

Heggerty Weeks 1-3
Foundations Unit 1

READING FOUNDATIONS

Unit 1 will set the stage for the other units, reviewing or teaching the letter names, keywords, sounds and lowercase letter foundations of the letters a-z. NOTE: Reading Department needs statement regarding how long: Unit 1 should be including reference to screening results

STANDARDS

STUDENT FRIENDLY LANGUAGE FOUNDATIONAL

RF.1.1 Demonstrate understanding of the organization and basic features of print.

I can hear and say consonants sounds for t, b, and f.
I can hear and say consonants sounds for n and m.
I can hear and say short vowel sounds l and u.
I can hear and say consonants and vowel sounds for c and o.
I can hear and say consonants and vowel sounds for t, b, f, m, i, u, c, and o.

LEARNING ACTIVITIES
Heggerty---Weeks 1-3
Fundations---Unit 1

	Day 1	Day 2	Day 3	Day 4	Day 5
August 13-16	Heggerty Week 1 pp. 1-3	Heggerty Week 1 pp. 1-3	Heggerty Week 1 pp. 1-3	Heggerty Week 1 pp. 1-3	Heggerty Week 1 pp. 1-3 Fundations Orientation Level 1 pp. 62-65
August 19-23	Heggerty Week 2 pp. 4-6 Fundations Unit 1 Week 1 Day 1 Level 1 TE pp. 70-71	Heggerty Week 2 pp. 4-6 Fundations Unit 1 Week 1 Day 2 Level 1 TE pp. 72-73	Heggerty Week 2 pp. 4-6 Fundations Unit 1 Week 1 Day 3 Level 1 TE pp. 74-75	Heggerty Week 2 pp. 4-6 Fundations Unit 1 Week 1 Day 4 Level 1 TE pp. 76-77	Heggerty Week 2 pp. 4-6 Fundations Unit 1 Week 1 Day 5 Level 1 TE pp. 78-79
August 26-30	Heggerty Week 3 pp. 7-9 Fundations Unit 1 Week 2 Day 1 Level 1 TE pp. 80-81	Heggerty Week 3 pp. 7-9 Fundations Unit 1 Week 2 Day 2 Level 1 TE pp. 82-83	Heggerty Week 3 pp. 7-9 Fundations Unit 1 Week 2 Day 3 Level 1 TE pp. 84-85	Heggerty Week 3 pp. 7-9 Fundations Unit 1 Week 2 Day 4 Level 1 TE pp. 86-87	Heggerty Week 3 pp. 7-9 Fundations Unit 1 Week 2 Day 5 Level 1 TE pp. 88-89

Heggerty---Weeks 4 -5
 Foundations---Unit 2

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can....
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Distinguish long from short vowel sounds in spoken one-syllable words.</p>	<p>I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the letter/sound correspondences for common consonant digraphs (e.g. th, sh, ch, ck)</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>

LEARNING ACTIVITIES
Heggerty- Weeks 4-5
Fundations- Unit 2

	Day 1	Day 2	Day 3	Day 4	Day 5
September 2-6		Heggerty Week 4 pp. 11-12 Fundations Unit 2 Week 1 Day 1 Level 1 TE pp. 106-107	Heggerty Week 4 pp. 11-12 Fundations Unit 2 Week 1 Day 2 Level 1 TE pp. 108-109	Heggerty Week 4 pp. 11-12 Fundations Unit 2 Week 1 Day 3 Level 1 TE pp. 110-111	Heggerty Week 4 pp. 11-12 Fundations Unit 2 Week 1 Day 4 Level 1 TE pp. 112-113
September 9-13	Heggerty Week 4 pp. 11-12 Fundations Unit 1 Week 1 Day 5 Level 1 TE pp. 114-115	Heggerty Week 5 pp. 13-15 Fundations Unit 2 Week 2 Day 1 Level 1 TE pp. 116-117	Heggerty Week 5 pp. 13-15 Fundations Unit 2 Week 2 Day 2 Level 1 TE pp. 118-119	Heggerty Week 5 pp. 13-15 Fundations Unit 2 Week 2 Day 3 Level 1 TE pp. 120-121	Heggerty Week 5 pp. 13-15 Fundations Unit 2 Week 2 Day 4 Level 1 TE pp. 122-123
September 16-20	Heggerty Week 6 pp. 16-18 Fundations Unit 2 Week 2 Day 5 Level 1 TE pp. 124-125				

Heggerty--Weeks 7-8

Foundations-- Unit 3

READING FOUNDATIONS

STANDARDS

STUDENT FRIENDLY LANGUAGE FOUNDATIONAL

I can...

RF.1.1 Demonstrate understanding of the organization and basic features of print.

A. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)

I can find the first word in the sentence.
I can identify that a sentence starts with a capital letter.
I can find the ending mark in a sentence.
I can find the beginning and end of a sentence.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A. Distinguish long from short vowel sounds in spoken **one**-syllable words

I can say and hear long and short vowel sounds.
I can make and say words by blending sounds.
I can say the beginning, middle, or ending sound of a single-syllable word.
I can pull apart the sounds in a single syllable word.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

I can say and hear long and short vowel sounds.
I can make and say words by blending sounds.
I can say the beginning, middle, or ending sound of a single-syllable word.
I can pull apart the sounds in a single syllable word.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

I can say and hear long and short vowel sounds.
I can make and say words by blending sounds.
I can say the beginning, middle, or ending sound of a single-syllable word.
I can pull apart the sounds in a single syllable word.

Heggerty Weeks 6-7
 Foundations Unit 3 (Con,)

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the letter/sound correspondences for common consonant digraphs (e.g. th, sh, ch, ck)</p>	<p>I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. B. Know the letter/sound correspondences. Silent e (e.g. a_e, e_e, i_e, o_e, u_e)</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.</p>	<p>I can read and understand books at my level. I can make it sound like talking when I read books at my level. I can reread when I don't understand what I have read.</p>
<p>RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>I can read and understand books at my level. I can make it sound like talking when I read books at my level. I can reread when I don't understand what I have read.</p>

Heggerty Week 9
Foundations Unit 3 (Con,)

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. B. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. A. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing.</p> <p>A. Capitalize the first word in a sentence and the pronoun I, dates, and names of people.</p>	<p>I can ask questions about a story. I can answer questions about a story. I can ask questions during a class discussion. I can answer questions during a class discussion. I can ask questions about a movie or something on the computer. I can answer questions about a movie or something on the computer.</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing.</p> <p>B. Use end punctuation for sentences.</p>	<p>I can make a diorama of an environment. I can draw a picture to show what I know about living and nonliving things. I can use Legos to create a map of the playground. I can make a poster to tell about natural resources. I can make a poster to enhance my lemonade stand.</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <ul style="list-style-type: none"> o Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions 	<p>I can make a diorama of an environment. I can draw a picture to show what I know about living and nonliving things. I can use Legos to create a map of the playground. I can make a poster to tell about natural resources. I can make a poster to enhance my lemonade stand.</p>
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>I can sort like words into groups. (ex. group is colors: word examples are red, yellow, and blue) I can tell about words based on the group they belong to, and one or two special things about them. (ex. a cactus is a plant that has thorns and grows in the desert) I can make connections between everyday words and their use. (ex. list places where computers can be used) I can tell the difference between verbs that mean almost the same. (ex. verbs = jump and bound) I can tell the difference between adjectives that mean almost the same.(ex. adjectives = small and miniature)</p>

LEARNING ACTIVITIES
Heggerty Weeks 6-7
Foundations Unit 3

	Day 1	Day 2	Day 3	Day 4	Day 5
September 16-20		Heggerty Week 6 pp. 16-18 Foundations Unit 3 Week 1 Day 1 Level 1 TE pp. 132-133	Heggerty Week 6 pp. 16-18 Foundations Unit 3 Week 1 Day 2 Level 1 TE pp. 134-135	Heggerty Week 6 pp. 16-18 Foundations Unit 3 Week 1 Day 3 Level 1 TE pp. 136-137	Heggerty Week 6 pp. 16-18 Foundations Unit 3 Week 1 Day 4 Level 1 TE pp. 138-139
September 23-27	Heggerty Week 7 pp. 19-21 Foundations Unit 3 Week 1 Day 5 Level 1 TE pp. 140-141	Heggerty Week 7 pp. 19-21 Foundations Unit 3 Week 2 Day 1 Level 1 TE pp. 142-143	Heggerty Week 7 pp. 19-21 Foundations Unit 3 Week 2 Day 2 Level 1 TE pp. 144-145	Heggerty Week 7 pp. 19-21 Foundations Unit 3 Week 2 Day 3 Level 1 TE pp. 146-147	Heggerty Week 7 pp. 19-21 Foundations Unit 3 Week 2 Day 4 Level 1 TE pp. 148-149
September 30-October 4	Heggerty Week 8 pp. 22-24 Foundations Unit 3 Week 2 Day 5 Level 1 TE pp. 150-151				

Heggerty—Weeks 8-9
Foundations-- Unit 4 Week 1

Reading Foundations

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>B. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</p>	<p>I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>B. Distinguish long from short vowel sounds in spoken one-syllable words</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>

Heggerty Week 9
 Foundations Unit 4 Week 1 (Con.)

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. B. Know the letter/sound correspondences for common consonant digraphs (e.g. th, sh, ch, ck)</p>	<p>I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. C. Know the letter/sound correspondences. Silent e (e.g. a_e, e_e, i_e, o_e, u_e)</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. B. Read grade-level text with purpose and understanding.</p>	<p>I can read and understand books at my level. I can make it sound like talking when I read books at my level. I can reread when I don't understand what I have read.</p>
<p>RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>I can read and understand books at my level. I can make it sound like talking when I read books at my level. I can reread when I don't understand what I have read.</p>

Heggerty Week 9
Foundations Unit 4 Week 1 (Con.)

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. D. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. E. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. F. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. B. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing.</p> <p>B. Capitalize the first word in a sentence and the pronoun I, dates, and names of people.</p>	<p>I can ask questions about a story. I can answer questions about a story. I can ask questions during a class discussion. I can answer questions during a class discussion. I can ask questions about a movie or something on the computer. I can answer questions about a movie or something on the computer.</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing.</p> <p>B. Use end punctuation for sentences.</p>	<p>I can make a diorama of an environment. I can draw a picture to show what I know about living and nonliving things. I can use Legos to create a map of the playground. I can make a poster to tell about natural resources. I can make a poster to enhance my lemonade stand.</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing.</p> <p>E. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <ul style="list-style-type: none"> o Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions 	<p>I can make a diorama of an environment. I can draw a picture to show what I know about living and nonliving things. I can use Legos to create a map of the playground. I can make a poster to tell about natural resources. I can make a poster to enhance my lemonade stand.</p>
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>I can sort like words into groups. (ex. group is colors: word examples are red, yellow, and blue) I can tell about words based on the group they belong to, and one or two special things about them. (ex. a cactus is a plant that has thorns and grows in the desert) I can make connections between everyday words and their use. (ex. list places where computers can be used) I can tell the difference between verbs that mean almost the same. (ex. verbs = jump and bound) I can tell the difference between adjectives that mean almost the same.(ex. adjectives = small and miniature)</p>

LEARNING ACTIVITIES Heggerty Weeks 8-9 Foundations Unit 4					
	Day 1	Day 2	Day 3	Day 4	Day 5
September 30-October 4		Heggerty Week 8 pp. 25-24 Foundations Unit 4 Week 1 Day 1 Level 1 TE pp. 158-159	Heggerty Week 8 pp. 25-24 Foundations Unit 4 Week 1 Day 2 Level 1 TE pp. 160-161	Heggerty Week 8 pp. 25-24 Foundations Unit 4 Week 1 Day 3 Level 1 TE pp. 162-163	Heggerty Week 8 pp. 25-24 Foundations Unit 4 Week 1 Day 4 Level 1 TE pp. 164-165
October 7-11	Heggerty Week 9 pp. 25-27 Foundations Unit 4 Week 1 Day 5 Level 1 TE pp. 166-167	Heggerty Week 9 pp. 25-27 Foundations Pause Point	Heggerty Week 9 pp. 25-27 Foundations Pause Point	Heggerty Week 9 pp. 25-27 Foundations Pause Point	Heggerty Week 9 pp. 25-27 Foundations Pause Point

LEARNING ACTIVITIES
Heggerty Weeks 10 and 11
Foundations Unit 4

	Day 1	Day 2	Day 3	Day 4	Day 5
October 14-18	Heggerty Week 10 pp. 28-30 Foundations Unit 4 Week 1 Day 5 Level 1 TE pp. 166-167	Heggerty Week 10 pp. 28-30 Foundations Unit 4 Week 2 Day 1 Level 1 TE pp. 168-169	Heggerty Week 10 pp. 28-30 Foundations Unit 4 Week 2 Day 2 Level 1 TE pp. 170-171	Heggerty Week 10 pp. 28-30 Foundations Unit 4 Week 2 Day 3 Level 1 TE pp. 172-173	Heggerty Week 10 pp.28-30 Foundations Unit 4 Week 1 Day 4 Level 1 TE pp. 174-175
October 21-25	Heggerty Week 11 pp. 28-30 Foundations Unit 4 Week 2 Day 5 Level 1 TE pp. 176-177				

Heggerty Weeks 11 and 12
 Foundations Unit 5

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken one-syllable words.</p>	<p>I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. D. Know the letter/sound correspondences. Silent e (e.g. a_e, e_e, i_e, o_e, u_e)</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. C. Read grade-level text with purpose and understanding.</p>	<p>I can read and understand books at my level. I can make it sound like talking when I read books at my level. I can reread when I don't understand what I have read.</p>
<p>RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>I can read and understand books at my level. I can make it sound like talking when I read books at my level. I can reread when I don't understand what I have read.</p>

Heggerty Weeks 11 and 12
Foundations Unit 5

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. G. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. H. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. I. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. C. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

Heggerty Weeks 11 and 12

Fundations Unit 5

READING FOUNDATIONS

<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing.</p> <p>C. Capitalize the first word in a sentence and the pronoun I, dates, and names of people.</p>	<p>I can ask questions about a story. I can answer questions about a story. I can ask questions during a class discussion. I can answer questions during a class discussion. I can ask questions about a movie or something on the computer. I can answer questions about a movie or something on the computer.</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing.</p> <p>B. Use end punctuation for sentences.</p>	<p>I can make a diorama of an environment. I can draw a picture to show what I know about living and nonliving things. I can use Legos to create a map of the playground. I can make a poster to tell about natural resources. I can make a poster to enhance my lemonade stand.</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Grade 1 when writing.</p> <p>F. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <ul style="list-style-type: none">o Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	<p>I can make a diorama of an environment. I can draw a picture to show what I know about living and nonliving things. I can use Legos to create a map of the playground. I can make a poster to tell about natural resources. I can make a poster to enhance my lemonade stand.</p>
<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>C. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>I can sort like words into groups. (ex. group is colors: word examples are red, yellow, and blue) I can tell about words based on the group they belong to, and one or two special things about them. (ex. a cactus is a plant that has thorns and grows in the desert) I can make connections between everyday words and their use. (ex. list places where computers can be used) I can tell the difference between verbs that mean almost the same. (ex. verbs = jump and bound) I can tell the difference between adjectives that mean almost the same.(ex. adjectives = small and miniature)</p>

LEARNING ACTIVITIES
Heggerty Weeks 11 and 12
Foundations Unit 5

	Day 1	Day 2	Day 3	Day 4	Day 5
October 21-25		Heggerty Week 11 pp. 31-33 Foundations Unit 5 Week 1 Day 1 Level 1 TE pp. 184-185	Heggerty Week 11 pp. 31-33 Foundations Unit 5 Week 1 Day 2 Level 1 TE pp. 186-187	Heggerty Week 11 pp. 31-33 Foundations Unit 5 Week 1 Day 3 Level 1 TE pp. 188-189	Heggerty Week 11 pp. 31-33 Foundations Unit 5 Week 1 Day 4 Level 1 TE pp. 190-191
October 28-November 1	Heggerty Week 12 pp. 34-36 Foundations Unit 5 Week 1 Day 5 Level 1 TE pp. 190-192-193	Heggerty Week 12 pp. 34-36 Foundations Pause Point	Heggerty Week 12 pp. 34-36 Foundations Pause Point		

Heggerty Weeks 13, 14, and 15
Foundations Unit 6

READING FOUNDATIONS

<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken one-syllable words.</p>	<p>I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. E. Know the letter/sound correspondences. Silent e (e.g. a_e, e_e, i_e, o_e, u_e)</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. D. Read grade-level text with purpose and understanding.</p>	<p>I can read and understand books at my level. I can make it sound like talking when I read books at my level. I can reread when I don't understand what I have read.</p>
<p>RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>I can read and understand books at my level. I can make it sound like talking when I read books at my level. I can reread when I don't understand what I have read.</p>

Heggerty Weeks 13, 14, and 15
Foundations Unit 6

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. J. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. K. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. L. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. D. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

LEARNING ACTIVITIES
Heggerty Weeks 13, 14 and 15
Foundations Unit 6

	Day 1	Day 2	Day 3	Day 4	Day 5
November 4-8	Heggerty Week 13 pp. 37-39 Foundations Unit 6 Week 1 Day 1 Level 1 TE pp. 200-201	Heggerty Week 13 pp. 37-39 Foundations Unit 6 Week 1 Day 2 Level 1 TE pp. 202-203	Heggerty Week 13 pp. 37-39 Foundations Unit 6 Week 1 Day 3 Level 1 TE pp. 204-205	Heggerty Week 13 pp. 37-39 Foundations Unit 6 Week 1 Day 4 Level 1 TE pp. 206-207	Heggerty Week 13 pp. 37-39 Foundations Unit 6 Week 1 Day 5 Level 1 TE pp. 208-209
November 11-15	Heggerty Week 14 pp. 40-42 Foundations Unit 6 Week 2 Day 1 Level 1 TE pp. 210-211	Heggerty Week 14 pp. 40-42 Foundations Unit 6 Week 2 Day 2 Level 1 TE pp. 212-213	Heggerty Week 14 pp. 40-42 Foundations Unit 6 Week 2 Day 3 Level 1 TE pp. 214-215	Heggerty Week 14 pp. 40-42 Foundations Unit 6 Week 2 Day 4 Level 1 TE pp. 216-217	Heggerty Week 14 pp. 40-42 Foundations Unit 6 Week 2 Day 5 Level 1 TE pp. 218-219
November 18-22	Heggerty Week 15 pp.43-45 Foundations Unit 6 Week 3 Day 1 Level 1 TE pp. 220-221	Heggerty Week 15 pp. pp.43-45 Foundations Unit 6 Week 3 Day 2 Level 1 TE pp. 222-223	Heggerty Week 15 pp. pp.43-45 Foundations Unit 6 Week 3 Day 3 Level 1 TE pp. 224-225	Heggerty Week 15 pp. pp.43-45 Foundations Unit 6 Week 3 Day 4 Level 1 TE pp. 226-227	Heggerty Week 15 pp. pp.43-45 Foundations Unit 6 Week 3 Day 5 Level 1 TE pp. 228-229

Heggerty Weeks 16, 17, 18
Foundations Unit 7

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>C. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</p>	<p>I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Distinguish long from short vowel sounds in spoken one-syllable words</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>

Heggerty Weeks 16, 17, 18
Foundations Unit 7

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. M. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. N. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. O. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. E. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

LEARNING ACTIVITIES
Heggerty Weeks 16,17 and 18
Foundations Unit 7

	Day 1	Day 2	Day 3	Day 4	Day 5
December 2-6	Heggerty Week 16 pp. 46-48 Foundations Unit 7 Week 1 Day 1 Level 1 TE pp. 236-237	Heggerty Week 16 pp. 46-48 Foundations Unit 7 Week 1 Day 2 Level 1 TE pp. 238-239	Heggerty Week 16 pp. 46-48 Foundations Unit 7 Week 1 Day 3 Level 1 TE pp. 240-241	Heggerty Week 16 pp. 46-48 Foundations Unit 7 Week 1 Day 4 Level 1 TE pp. 242-243	Heggerty Week 16 pp. 46-48 Foundations Unit 7 Week 1 Day 5 Level 1 TE pp. 244-245
December 9-13	Heggerty Week 17 pp. 49-51 Foundations Unit 7 Week 2 Day 1 Level 1 TE pp. 246-247	Heggerty Week 17 pp. 49-51 Foundations Unit 7 Week 2 Day 2 Level 1 TE pp. 248-249	Heggerty Week 17 pp. 49-51 Foundations Unit 7 Week 2 Day 3 Level 1 TE pp. 250-251	Heggerty Week 17 pp. 49-51 Foundations Unit 7 Week 2 Day 4 Level 1 TE pp. 252-253	Heggerty Week 17 pp. 49-51 Foundations Unit 7 Week 2 Day 5 Level 1 TE pp. 254-255
December 16-20	Heggerty Week 18 pp. 52-54 Foundations Unit 7 Week 3 Day 1 Level 1 TE pp. 256-257	Heggerty Week 18 pp. 52-54 Foundations Unit 7 Week 3 Day 2 Level 1 TE pp. 258-259	Heggerty Week 18 pp. 52-54 Foundations Unit 7 Week 3 Day 3 Level 1 TE pp. 260-261	Heggerty Week 18 pp. 52-54 Foundations Unit 7 Week 3 Day 4 Level 1 TE pp. 262-263	Heggerty Week 18 pp. 52-54 Foundations Unit 7 Week 3 Day 5 Level 1 TE pp. 264-265

Heggerty Weeks 19 and 20
Foundations Unit 8

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>D. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</p>	<p>I can find the first word in the sentence.</p> <p>I can identify that a sentence starts with a capital letter.</p> <p>I can find the ending mark in a sentence.</p> <p>I can find the beginning and end of a sentence.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>D. Distinguish long from short vowel sounds in spoken one-syllable words</p>	<p>I can say and hear long and short vowel sounds.</p> <p>I can make and say words by blending sounds.</p> <p>I can say the beginning, middle, or ending sound of a single-syllable word.</p> <p>I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>I can say and hear long and short vowel sounds.</p> <p>I can make and say words by blending sounds.</p> <p>I can say the beginning, middle, or ending sound of a single-syllable word.</p> <p>I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can say and hear long and short vowel sounds.</p> <p>I can make and say words by blending sounds.</p> <p>I can say the beginning, middle, or ending sound of a single-syllable word.</p> <p>I can pull apart the sounds in a single syllable word.</p>

Heggerty Weeks 19 and 20
Foundations Unit 8

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. P. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. Q. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. R. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. F. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

LEARNING ACTIVITIES
Heggerty Weeks 19 and 20
Foundations Unit 8

	Day 1	Day 2	Day 3	Day 4	Day 5
January 7-10		Heggerty Week 19 pp. 55-57 Foundations Unit 8 Week 1 Day 1 Level 1 TE pp. 274-275	Heggerty Week 19 pp. 55-57 Foundations Unit 8 Week 1 Day 2 Level 1 TE pp. 276-277	Heggerty Week 19 pp. 55-57 Foundations Unit 8 Week 1 Day 3 Level 1 TE pp. 278-279	Heggerty Week 19 pp. 55-57 Foundations Unit 8 Week 1 Day 4 Level 1 TE pp. 280-281
January 13-17	Heggerty Week 20 pp. 58-60 Foundations Unit 8 Week 1 Day 5 Level 1 TE pp. 282-283	Heggerty Week 20 pp. 58-60 Foundations Unit 8 Week 2 Day 1 Level 1 TE pp. 284-285	Heggerty Week 20 pp. 58-60 Foundations Unit 8 Week 2 Day 2 Level 1 TE pp. 286-287	Heggerty Week 20 pp. 58-60 Foundations Unit 8 Week 2 Day 3 Level 1 TE pp. 288-289	Heggerty Week 20 pp. 58-60 Foundations Unit 8 Week 2 Day 4 Level 1 TE pp. 290-291

Heggerty Weeks 21,22 and 23
Foundations Unit 9

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>E. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</p>	<p>I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>E. Distinguish long from short vowel sounds in spoken one-syllable words</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>

Heggerty Weeks 21,22 and 23
Foundations Unit 9

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. S. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. T. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. U. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. G. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

LEARNING ACTIVITIES
Heggerty Weeks 21, 22,23
Foundations Unit 9

	Day 1	Day 2	Day 3	Day 4	Day 5
January 21-24		Heggerty Week 21 pp. 61-63 Foundations Unit 9 Week 1 Day 1 Level 1 TE pp. 302-303	Heggerty Week 21 pp.61-63 Foundations Unit 9 Week 1 Day 2 Level 1 TE pp. 304-305	Heggerty Week 21 pp.61-63 Foundations Unit 9 Week 1 Day 3 Level 1 TE pp. 306-307	Heggerty Week 21 pp.61-63 Foundations Unit 9 Week 1 Day 4 Level 1 TE pp. 308-309
January 27-31	Heggerty Week 22 pp.64-66 Foundations Unit 9 Week 1 Day 5 Level 1 TE pp. 310-311	Heggerty Week 22 pp.64-66 Foundations Unit 9 Week 2 Day 1 Level 1 TE pp. 312-313	Heggerty Week 22 pp.64-66 Foundations Unit 9 Week 2 Day 2 Level 1 TE pp. 314-315	Heggerty Week 22 pp.64-66 Foundations Unit 9 Week 2 Day 3 Level 1 TE pp. 316-317	Heggerty Week 22 pp.64-66 Foundations Unit 9 Week 2 Day 4 Level 1 TE pp. 318-319
February 3-7	Heggerty Week 23 pp. 67-69 Foundations Unit 9 Week 2 Day 5 Level 1 TE pp. 320-321				

Heggerty Weeks 24,25, and 26
Foundations Unit 10

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
RF.1.1 Demonstrate understanding of the organization and basic features of print. F. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)	I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). F. Distinguish long from short vowel sounds in spoken one -syllable words	I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.

Heggerty Weeks 24,25, 26 and 27
Foundations Unit 10

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. V. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. W. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. X. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. H. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

LEARNING ACTIVITIES
Heggerty Weeks 24,25, 26 and 27
Foundations Unit 10

	Day 1	Day 2	Day 3	Day 4	Day 5
February 10-13	Heggerty Week 24 pp. 70-72 Foundations Unit 10 Week 1 Day 1 Level 1 TE pp. 328-329	Heggerty Week 24 pp. 70-72 Foundations Unit 10 Week 1 Day 2 Level 1 TE pp. 330-331	Heggerty Week 24 pp. 70-72 Foundations Unit 10 Week 1 Day 3 Level 1 TE pp. 332-333	Heggerty Week 24 pp. 70-72 Foundations Unit 10 Week 1 Day 4 Level 1 TE pp. 334-335	Heggerty Week 24 pp. 70-72 Foundations Unit 10 Week 1 Day 5 Level 1 TE pp. 336-337
February 17-20	Heggerty Week 25 pp. 73-75 Foundations Unit 10 Week 2 Day 1 Level 1 TE pp. 338-339	Heggerty Week 25 pp. 73-75 Foundations Unit 10 Week 2 Day 2 Level 1 TE pp. 340-341	Heggerty Week 25 pp. 73-75 Foundations Unit 10 Week 2 Day 3 Level 1 TE pp. 342-343	Heggerty Week 25 pp. 73-75 Foundations Unit 10 Week 2 Day 4 Level 1 TE pp. 344-355	
February 25-28		Heggerty Week 26 pp. 76-78 Foundations Unit 10 Week 2 Day 5 Level 1 TE pp. 346-347	Heggerty Week 26 pp. 76-78 Foundations Unit 10 Week 3 Day 1 Level 1 TE pp. 348-349	Heggerty Week 26 pp. 76-78 Foundations Unit 10 Week 3 Day 2 Level 1 TE pp. 350-351	Heggerty Week 26 pp. 76-78 Foundations Unit 10 Week 3 Day 3 Level 1 TE pp. 352-353

LEARNING ACTIVITIES
Heggerty Weeks 24,25,26 and 27
Foundations Unit 10

	Day 1	Day 2	Day 3	Day 4	Day 5
March 2-6	Heggerty Week 27 pp. 79-81 Foundations Unit 10 Week 3 Day 4 Level 1 TE pp. 354-355	Heggerty Week 27 pp. 79-81 Foundations Unit 10 Week 3 Day 5 Level 1 TE pp. 356-357			

Heggerty Weeks 27,28,29 and 30
Foundations Unit 11

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>G. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</p>	<p>I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>G. Distinguish long from short vowel sounds in spoken one-syllable words</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>

Heggerty Weeks 27,28,29 and 30

Fundations Unit 11

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. Y. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. Z. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. AA. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. I. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

LEARNING ACTIVITIES
Heggerty Weeks 27, 28 and 29
Foundations Unit 11

	Day 1	Day 2	Day 3	Day 4	Day 5
March 2-6			Heggerty Week 27 pp. 79-81 Foundations Unit 11 Week 1 Day 1 Level 1 TE pp. 366-367	Heggerty Week 27 pp. 79-81 Foundations Unit 11 Week 1 Day 2 Level 1 TE pp. 336-369	Heggerty Week 27 pp. 79-81 Foundations Unit 11 Week 1 Day 3 Level 1 TE pp. 370-371
March 9-13	Heggerty Week 28 pp. 82-84 Foundations Unit 11 Week 1 Day 4 Level 1 TE pp. 372-373	Heggerty Week 28 pp. 82-84 Foundations Unit 11 Week 1 Day 5 Level 1 TE pp. 374-375	Heggerty Week 28 pp. 82-84 Foundations Unit 11 Week 2 Day 1 Level 1 TE pp. 376-377	Heggerty Week 28 pp. 82-84 Foundations Unit 11 Week 2 Day 2 Level 1 TE pp. 378-379	Heggerty Week 28 pp. 82-84 Foundations Unit 11 Week 2 Day 3 Level 1 TE pp. 380-381
March 16-20	Heggerty Week 29 pp. 85-87 Foundations Unit 11 Week 2 Day 4 Level 1 TE pp. 382-383	Heggerty Week 29 pp. 85-87 Foundations Unit 11 Week 2 Day 5 Level 1 TE pp. 384-385	Heggerty Week 29 pp. 85-87 Foundations Unit 11 Week 3 Day 1 Level 1 TE pp. 386-387	Heggerty Week 29 pp. 85-87 Foundations Unit 11 Week 3 Day 2 Level 1 TE pp. 388-389	Heggerty Week 29 pp. 85-87 Foundations Unit 11 Week 3 Day 3 Level 1 TE pp. 390-391

LEARNING ACTIVITIES
Heggerty Weeks 28,29, and 30
Foundations Unit 11

	Day 1	Day 2	Day 3	Day 4	Day 5
March 30-April 3	Heggerty Week 30 pp. 88-90 Foundations Unit 11 Week 3 Day 4 Level 1 TE pp. 390-391	Heggerty Week 30 pp. 88-90 Foundations Unit 11 Week 3 Day 5 Level 1 TE pp. 390-391			

Heggerty Weeks 30, 31, 32, 33, and 34

Foundations Unit 12

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>H. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</p>	<p>I can find the first word in the sentence.</p> <p>I can identify that a sentence starts with a capital letter.</p> <p>I can find the ending mark in a sentence.</p> <p>I can find the beginning and end of a sentence.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>H. Distinguish long from short vowel sounds in spoken one-syllable words</p>	<p>I can say and hear long and short vowel sounds.</p> <p>I can make and say words by blending sounds.</p> <p>I can say the beginning, middle, or ending sound of a single-syllable word.</p> <p>I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>I can say and hear long and short vowel sounds.</p> <p>I can make and say words by blending sounds.</p> <p>I can say the beginning, middle, or ending sound of a single-syllable word.</p> <p>I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can say and hear long and short vowel sounds.</p> <p>I can make and say words by blending sounds.</p> <p>I can say the beginning, middle, or ending sound of a single-syllable word.</p> <p>I can pull apart the sounds in a single syllable word.</p>

Heggerty Weeks 30, 31, 32, 33, and 34

Fundations Unit 12

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. BB. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. CC. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. DD. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. J. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

LEARNING ACTIVITIES
Heggerty Weeks 30, 31, 32, and 33
Foundations Unit 12

	Day 1	Day 2	Day 3	Day 4	Day 5
March 30-April 3			Heggerty Week 31 pp.91-93 Foundations Unit 12 Week 1 Day 1 Level 1 TE pp. 404-405	Heggerty Week 31 pp.91-93 Foundations Unit 12 Week 1 Day 2 Level 1 TE pp. 406-407	Heggerty Week 31 pp.91-93 Foundations Unit 12 Week 1 Day 3 Level 1 TE pp. 408-409
April 13-17	Heggerty Week 32 pp. 94-96 Foundations Unit 12 Week 1 Day 4 Level 1 TE pp. 410-411	Heggerty Week 32 pp.94-96 Foundations Unit 12 Week 1 Day 5 Level 1 TE pp. 412-413	Heggerty Week 32 pp.94-96 Foundations Unit 12 Week 2 Day 1 Level 1 TE pp. 414-415	Heggerty Week 32 pp.94-96 Foundations Unit 12 Week 2 Day 2 Level 1 TE pp. 416-417	Heggerty Week 32 pp.94-96 Foundations Unit 12 Week 2 Day 3 Level 1 TE pp. 418-419
April 20-24	Heggerty Week 33 pp.97-99 Foundations Unit 12 Week 2 Day 4 Level 1 TE pp. 420-421	Heggerty Week 33 pp. 97-99 Foundations Unit 12 Week 2 Day 5 Level 1 TE pp. 422-423	Heggerty Week 33 pp. 97-99 Foundations Unit 12 Week 3 Day 1 Level 1 TE pp. 424-425	Heggerty Week 33 pp. 97-99 Foundations Unit 12 Week 3 Day 2 Level 1 TE pp. 426-427	Heggerty Week 33 pp. 97-99. Foundations Unit 12 Week 3 Day 3 Level 1 TE pp. 428-429

LEARNING ACTIVITIES Heggerty Weeks 30, 31, 32, 33, and 34 Foundations Unit 12					
	Day 1	Day 2	Day 3	Day 4	Day 5
April 27-May 1	Heggerty Week 34 pp. 100-102 Foundations Unit 12 Week 3 Day 4 Level 1 TE pp. 428-429	Heggerty Week 34 pp. 100-102 Foundations Unit 12 Week 3 Day 5 Level 1 TE pp. 428-429			

Heggerty Weeks 34 and 35
Foundations Unit 13

READING FOUNDATIONS

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL I can...
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>I. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)</p>	<p>I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>I. Distinguish long from short vowel sounds in spoken one-syllable words</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can say and hear long and short vowel sounds. I can make and say words by blending sounds. I can say the beginning, middle, or ending sound of a single-syllable word. I can pull apart the sounds in a single syllable word.</p>

Heggerty Week 34 and 35

Foundations Unit 13

READING FOUNDATIONS

<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. EE. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. FF. Continue conversations by responding to the comments of others through multiple exchanges.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. GG. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can describe people, places, things, and events with many important details. I can talk about ideas and feelings clearly.</p>
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1. K. Print many upper- and lowercase letters with proper formation.</p>	<p>I can have conversations with adults. I can have conversations with other students. I can follow classroom rules for speaking. I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying. I can add to the conversation by staying on the topic of discussion.</p>

LEARNING ACTIVITIES
Heggerty Weeks 34 and 35
Foundations Unit 13

	Day 1	Day 2	Day 3	Day 4	Day 5
April 27-May 1			Heggerty Week 34 pp.100-102 Foundations Unit 13 Week 1 Day 1 Level 1 TE pp. 442-443	Heggerty Week 34 pp. 100-102 Foundations Unit 13 Week 1 Day 2 Level 1 TE pp. 444-445	Heggerty Week 34 pp. 100-102 Foundations Unit 13 Week 1 Day 3 Level 1 TE pp. 446-447
May 4-8	Heggerty Week 35 pp.103-105 Foundations Unit 13 Week 1 Day 4 Level 1 TE pp. 448-449	Heggerty Week 35 pp.103-105 Foundations Unit 13 Week 1 Day 5 Level 1 TE pp. 450-451	Heggerty Week 35 pp.103-105 Foundations Unit 13 Week 2 Day 1 Level 1 TE pp. 452-453	Heggerty Week 35 pp.103-105 Foundations Unit 13 Week 2 Day 2 Level 1 TE pp. 454-455	Heggerty Week 35 pp.103-105 Foundations Unit 13 Week 2 Day 3 Level 1 TE pp. 456-457
May 11-15	Heggerty Foundations Unit 13 Week 2 Day 4 Level 1 TE pp. 458-459	Heggerty Foundations Unit 13 Week 2 Day 5 Level 1 TE pp. 460-461	Heggerty Foundations Unit 13 Week 3 Day 1 Level 1 TE pp. 462-463	Heggerty Foundations Unit 13 Week 3 Day 2 Level 1 TE pp. 464-465	Heggerty Foundations Unit 13 Week 3 Day 3 Level 1 TE pp. 466-467

LEARNING ACTIVITIES
Heggerty Weeks 34 and 35
Foundations Unit 13

	Day 1	Day 2	Day 3	Day 4	Day 5
May 11-15	Heggerty Foundations Unit 13 Week 3 Day 4 Level 1 TE pp. 458-459	Heggerty Foundations Unit 13 Week 3 Day 5 Level 1 TE pp. 460-461	Heggerty Foundations Unit 14 Week 1 Day 1 Level 1 TE pp. 462-463	Heggerty Foundations Unit 14 Week 1 Day 2 Level 1 TE pp. 464-465	Heggerty Foundations Unit 14 Week 1 Day 3 Level 1 TE pp. 466-467
May 18-22	Heggerty Foundations Unit 14 Week 1 Day 4 Level 1 TE pp. 468-469	Heggerty Foundations Unit 14 Week 1 Day 5 Level 1 TE pp. 470-471	Heggerty Foundations Pause Point	Heggerty Foundations Pause Point	Heggerty Foundations Pause Point