



## ELA 1<sup>st</sup> Quarter Week at a Glance

### *First Grade*

### *2015-2016*

<b>Week 1</b>	<b>August 4-7, 2015</b>
<b><i>Reading</i></b>	<ul style="list-style-type: none"> <li>● Begin week 1 and continue throughout 1<sup>st</sup> quarter...           <ul style="list-style-type: none"> <li>○ Establish a community of readers and writers</li> <li>○ Determine students' current literacy knowledge</li> <li>○ Establish and practice literacy routines</li> <li>○ Develop stamina and independence</li> <li>○ Integrate literacy content areas</li> </ul> </li> </ul>
<b><i>Spelling/Word Study</i></b>	<ul style="list-style-type: none"> <li>● Give <i>Words Their Way</i> Primary Spelling Inventory (optional)</li> <li>● Give alphabet formation assessment (optional)</li> </ul>
<b><i>High Frequency Words</i></b>	<ul style="list-style-type: none"> <li>● JCS Kindergarten High Frequency Word Review</li> <li>● Give High Frequency Words Assessment (optional)</li> </ul>
<b><i>Language</i></b>	<ul style="list-style-type: none"> <li>● L.1.1a: Print all upper and lowercase letters.</li> </ul>
<b><i>Writing</i></b>	<ul style="list-style-type: none"> <li>● Give Narrative Writing Pre-Assessment (optional)</li> <li>● Begin Writer's Workshop with Personal Narrative</li> <li>● W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ul>
<b><i>Assessment</i></b>	<ul style="list-style-type: none"> <li>● RL.2.10 and RI.2.10: mCLASS Literacy Assessment</li> </ul>

<b>Week 2</b>	<b>August 10-14, 2015</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Continue week 2 and throughout 1<sup>st</sup> quarter... <ul style="list-style-type: none"> <li>○ Establish a community of readers and writers</li> <li>○ Determine students' current literacy knowledge</li> <li>○ Establish and practice literacy routines</li> <li>○ Develop stamina and independence</li> <li>○ Integrate literacy content areas</li> </ul> </li> </ul>
<b>Spelling/Word Study: Beginning and ending consonant review and Short a (at, an, ap, ack)</b>	<ul style="list-style-type: none"> <li>• Give <i>Words Their Way</i> Primary Spelling Inventory (optional)</li> <li>• Give alphabet formation assessment (optional)</li> <li>• RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>• RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• RF.1.3b: Decode regularly spelled one-syllable words.</li> </ul>
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>• JCS Kindergarten High Frequency Word Review</li> <li>• Give High Frequency Words Assessment (optional)</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• L.1.1a: Print all upper and lowercase letters.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Give Writing Pre-Assessment (Optional)</li> <li>• Begin Writer's Workshop with Personal Narrative</li> <li>• W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• RL.2.10 and RI.2.10: mCLASS Literacy Assessment</li> </ul>

<b>Week 3</b>	<b>August 17-21, 2015</b> <b>Journeys Lesson 1: <i>What is a Pal?/Friends Forever</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• RI.1.2 (Anchor Text): Identify the main topic and recall key details of a text.</li> <li>• RL.1.10 (Paired Text): With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• L.1.6 (Paired Text): Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</li> </ul>
<b>Spelling/Word Study: Beginning and ending consonant review and Short i (it, ig, in, ick)</b>	<ul style="list-style-type: none"> <li>• RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>• RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• RF.1.3b: Decode regularly spelled one-syllable words.</li> </ul>
<b>High Frequency Words Lesson 1</b>	<ul style="list-style-type: none"> <li>• and, help, play, with, you</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• L.1.1b: Use common nouns.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Personal Narrative</li> <li>• W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• RL.2.10 and RI.2.10: mCLASS Literacy Assessment</li> </ul>

<b>Week 4</b>	<b>August 24-28, 2015</b> <b>Journeys Lesson 2: <i>The Storm/ Storms!</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• RL.1.3 (Anchor Text): Describe characters, settings, and major events in a story, using key details.</li> <li>• RL.1.7 (Anchor Text): Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• RL.1.10 (Anchor Text): With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• RI.1.6 (Paired Text): Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>• RI.1.10 (Paired Text): With prompting and support, read information texts appropriately complex for grade 1.</li> </ul>
<b>Spelling/Word Study: Beginning and Ending Consonant Review and Short o (ot, op, ob, ock)</b>	<ul style="list-style-type: none"> <li>• RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>• RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• RF.1.3b: Decode regularly spelled one-syllable words.</li> </ul>
<b>High Frequency Words Lesson 2</b>	<ul style="list-style-type: none"> <li>• for, have, he, look, what</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• L.1.1b: Use common nouns.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Personal Narrative</li> <li>• W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• RL.2.10 and RI.2.10: mCLASS Literacy Assessment</li> </ul>

<b>Week 5</b>	<b>August 31-September 4, 2015</b> <b>Journeys Lesson 3: <i>Curious George at School/School Long Ago</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• RL.1.3 (Anchor Text): Describe characters, settings, and major events in a story, using key details.</li> <li>• RL.1.10 (Anchor Text): With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• RI.1.5 (Paired Text): Know and use text features to locate key facts or information in a text.</li> <li>• RI.1.10 (Paired Text): With prompting and support, read information texts appropriately complex for grade 1.</li> </ul>
<b>Spelling/Word Study: Beginning and Ending Consonant Review and Short u (ut, ug, un, uck)</b>	<ul style="list-style-type: none"> <li>• RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>• RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• RF.1.3b: Decode regularly spelled one-syllable words.</li> </ul>
<b>High Frequency Words Lesson 3</b>	<ul style="list-style-type: none"> <li>• do, find, no, they</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• L.1.1b: Use common nouns.</li> <li>• L.1.5a: Sort words into categories to gain a sense of the concepts the categories represent.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Personal Narrative</li> <li>• W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• RL.2.10 and RI.2.10: mCLASS Literacy Assessment</li> </ul>

<b>Week 6</b>	<b>September 7-11, 2015 (September 7: Labor Day)</b> <b>Journeys Lesson 4: <i>Lucia's Neighborhood/City Mouse and Country Mouse</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• RI.1.4 (Anchor Text): Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• RI.1.5 (Anchor Text): Know and use text features to locate key facts or information in a text.</li> <li>• RI.1.10 (Anchor Text): With prompting and support, read information texts appropriately complex for grade 1.</li> <li>• RL.1.2 (Paired Text): Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• RL.1.10 (Paired Text): With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> </ul>
<b>Spelling/Word Study: Beginning and Ending Consonant Review and Short e (et, ed, en, ell)</b>	<ul style="list-style-type: none"> <li>• RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>• RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• RF.1.3b: Decode regularly spelled one-syllable words.</li> </ul>
<b>High Frequency Words Lesson 4</b>	<ul style="list-style-type: none"> <li>• who, does, as, had</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• L.1.1j: Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Imaginative Narrative</li> <li>• W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• RL.2.10 and RI.2.10: Informal conferring</li> </ul>

<b>Week 7</b>	<b>September 14-18, 2015</b> <b>Journeys Lesson 5: <i>Gus Takes the Train/City Zoo</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• RL.1.3 (Anchor Text): Describe characters, settings, and major events in a story, using key details.</li> <li>• RL.1.7 (Anchor Text): Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• RL.1.10 (Anchor Text): With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> <li>• RI.1.5 (Paired Text): Know and use text features to locate key facts or information in a text.</li> <li>• RI.1.10 (Paired Text): With prompting and support, read information texts appropriately complex for grade 1.</li> </ul>
<b>Spelling/Word Study: Beginning and Ending Consonant and Short vowel review</b>	<ul style="list-style-type: none"> <li>• RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>• RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• RF.1.3b: Decode regularly spelled one-syllable words.</li> </ul>
<b>High Frequency Words Lesson 5</b>	<ul style="list-style-type: none"> <li>• many, that, but, if, friend</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• L.1.1j: Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Imaginative Writing</li> <li>• W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• RL.2.10 and RI.2.10: Informal conferring</li> </ul>

<b>Week 8</b>	<b>September 21-25, 2015</b> <b>Journeys Lesson 6: <i>Jack and the Wolf/The Three Little Pigs</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• RL.1.2 (Anchor Text): Retell stories, including key details, and demonstrate understanding of their central message or theme.</li> <li>• RL.1.3 (Anchor Text): Describe characters, settings, and major events in a story, using key details.</li> <li>• RL.1.4 (Paired Text): Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> </ul>
<b>Spelling/Word Study: Digraphs (sh, th)</b>	<ul style="list-style-type: none"> <li>• RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>• RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• RF.1.3b: Decode regularly spelled one-syllable words.</li> </ul>
<b>High Frequency Words Lesson 6</b>	<ul style="list-style-type: none"> <li>• call(ed), away, every, when</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• L.1.1j: Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Imaginative Writing</li> <li>• W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• RL.2.10 and RI.2.10: Informal conferring</li> </ul>



<b>Week 9</b>	<b>September 28-October 2, 2015</b> <b>Journeys Lesson 7: <i>How Animals Communicate/ Insect Messages</i></b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• RI.1.2 (Anchor Text): Identify the main topic and key details of a text.</li> <li>• RI.1.5 (Anchor Text): Know and use text features to locate key facts or information in a text.</li> <li>• RI.1.5 (Paired Text): Know and use text features to locate key facts or information in a text.</li> </ul>
<b>Spelling/Word Study: Digraphs (ch/wh)</b>	<ul style="list-style-type: none"> <li>• RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>• RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• RF.1.3b: Decode regularly spelled one-syllable words.</li> </ul>
<b>High Frequency Words Lesson 7</b>	<ul style="list-style-type: none"> <li>• how, why, than, going</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• Review 1<sup>st</sup> quarter language standards</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Give Narrative Writing Post-Assessment (optional)</li> <li>• Imaginative Narrative</li> <li>• Give W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• RL.2.10 and RI.2.10: Informal conferring</li> </ul>

\* See the First Grade Assessment Guide for teacher-assessed standards.