ul style="list-style-type: none"> Adjectives <p>Writing p. 46-47a/SE46-47/WT 19A</p> <ul style="list-style-type: none"> Friendly Letter <p>Listening and Speaking p. 47b</p> <ul style="list-style-type: none"> Gives Descriptions <p>Research and Inquiry p. 47c/RWN p.418</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, M,T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.2.1.A, B, C, E, F, G, H 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.1.2.1.A, B, C, E, F, G, H 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.A, B, C, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.4 Week 1 – Mama’s Birthday Present	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 48a-48b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>genuine, loot</i> • Read Aloud Anthology: “Treasures of the Heart” <p>Phonemic Awareness p. 48c</p> <ul style="list-style-type: none"> • Change Initial Phonemes <p>Phonics/Spelling p. 48d-48h</p> <ul style="list-style-type: none"> • Review Endings –er, -est; Consonant Pattern –dge p.48d/LPI p.171-172 • READ Decodable Reader 19C p.48e-48f • Spelling: Words with <i>ai, ay</i> p.48h/RWN p.423 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 50a-50b</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Read Aloud Anthology: “Treasures of the Heart” ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 50c</p> <ul style="list-style-type: none"> • Review Change Initial Phonemes <p>Phonics/Spelling p. 50c-50d</p> <ul style="list-style-type: none"> • Review Vowel Digraphs <i>ai, ay</i>; Singular and Plural Possessives p.50c • Spelling Test p.50d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 48i-49a/SE 48-49</p> <ul style="list-style-type: none"> • READ “Limonada Recipe—Paired Selection <p>Fluency p. 49a</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 p. 50-51/SE 50-51</p> <p>Vocabulary p. 51a</p> <p>Fluency p. 51a</p> <p>Tex-Based Comprehension p. 51b</p> <ul style="list-style-type: none"> • Review Draw Conclusions <p>Vocabulary p. 51b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 51c</p> <ul style="list-style-type: none"> • Review Recipe <p>Assessment p. 51d</p> ✓ Monitor Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG1-SG17</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG1-SG17</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 49c/RWN p.424</p> <ul style="list-style-type: none"> • Adjectives <p>Writing p. 49d-49e/WT 19B/</p> <ul style="list-style-type: none"> • Friendly Letter <p>Research and Inquiry p. 49f</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 51g/LPI 175</p> <ul style="list-style-type: none"> • Review Adjectives <p>Writing p. 51h-51i/WT 19C</p> <ul style="list-style-type: none"> • Friendly Letter <p>Research and Inquiry p. 51j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap up Your Week! p. 51k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.2.1.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 1.4 Week 2 – Cinderella		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 52j-53b/SE52-53</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>delightful, imagination, original</i> SwM BB 20 <p>Phonemic Awareness pp. 54-55/SE54-55</p> <ul style="list-style-type: none"> Long e <p>Phonics/Spelling p. 55a-56d</p> <ul style="list-style-type: none"> Vowel Digraph <i>ea</i> p.55a-56a/SE 56/RWN p.425 READ Decodable Reader 20A p.56b-56c Reread for Fluency p.56c Spelling Pretest p.56d/LPI p.182 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 58a-58b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>carve</i> Big Book: <i>Out of the Ocean</i> <p>Phonemic Awareness p. 58c/SE 54-55</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 58d-59e</p> <ul style="list-style-type: none"> Adding Endings p.58d/SE 58 Review Vowel Digraphs <i>ai, ay</i> p.58d-59a/59d/RWN p.429 READ Decodable Reader 20B p.59b-59c Reread for Fluency p.59c Spelling: Words with <i>ea</i> p.59e/RWN p.430 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 78a-78b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>tangle</i> Big Book <i>Out of the Ocean</i> <p>Phonemic Awareness p. 78c/SE 54-55</p> <ul style="list-style-type: none"> Create Words <p>Phonics/Spelling p. 78d-78f</p> <ul style="list-style-type: none"> Build Words p.78 Blend and Read p.78e/SE 435-436 Spelling: Dictation p. 78f/RWN p.437
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 57/SE 57/RWN p.426</p> <ul style="list-style-type: none"> <i>colors, draw, drew, great, over, show, sign</i> <p>Text-Based Comprehension p. 57a-57b/RWN p.427/SE p. EI 7</p> <ul style="list-style-type: none"> Theme 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 59/SE 59/LPI TR DVD 181</p> <ul style="list-style-type: none"> <i>colors, draw, drew, great, over, show, sign</i> <p>Selection Vocabulary p. 60a/VT 20/TR DVD</p> <ul style="list-style-type: none"> <i>castle, coach, happily, married, prince, pumpkin, twelve o'clock, woman</i> Compound Words <p>Tex-Based Comprehension p. 60b-77a/SE 61-77/SE EI 19</p> <ul style="list-style-type: none"> READ <i>Cinderella</i>—1st Read <p>Genre p. 77b</p> <ul style="list-style-type: none"> Fairy Tale 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 78g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>colors, draw, drew, great, over, show, sign</i> Selection Words: <i>castle, coach, happily, married, prince, pumpkin, twelve o'clock, woman</i> ✓ Monitor Progress-Check High-Frequency Words <p>Tex-Based Comprehension p. 60b-77a/78h-79a/SE61-77/78-79</p> <ul style="list-style-type: none"> READ <i>The Farmer in the Hat</i>—2nd Read ✓ Monitor Progress- Check Retelling <p>Fluency p. 79b</p> <ul style="list-style-type: none"> Accuracy and 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. 57c/GT 20/TR DVD</p> <ul style="list-style-type: none"> Adjectives for Colors and Shapes <p>Writing p. 57d-57e/RWN p.428</p> <ul style="list-style-type: none"> Invitation <p>Research and Inquiry p. 57f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p. 77c/RWN p.431</p> <ul style="list-style-type: none"> Adjectives for Colors and Shapes <p>Writing p. 77d-77e/RWN p.432</p> <ul style="list-style-type: none"> Invitation <p>Handwriting p. 77f/RWN p.433</p> <ul style="list-style-type: none"> Letters <i>L/l</i>/Letter Spacing <p>Research and Inquiry p. 77g</p> <ul style="list-style-type: none"> Table/Chart/ T20/TR DVD 	<p><u>Language Arts</u></p> <p>Conventions p. 80a/RWN p.438</p> <ul style="list-style-type: none"> Adjectives for Colors and Shapes <p>Writing p. 80-81a/SE 80-81/WT 20A</p> <ul style="list-style-type: none"> Invitation <p>Listening and Speaking p. 81b</p> <ul style="list-style-type: none"> Share Information about Fairness <p>Research and Inquiry p. 81c/RWN p.434</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.I.A, B, C, D, E, F, G, H, 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.I.A, B, C, D, E, F, G, H, 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 1.4 Week 2 – Cinderella	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 82a-82b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>peer, royal, sighed</i> • Read Aloud Anthology: "Princess Clarabelle" <p>Phonemic Awareness p. 82c</p> <ul style="list-style-type: none"> • Change Final Phoneme <p>Phonics/Spelling p. 82d-82h</p> <ul style="list-style-type: none"> • Review Vowel Digraphs <i>ai, ay</i>; Singular and Plural Possessives p.82d/LPI p.179-180 • READ Decodable Reader 20C p.82e-82f • Spiral Review Fluent Words Reading p.82g • Spelling: Words with <i>ea</i> p.82h/RWN p.439 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 86a-86b</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Read Aloud Anthology: "Princess Clarabelle" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 86c</p> <ul style="list-style-type: none"> • Review Change Final Phonemes <p>Phonics/Spelling p. 86c-86d</p> <ul style="list-style-type: none"> • Review Vowel Digraph <i>ea</i>; Adding Endings • Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 82i-85/SE 82-85</p> <ul style="list-style-type: none"> • READ "Anarosa"—Paired Selection <p>Fluency p. 85a</p> <ul style="list-style-type: none"> • Accuracy and Rate ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking p. 86-87</p> <p>Vocabulary p. 87a</p> <p>Fluency p. 87a</p> <p>Text-Based Comprehension p. 87b</p> <ul style="list-style-type: none"> • Review Theme <p>Vocabulary p. 87b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 87c</p> <ul style="list-style-type: none"> • Review Fairy Tale <p>Assessment p. 87d</p> ✓ Monitor Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG18-SG34</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG18-SG34</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 85b/RWN p.440</p> <ul style="list-style-type: none"> • Adjectives for Color and Shapes <p>Writing p. 85c-85d/WT 20B/TR DVD</p> <ul style="list-style-type: none"> • Invitation <p>Research and Inquiry p. 85f</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 87g/LPI TR DVD 183</p> <ul style="list-style-type: none"> • Review Adjectives for Colors and Shapes <p>Writing p. 87h/WT 20C/ TR DVD</p> <ul style="list-style-type: none"> • Invitation <p>Research and Inquiry p. 87j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap up Your Week! p. 87k</p>
<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p style="text-align: center;"><u>Standards</u></p> <p>CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>
<p style="text-align: center;"><u>Daily Standards for the Arts and Humanities</u></p> <p>9.1.3.A, B, E, J 9.3.3.G 9.4.3.B</p>	

First Grade ELA Sequencing Document		
Unit 1.4 Week 3 – A Trip to Washington, D.C.		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 88j-89b/SE88-89</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>nation, symbol, tourist</i> SwM BB p.21 <p>Phonemic Awareness pp. 90-91/SE90-91</p> <ul style="list-style-type: none"> Long o <p>Phonics/Spelling p. 91a-92d</p> <ul style="list-style-type: none"> Vowel Digraphs <i>oa, ow</i> p.91a-92a/SE 92/RWN p.441 READ Decodable Reader 21A p.92b-92c Reread for Fluency p.92c Spelling Pretest p.92d/LPI p.190 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 94a-94b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>abandon</i> Big Book: <i>Out of the Ocean</i> <p>Phonemic Awareness p. 94c/SE90-91</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 94d-95e</p> <ul style="list-style-type: none"> Three-Letter Consonant Blends p.94d-94/SE94/RWN 445 Review Vowel Digraphs <i>oa, ow</i> p.95d READ Decodable Reader 21B p.95b-95c Reread for Fluency p.95c Spelling: Words with <i>oa, ow</i> p.95e/RWN p.446 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 110a-110b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>splinter, sunken</i> Big Book: <i>Out of the Ocean</i> <p>Phonemic Awareness p. 110c/SE90-91</p> <ul style="list-style-type: none"> Create Words <p>Phonics/Spelling p. 110d-110f</p> <ul style="list-style-type: none"> Build Words p.110d Blend and Read p.110e/RWN p.451-452 Spelling: Dictation p.110f/RWN p.453
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 93/SE 93/RWN 442</p> <ul style="list-style-type: none"> <i>found, mouth, once, took, wild</i> <p>Text-Based Comprehension p. 93a-93b/RWN p.443/SE p. EI 5</p> <ul style="list-style-type: none"> Facts and Details 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 95/SE95/LPI TR DVD 189</p> <ul style="list-style-type: none"> <i>found, mouth, once, took, wild</i> <p>Selection Vocabulary p. 96a/VT 21</p> <ul style="list-style-type: none"> <i>capital, country, documents, government</i> Strategy: Sort Nouns and Verbs <p>Tex-Based Comprehension p. 96b-109a/SE96-109/SE p. EI 11</p> <ul style="list-style-type: none"> READ <i>A Trip to Washington, D.C.</i>—1st Read <p>Literary Nonfiction p. 109b</p> <ul style="list-style-type: none"> Speaker's Viewpoint 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 110g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>found, mouth, once, took, wild</i> Selection Words: <i>capital, country, documents, government</i> ✓ Monitor Progress-Check High-Frequency Words <p>Tex-Based Comprehension p. 96b-109a/110h-111a/SE96-109/110-111</p> <ul style="list-style-type: none"> READ <i>A Trip to Washington, D.C.</i>—2nd Read ✓ Monitor Progress- Check Retelling <p>Fluency p. 111b</p> <ul style="list-style-type: none"> Expression and Intonation
<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></p> <p>Conventions p. 93c/GT 21</p> <ul style="list-style-type: none"> Adjectives for Size <p>Writing p. 93d-93e/RWN 444</p> <ul style="list-style-type: none"> Descriptive Poem <p>Research and Inquiry p. 93f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p. 109c/RWN p.447</p> <ul style="list-style-type: none"> Adjectives for Size <p>Writing p. 109d-109e/RWN p.448</p> <ul style="list-style-type: none"> Descriptive Poem <p>Handwriting p. 109f/RWN p.449</p> <ul style="list-style-type: none"> Letters <i>F</i>/Left-to-Right Progression <p>Research and Inquiry p. 109g/RT 21/TR DVD</p> <ul style="list-style-type: none"> Bar Graph 	<p><u>Language Arts</u></p> <p>Conventions p. 112a/ RWN 454</p> <ul style="list-style-type: none"> Adjectives for Size <p>Writing p. 112-113/ WT 21A/ TR DVD</p> <ul style="list-style-type: none"> Descriptive Poem <p>Listening and Speaking p. 113b</p> <ul style="list-style-type: none"> Poetry Presentation <p>Research and Inquiry p. 113c</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.1.2.1.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></p> <p>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 1.4 Week 3 – A Trip to Washington, D.C	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 114a-114b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>harbor, statue</i> • Read Aloud Anthology: "The Statue of Liberty" <p>Phonemic Awareness p. 114c</p> <ul style="list-style-type: none"> • Change Phonemes <p>Phonics/Spelling p. 114d-114h</p> <ul style="list-style-type: none"> • Review Vowel Digraph <i>ea</i>; Adding Endings p.114d/LPI TR DVD p.187-188 • READ Decodable Reader 21C p.114e-114f • Spiral Review Fluent Words Reading p.114g • Spelling: Words with <i>oa, ow</i> p.114h/RWN p.455 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 118a-118b</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Read Aloud Anthology: "The Statue of Liberty" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 118c</p> <ul style="list-style-type: none"> • Review Change Phonemes <p>Phonics/Spelling p. 118c-118d</p> <ul style="list-style-type: none"> • Review Vowel Digraphs <i>oa, ow</i>, Three-Letter Consonant Blends p.118c • Spelling Test p.118d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 114i-117/SE p.114-117</p> <ul style="list-style-type: none"> • READ "My 4th of July"—Paired Selection <p>Fluency p. 117a</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 p. 118-119/SE117-118</p> <p>Vocabulary p. 119a</p> <p>Fluency p. 119a</p> <p>Tex-Based Comprehension p. 119b</p> <ul style="list-style-type: none"> • Review Facts and Details <p>Vocabulary p. 119b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 119c</p> <ul style="list-style-type: none"> • Review Photo Essay <p>Assessment p. 119d</p> ✓ Monitor Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG35-SG51</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG35-SG51</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 117b/RWN p.456</p> <ul style="list-style-type: none"> • Adjectives for Size <p>Writing p. 117c-117d/WT TR DVD 21B</p> <ul style="list-style-type: none"> • Descriptive Poem <p>Research and Inquiry p. 117e</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 119g/LPI TR DVD p.191</p> <ul style="list-style-type: none"> • Review Adjectives for Size <p>Writing p. 119h-119i/WT TR DVD 21C</p> <ul style="list-style-type: none"> • Descriptive Poem <p>Research and Inquiry p. 119j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap up Your Week! p. 119k</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 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 1.4 Week 4 – A Southern Ranch		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 120j-121b/SE120-121</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>favorite, familiar, impression</i> SwM BBp.22 <p>Phonemic Awareness pp. 122-123</p> <ul style="list-style-type: none"> Long e and Long i <p>Phonics/Spelling p. 123a-124d</p> <ul style="list-style-type: none"> Vowel Digraphs <i>ie, igh</i> p.123a-124/SE124/RWN p.457 READ Decodable Reader 22A .124b-124c Reread for Fluency p.124c Spelling Pretest 124d/LPI TR DVD p.198 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 126a-126b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>memory</i> Big Book: <i>Wilfrid Gordon McDonald</i> <p>Phonemic Awareness p. 126c/SE122-123</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 126d-127e</p> <ul style="list-style-type: none"> Consonant Patterns <i>kn, wrp</i> p.126d-126/SE126/RWN p.461 Review Vowel Digraphs <i>ai, ea, oa</i> p.127 READ Decodable Reader 22B p.127b-127c Reread for Fluency p.127c Spelling: Words with <i>ie, igh</i> p.127e/RWN p.462 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u></p> <p>Content Knowledge p. 144a</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>errand</i> Big Book: <i>Wilfrid Gordon McDonald Partridge</i> <p>Phonemic Awareness p. 144c-SE122-123</p> <ul style="list-style-type: none"> Change Phonemes <p>Phonics/Spelling p. 144d-144f</p> <ul style="list-style-type: none"> Build Words p.144d Blend and Read p.144e/RWN p.467-468 Spelling: Dictation p.144f/RWN p.469
<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 125/SE125/RWN p.458</p> <ul style="list-style-type: none"> <i>above, eight, laugh, moon, touch</i> <p>Text-Based Comprehension p. 125a-125b/RWN p.459/ SE p. EI 5</p> <ul style="list-style-type: none"> Facts and Details 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words p. 127/SE127/ LPI TR DVD 197</p> <ul style="list-style-type: none"> <i>above, eight, laugh, moon, touch</i> <p>Selection Vocabulary p. 128a/VT 22</p> <ul style="list-style-type: none"> <i>cattle, roundup, cow, sold, point, front</i> Strategy: Context Clues <p>Tex-Based Comprehension p. 128b-143a/SE128-143</p> <ul style="list-style-type: none"> READ <i>A Southern Ranch</i>—1st Read Genre p. 143a Expository Text 	<p><u>Read and Comprehend</u></p> <p>High-Frequency Words and Selection Words p. 144g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>above, eight, laugh, moon, touch</i> Selection Words: <i>cattle, roundup, cow, sold, point, front</i> ✓ Monitor Progress-Check High-Frequency Words <p>Text-Based Comprehension p. 128b-143a/144h-145a/SE128-143/144-145</p> <ul style="list-style-type: none"> READ <i>A Southern Ranch</i>—2nd Read ✓ Monitor Progress- Check Retelling <p>Fluency p. 145b</p> <ul style="list-style-type: none"> Accuracy, Rate, Expression
<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG52-SG68</p>	<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG52-SG68</p>	<p><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG52-SG68</p>
<p><u>Language Arts</u></p> <p>Conventions p. 125c/GT 22 TR DVD</p> <ul style="list-style-type: none"> Adjectives for What Kind <p>Writing p. 125d-125e/RWN p.460</p> <ul style="list-style-type: none"> Realistic Story <p>Research and Inquiry p. 125f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u></p> <p>Conventions p. 143b/RWN p.463</p> <ul style="list-style-type: none"> Adjectives for What Kind <p>Writing p. 143c-143d/RWN p.464</p> <ul style="list-style-type: none"> Realistic Story <p>Handwriting p. 143e/RWN p.465</p> <ul style="list-style-type: none"> Letters Zz/Letter Slant <p>Research and Inquiry p. 143f</p> <ul style="list-style-type: none"> Glossary 	<p><u>Language Arts</u></p> <p>Conventions p. 146a/RWN p.470</p> <ul style="list-style-type: none"> Adjectives for What Kind <p>Writing p. 146-147/SE146-147/RWN p.464</p> <ul style="list-style-type: none"> Realistic Story <p>Listening and Speaking p. 147b</p> <ul style="list-style-type: none"> Purpose of Media <p>Research and Inquiry p. 147c/RWN p.466</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, E, F, G, H, I, J, K, 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><u>Standards</u></p> <p>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.M, N, O, P, Q, R, T, U, V, W, X CC.1.5.1.A, B, C, D, E, G 9.3.3.F</p>

First Grade ELA Sequencing Document	
Unit 1.4 Week 4 – A Southern Ranch	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 148a</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>stampede</i> • Read Aloud Anthology: "Gila Monsters Meet You at the Airport" <p>Phonemic Awareness p. 148c</p> <ul style="list-style-type: none"> • Segment and Blend Syllables <p>Phonics/Spelling p. 148d-148h</p> <ul style="list-style-type: none"> • Review Long o Spelled <i>oa, ow</i>, Three-Letter Consonant Blends p.148d/LPI TR DVD p.195-196 • READ Decodable Reader 22C p.148e-148f • Spiral Review Fluent Words Reading p.148g • Spelling: Words with <i>ie, igh</i> p.148h/RWN p.471 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 152a-152b</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Read Aloud Anthology: "Gila Monsters Meet You at the Airport" ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 152c</p> <ul style="list-style-type: none"> • Review Segment and Blend Syllables <p>Phonics/Spelling p. 152c-152d</p> <ul style="list-style-type: none"> • Review Vowel digraphs <i>ie, igh</i>; Consonant Patterns <i>kn, wr</i> p.152c • Spelling Test
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Social Studies in Reading p. 148i-151/SE148-151</p> <ul style="list-style-type: none"> • READ "On the Way to the Ranch"—Paired Selection <p>Fluency p. 151a</p> <ul style="list-style-type: none"> • Accuracy, Rate, and Expression ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Listening and Speaking p. 152-153/SE152-153</p> <p>Vocabulary p. 153a</p> <p>Fluency p. 153a</p> <p>Tex-Based Comprehension p. 153b</p> <ul style="list-style-type: none"> • Review Facts and Details <p>Vocabulary p. 153b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 153c</p> <ul style="list-style-type: none"> • Review Procedural Text <p>Assessment p. 153d</p> ✓ Monitor Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG52-SG68</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG52-SG68</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 151b/RWN p.472</p> <ul style="list-style-type: none"> • Adjectives for What Kind <p>Writing p. 151c-151d</p> <ul style="list-style-type: none"> • Realistic Story <p>Research and Inquiry p. 151e</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 153g/LPI TR DVD 199</p> <ul style="list-style-type: none"> • Review Adjectives for What Kind <p>Writing p. 153h-153i</p> <ul style="list-style-type: none"> • Realistic Story <p>Research and Inquiry p. 153j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap up Your Week! p. 153k</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 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.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 1.4 Week 5 – Peter’s Chair		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 154j-155b/SE154-155/SwM BB p.23</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>jealous, relatives, sibling</i> <p>Phonemic Awareness pp. 156-157/SE156-157</p> <ul style="list-style-type: none"> Segment and Blend Words <p>Phonics/Spelling p. 157a-158d</p> <ul style="list-style-type: none"> Compound Words p.157a-158a/SE158/RWN p.473 READ Decodable Reader 23A p.158b-158c Reread for Fluency p.158c Spelling Pretest p.158d/LPI TR DVD 206 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 160a-160b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>secret</i> Big Book: <i>Wilfrid Gordon McDonald Partridge</i> <p>Phonemic Awareness p. 160c/SE156-157</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 160d-161e</p> <ul style="list-style-type: none"> Vowel Digraphs <i>ue, ew, ui</i> p.160d-161a/SE160/RWN p.477 Review Compound Words p.161d READ Decodable Reader 23B p. 161b-161c Reread for Fluency p.161c Spelling: Compound Words p.161e/RWN p.478 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 182a-182b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>porridge</i> Big Book: <i>Wilfrid Gordon McDonald Partridge</i> <p>Phonemic Awareness p. 182c/SE156-157</p> <ul style="list-style-type: none"> Change Phonemes <p>Phonics/Spelling p. 182d—182f</p> <ul style="list-style-type: none"> Build Words p.182d Blend and Read p.182e/RWN p.482-484 Spelling: Dictation p.182f/RWN p.485
<p><u>Read and Comprehend</u> High-Frequency Words p. 159/SE159/RWN p.474</p> <ul style="list-style-type: none"> <i>picture, remember, room, stood, thought</i> <p>Text-Based Comprehension p. 159a-159b/RWN p.475/ SE p. EI 6-7</p> <ul style="list-style-type: none"> Theme 	<p><u>Read and Comprehend</u> High-Frequency Words p. 161/SE161/ LPI TR DVD 205</p> <ul style="list-style-type: none"> <i>picture, remember, room, stood, thought</i> <p>Selection Vocabulary p. 162a/VT 23/ TR DVD</p> <ul style="list-style-type: none"> <i>biscuits, cookies, cradle, crocodile, curtain, idea</i> Strategy: Context Clues <p>Tex-Based Comprehension p. 162b-181a/SE162-181/SE p. EI 16</p> <ul style="list-style-type: none"> READ <i>Peter’s Chair</i>—1st Read <p>Literary Text p. 181a</p> <ul style="list-style-type: none"> Elements of Plot 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 182g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>picture, remember, room, stood, thought</i> Selection Words: <i>biscuits, cookies, cradle, crocodile, curtain, idea</i> ✓ Monitor Progress-Check High-Frequency Words <p>Tex-Based Comprehension p. 162b-181a/182h-183a/SE162-181/182-183</p> <ul style="list-style-type: none"> READ <i>Peter’s Chair</i>—2nd Read ✓ Monitor Progress- Check Retelling <p>Fluency p. 183b</p> <ul style="list-style-type: none"> Appropriate Phrasing
<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG69-SG85</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG69-SG85</p>	<p><u>Differentiated Instruction (Small Group Time)</u> pp. SG69-SG85</p>
<p><u>Language Arts</u> Conventions p. 159c/GT 23/ TR DVD</p> <ul style="list-style-type: none"> Adjectives for How Many <p>Writing p. 159d-159e/RWN p.476</p> <ul style="list-style-type: none"> Thank-You Note <p>Research and Inquiry p. 159f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 181b/RWN p.479</p> <ul style="list-style-type: none"> Adjectives for How Many <p>Writing p. 181c-181d/RWN p.480</p> <ul style="list-style-type: none"> Thank-You Note <p>Handwriting p. 181f/SE 481</p> <ul style="list-style-type: none"> Numbers 1-5/Word Spacing <p>Research and Inquiry p. 181f/RT TR DVD 23</p> <ul style="list-style-type: none"> Email 	<p><u>Language Arts</u> Conventions p. 184a/RWN p.486</p> <ul style="list-style-type: none"> Adjectives for How Many <p>Writing p. 184-185a/SE184-185/WT23A/TR DVD</p> <ul style="list-style-type: none"> Thank-You Note <p>Media Literacy p. 185b</p> <ul style="list-style-type: none"> Purpose of Media <p>Research and Inquiry p. 185c/RWN p.482</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, 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, E, F, G, H, 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, E, F, G, H, I, J, K CC.1.4.1.G, H, I, J, K, L, M, T, U, V, W, X CC.1.5.1.A, B, C, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.4 Week 5 – Peter’s Chair	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 186a-186b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>collector, flourish, seriousness</i> • Read Aloud Anthology: “The Talking Cloth” <p>Phonemic Awareness p. 186c</p> <ul style="list-style-type: none"> • Segment and Blend Syllables <p>Phonics/Spelling p. 186d-186h</p> <ul style="list-style-type: none"> • Review Long i Spelled <i>ie, igh</i>; Consonant Patterns <i>kn, wr</i> p.186d/LPI p.203-204 • READ Decodable Reader 23C p.186e-186f • Spiral Review Fluent Words Reading p.186g • Spelling: Compound Words p.186h/RWN p.487 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 188a-188b</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Read Aloud Anthology: “The Talking Cloth” ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 188c</p> <ul style="list-style-type: none"> • Review Segment and Blend Words <p>Phonics/Spelling p. 188c-188d</p> <ul style="list-style-type: none"> • Review Compound Words; Vowel Digraphs <i>ue, ew, ui</i> p.188c • Spelling Test p.188d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>21st Century Skills p. 186i-187a/Se186-187</p> <ul style="list-style-type: none"> • READ “Peter’s Baby Sister”—Paired Selection <p>Fluency p. 187b</p> <ul style="list-style-type: none"> • Appropriate Phrasing ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Media Literacy p. 188-189/SE188-189</p> <p>Vocabulary p. 189a</p> <p>Fluency p. 189a</p> <p>Tex-Based Comprehension p. 189b</p> <ul style="list-style-type: none"> • Review Theme <p>Vocabulary p. 189b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 189c</p> <ul style="list-style-type: none"> • Review Realistic Fiction <p>Assessment p. 189d</p> ✓ Monitor 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. 187c/WNp.488</p> <ul style="list-style-type: none"> • Adjectives for How Many <p>Writing p. 187d-187e/WT 23B</p> <ul style="list-style-type: none"> • Thank-You Note <p>Research and Inquiry p. 187f</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 189g/LPI 207</p> <ul style="list-style-type: none"> • Review Adjectives for How Many <p>Writing p. 189h-189i/WT 23C</p> <ul style="list-style-type: none"> • Thank-You Note <p>Research and Inquiry p. 189j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap up Your Week! p. 189k</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>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 1.4 Week 6 – Henry and Mudge and Mrs. Hopper’s House		
Day 1	Day 2	Day 3
<p><u>Get Ready to Read</u> Content Knowledge p. 190j-191b/SE 190-191/SwM BB p.24</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>discover, dwell, resident, welcome</i> <p>Phonemic Awareness pp. 192-193</p> <ul style="list-style-type: none"> Segment and Blend Two-Syllable Words <p>Phonics/Spelling p. 193a-194d</p> <ul style="list-style-type: none"> Suffixes –ly, -ful p.193a-194a/SE 194/RWN p.489 READ Decodable Reader 24A p.194b-194c Reread for Fluency p.194c Spelling Pretest p.194d/LPI TR DVD p.214 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 196a-196b</p> <ul style="list-style-type: none"> Big Book: <i>Wilfrid Gordon McDonald Partridge</i> Oral Vocabulary: <i>admire</i> <p>Phonemic Awareness p. 196c/SE 192-193</p> <ul style="list-style-type: none"> Segment and Blend Phonemes <p>Phonics/Spelling p. 196d-197a</p> <ul style="list-style-type: none"> Vowel Sound in <i>moon: oo</i> p.196d-197a/SE196/RWN p.493 Review Suffixes –ly, -ful p.197d READ Decodable Reader 24B p.197b-197c Reread for Fluency p.197c Spelling: Words with Suffixes –ly, -ful p.197e/RWN p.494 ✓ Monitor Progress-Check Word Reading 	<p><u>Get Ready to Read</u> Content Knowledge p. 218a-218b</p> <ul style="list-style-type: none"> Oral Vocabulary: <i>sadness</i> Big Book: <i>Wilfrid Gordon McDonald Partridge</i> <p>Phonemic Awareness p. 218c/SE192-193</p> <ul style="list-style-type: none"> Change Phonemes <p>Phonics/Spelling p. 218d-218f</p> <ul style="list-style-type: none"> Build Words p.218d Blend and Read p.218e RWN 499-500 Spelling: Suffixes –ly and -ful p.218f/RWN p.501
<p><u>Read and Comprehend</u> High-Frequency Words p. 195/SE195/RWN p.490</p> <ul style="list-style-type: none"> <i>across, because, dance, only, opened, shoes, told</i> <p>Text-Based Comprehension p. 195a-195b/RWN p.491/ SE pp. EI 2-3</p> <ul style="list-style-type: none"> Cause and Effect 	<p><u>Read and Comprehend</u> High-Frequency Words p. 197/SE197/LPI TR DVD p.213</p> <ul style="list-style-type: none"> <i>across, because, dance, only, opened, shoes, told</i> <p>Selection Vocabulary p. 198a/VT 24/ TR DVD</p> <ul style="list-style-type: none"> <i>gargoyle, heart, shiny, tuxedo, waltz</i> Compound Words <p>Tex-Based Comprehension p. 198b—217a/198-217/ SE p. EI 14</p> <ul style="list-style-type: none"> READ <i>Henry and Mudge</i>—1st Read <p>Literary Text p. 217a</p> <ul style="list-style-type: none"> Sensory Language 	<p><u>Read and Comprehend</u> High-Frequency Words and Selection Words p. 218g</p> <ul style="list-style-type: none"> High-Frequency Words: <i>across, because, dance, only, opened, shoes, told</i> Selection Words: <i>gargoyle, heart, shiny, tuxedo, waltz</i> ✓ Monitor Progress-Check High-Frequency Words <p>Tex-Based Comprehension p.198b-217a/218h-219a/SE198-219</p> <ul style="list-style-type: none"> READ <i>Henry and Mudge</i>—2nd Read ✓ Monitor Progress- Check Retelling <p>Fluency p. 219b</p> <ul style="list-style-type: none"> Expression and Intonation
<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>Differentiated Instruction</u> <u>(Small Group Time)</u> pp. SG86-SG102</p>
<p><u>Language Arts</u> Conventions p. 195c/GT 24/TR DVD</p> <ul style="list-style-type: none"> Adjectives That Compare <p>Writing p. 195d-195e/RWN p.492</p> <ul style="list-style-type: none"> Directions <p>Research and Inquiry p. 195f</p> <ul style="list-style-type: none"> Identify and Focus Topic 	<p><u>Language Arts</u> Conventions p. 217b/RWN p.495</p> <ul style="list-style-type: none"> Adjectives That Compare <p>Writing p. 217c-217d/RWN p.496</p> <ul style="list-style-type: none"> Directions <p>Handwriting p. 217e/RWN p.497</p> <ul style="list-style-type: none"> Numbers 6-10/Word Spacing <p>Research and Inquiry p. 217f/RT 24/ TR DVD</p> <ul style="list-style-type: none"> Alphabetical Order 	<p><u>Language Arts</u> Conventions p. 220a/RWN p.502</p> <ul style="list-style-type: none"> Adjectives That Compare <p>Writing p. 220-221a/SE220-221/WT 24A/TR DVD</p> <ul style="list-style-type: none"> Directions <p>Media Literacy p. 221b</p> <ul style="list-style-type: none"> Purpose of Media <p>Research and Inquiry p. 221c/RWN p.498</p> <ul style="list-style-type: none"> Gather and Record Information
<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.G</p>	<p><u>Standards</u> CC.1.1.1.B, C, D, E CC.1.3.1.A, B, C, E, F, G, H, I, J, K CC.1.4.1.A, B, C, D, E, F, T, V, W, X CC.1.5.1.A, B, D, E, G</p>

First Grade ELA Sequencing Document	
Unit 1.4 Week 6 – Henry and Mudge and Mrs. Hopper’s House	
Day 4	Day 5
<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 222a-222b</p> <ul style="list-style-type: none"> • Oral Vocabulary: <i>substantial, tremendous</i> • Read Aloud Anthology: “The Unbeatable Bread” <p>Phonemic Awareness p. 222c</p> <ul style="list-style-type: none"> • Segment and Blend Syllables <p>Phonics/Spelling p. 222d-222h</p> <ul style="list-style-type: none"> • Review Compound Words; Vowel Digraphs <i>ew, ue, ui</i> p.222d/LPI p.211-212 • READ Decodable Reader 24C p.222e-222f • Spiral Review Fluent Words Reading p.222g • Spelling: Words with suffixes -ly, -ful p.222h/RWN p.503 	<p style="text-align: center;"><u>Get Ready to Read</u></p> <p>Content Knowledge p. 226a-226b</p> <ul style="list-style-type: none"> • Review Oral Vocabulary • Read Aloud Anthology: The Unbeatable Bread” ✓ Monitor Progress-Check Oral Vocabulary <p>Phonemic Awareness p. 226c</p> <ul style="list-style-type: none"> • Review Segment and Blend Syllables <p>Phonics/Spelling p. 226c-226d</p> <ul style="list-style-type: none"> • Review Suffixes -ly, -ful; Vowel Sound in <i>moon: oo</i> p.226c • Spelling Test p. 226d
<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Poetry in Reading p. 222i-225/SE 222-225</p> <ul style="list-style-type: none"> • READ “Poetry Collection”—Paired Selection <p>Fluency p. 225a</p> <ul style="list-style-type: none"> • Expression and Intonation ✓ Monitor Progress-Fluency Check 	<p style="text-align: center;"><u>Read and Comprehend</u></p> <p>Media Liteacy p. 226-227/SE 226-227</p> <p>Vocabulary p. 227a</p> <p>Fluency p. 227a</p> <p>Tex-Based Comprehension p. 227b</p> <ul style="list-style-type: none"> • Review Cause and Effect <p>Vocabulary p. 227b</p> <ul style="list-style-type: none"> • Review High-Frequency and Selection Words <p>Genre p. 227c</p> <ul style="list-style-type: none"> • Review Poetry <p>Assessment p. 227d</p> ✓ Monitor Progress-Sentence Reading, Fluency and Comprehension
<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG86-SG102</p>	<p style="text-align: center;"><u>Differentiated Instruction</u> (Small Group Time) pp. SG86-SG102</p>
<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 225b/RWN p.504</p> <ul style="list-style-type: none"> • Adjectives That Compare <p>Writing p. 225c-225d/WT 24B</p> <ul style="list-style-type: none"> • Directions <p>Research and Inquiry p. 225e</p> <ul style="list-style-type: none"> • Synthesize 	<p style="text-align: center;"><u>Language Arts</u></p> <p>Conventions p. 227g/LPI 215</p> <ul style="list-style-type: none"> • Review Adjectives That Compare <p>Writing p. 227h-227i/WT 24C</p> <ul style="list-style-type: none"> • Directions <p>Research and Inquiry p. 227j</p> <ul style="list-style-type: none"> • Communicate <p>Wrap up Your Week! p. 227k</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>	