

Quarter 1 Heggerty and Foundations	
STAGE 1-DESIRED RESULTS	
<p>FOCUS STANDARDS are explicitly taught and practiced throughout the module. SUPPORTING STANDARDS are practiced throughout the module due to their alignment with the study of a particular text but not necessarily explicitly taught. CONTINUING STANDARDS are taught across modules and not listed as focus standards for any particular module. Standards denoted with the asterisk (*) symbol represent the focus standards.</p>	
READING FOUNDATIONS	
<p>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</p>	
STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL
<p>RF.1.1 Demonstrate understanding of the organization and basic features of print. + Starts in Unit 1</p>	<p>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.</p>
<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. + Starts in Unit 1</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 + Starts in Unit 1</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>

+ Starts in Unit 1	
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the letter/sound correspondences for common consonant digraphs (e.g. th, sh, ch, ck)</p> <p>+ Starts in Unit 3</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>

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL
<p>RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>+ Starts in Unit 1</p>	<p>I can read and understand books at my level.</p> <p>I can make it sound like talking when I read books at my level.</p> <p>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.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>+ Starts in Unit 1</p>	<p>I can read and understand books at my level.</p> <p>I can make it sound like talking when I read books at my level.</p> <p>I can reread when I don't understand what I have read.</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.</p> <p>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>+ Starts in Unit 1</p>	<p>I can have conversations with adults.</p> <p>I can have conversations with other students.</p> <p>I can follow classroom rules for speaking.</p> <p>I can follow classroom rules for listening. I can ask questions to help me understand what someone else is saying.</p> <p>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.</p> <p>B. Continue conversations by responding to the comments of others through multiple exchanges.</p> <p>+ Starts in Unit 1</p>	<p>I can have conversations with adults.</p> <p>I can have conversations with other students.</p> <p>I can follow classroom rules for speaking.</p> <p>I can follow classroom rules for listening.</p> <p>I can ask questions to help me understand what someone else is saying.</p> <p>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. + Starts in Unit 1</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>

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL
<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). + Starts in Unit 1</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. + Starts in Unit 1</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 + Starts in Unit 1</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.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 1.</p> <p>A. Print many upper- and lowercase letters with proper formation.</p> <p>+ Starts in Unit 1</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>
--	--

STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL
<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>*Starts in Unit 2</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>*Starts in Unit 2</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"> ○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions <p>*Starts in Unit 2</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.1.5 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>*Starts in Unit 2</p>	<p>I can sort like words into groups. (ex. group is colors: word examples are red, yellow, and blue)</p> <p>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)</p> <p>I can make connections between everyday words and their use. (ex. list places where computers can be used)</p> <p>I can tell the difference between verbs that mean almost the same. (ex. verbs = jump and bound)</p> <p>I can tell the difference between adjectives that mean almost the same. (ex. adjectives = small and miniature)</p>
--	--

LEARNING ACTIVITIES					
	Day 1	Day 2	Day 3	Day 4	Day 5
August 13-16	Teacher Work Day	<p>Heggerty Week 1 pp. 1-3</p> <p>Foundations Orientation Level 1 pp. 62-65</p>	<p>Heggerty Week 1 pp. 1-3</p> <p>Foundations Unit 1 Week 1 Day 1 Level 1 TE pp. 70-71</p>	<p>Heggerty Week 1 pp. 1-3</p> <p>Foundations Unit 1 Week 1 Day 2 Level 1 TE pp. 72-73</p>	<p>Heggerty Week 1 pp. 1-3</p> <p>Foundations Unit 1 Week 1 Day 3 Level 1 TE pp. 74-75</p>

August 19-23	<p>Heggerty Week 2 pp. 4-6</p> <p>Foundations Unit 1 Week 1 Day 4 Level 1 TE pp. 76-77</p>	<p>Heggerty Week 2 pp. 4-6</p> <p>Foundations Unit 1 Week 1 Day 5 Level 1 TE pp. 78-79</p>	<p>Heggerty Week 2 pp. 4-6</p> <p>Foundations Unit 1 Week 2 Day 1 Level 1 TE pp. 80-81</p>	<p>Heggerty Week 2 pp. 4-6</p> <p>Foundations Unit 1 Week 2 Day 2 Level 1 TE pp. 82-83</p>	<p>Heggerty Week 2 pp. 4-6</p> <p>Foundations Unit 1 Week 2 Day 3 Level 1 TE pp. 84-85</p>
August 26-30	<p>Heggerty Week 3 pp. 7-9</p> <p>Foundations Unit 1 Week 2 Day 4 Level 1 TE pp. 86-87</p>	<p>Heggerty Week 3 pp. 7-9</p> <p>Foundations Unit 1 Week 2 Day 5 Level 1 TE pp. 88-89</p>	<p>Heggerty Week 3 pp. 7-9</p> <p>Foundations Unit 2 Week 1 Day 1 Level 1 TE pp. 106-107</p>	<p>Heggerty Week 3 pp. 7-9</p> <p>Foundations Unit 2 Week 1 Day 2 Level 1 TE pp. 108-109</p>	<p>Heggerty Week 3 pp. 7-9</p> <p>Foundations Unit 2 Week 1 Day 3 Level 1 TE pp. 110-111</p>
September 2-6	<p>Labor Day</p>	<p>Heggerty Week 4 pp. 11-12</p> <p>Foundations Unit 2 Week 1 Day 4 Level 1 TE pp. 112-113</p>	<p>Heggerty Week 4 pp. 11-12</p> <p>Foundations Unit 1 Week 1 Day 5 Level 1 TE pp. 114-115</p>	<p>Heggerty Week 4 pp. 11-12</p> <p>Foundations Unit 2 Week 2 Day 1 Level 1 TE pp. 116-117</p>	<p>Heggerty Week 4 pp. 11-12</p> <p>Foundations Unit 2 Week 2 Day 2 Level 1 TE pp. 118-119</p>

LEARNING ACTIVITIES					
	Day 1	Day 2	Day 3	Day 4	Day 5
September 9-13	<p>Heggerty Week 4 pp. 11-12</p> <p>Foundations Unit 2 Week 2 Day 3 Level 1 TE pp. 120-121</p>	<p>Heggerty Week 5 pp. 13-15</p> <p>Foundations Unit 2 Week 2 Day 4 Level 1 TE pp. 122-123</p>	<p>Heggerty Week 5 pp. 13-15</p> <p>Foundations Unit 2 Week 2 Day 5 Level 1 TE pp. 124-125</p>	<p>Heggerty Week 5 pp. 13-15</p> <p>Foundations Unit 3 Week 1 Day 1 Level 1 TE pp. 132-133</p>	<p>Heggerty Week 5 pp. 13-15</p> <p>Foundations Unit 3 Week 1 Day 2 Level 1 TE pp. 134-135</p>

September 16-20	<p>Heggerty Week 5 pp. 13-15</p> <p>Foundations Unit 3 Week 1 Day 3 Level 1 TE pp. 136-137</p>	<p>Heggerty Week 6 pp. 16-18</p> <p>Foundations Unit 3 Week 1 Day 4 Level 1 TE pp. 138-139</p>	<p>Heggerty Week 6 pp. 16-18</p> <p>Foundations Unit 3 Week 1 Day 5 Level 1 TE pp. 140-141</p>	<p>Heggerty Week 6 pp. 16-18</p> <p>Foundations Unit 3 Week 2 Day 1 Level 1 TE pp. 142-143</p>	<p>Heggerty Week 6 pp. 16-18</p> <p>Foundations Unit 3 Week 2 Day 2 Level 1 TE pp. 144-145</p>
September 23-27	<p>Heggerty Week 6 pp. 16-18 Week 7 pp. 19-21</p> <p>Foundations Unit 3 Week 2 Day 3 Level 1 TE pp. 146-147</p>	<p>Heggerty Week 7 pp. 19-21</p> <p>Foundations Unit 3 Week 2 Day 4 Level 1 TE pp. 148-149</p>	<p>Heggerty Week 7 pp. 19-21</p> <p>Foundations Unit 3 Week 2 Day 5 Level 1 TE pp. 150-151</p>	<p>Heggerty Week 7 pp. 19-21</p> <p>Foundations Unit 4 Week 1 Day 1 Level 1 TE pp. 158-159</p>	<p>Heggerty Week 7 pp. 19-21</p> <p>Foundations Unit 4 Week 1 Day 2 Level 1 TE pp. 160-161</p>
September 30-October 4	<p>Heggerty Week 7 pp. 19-21</p> <p>Foundations Unit 4 Week 1 Day 3 Level 1 TE pp. 162-163</p>	<p>Heggerty Week 8 pp. 24-25</p> <p>Foundations Unit 4 Week 1 Day 4 Level 1 TE pp. 164-165</p>	<p>Heggerty Week 8 pp. 24-25</p> <p>Foundations Unit 4 Week 1 Day 5 Level 1 TE pp. 166-167</p>	<p>Heggerty Week 8 pp. 24-25</p> <p>Foundations Unit 4 Week 2 Day 51 Level 1 TE pp. 168-169</p>	<p>Heggerty Week 8 pp. 24-25</p> <p>Foundations Unit 4 Week 2 Day 2 Level 1 TE pp. 170-171</p>

LEARNING ACTIVITIES					
	Day 1	Day 2	Day 3	Day 4	Day 5

October 7-11	Heggerty Week 9 pp. 25-27	Heggerty Week 9 pp. 25-27	Heggerty Week 9 pp. 25-27	Heggerty Week 9 pp. 25-27	Heggerty Week 9 pp. 25-27
	Foundations Unit 4 Week 2 Day 3 Level 1 TE pp. 172-173	Foundations Unit 4 Week 2 Day 4 Level 1 TE pp. 174-175	Foundations Unit 4 Week 2 Day 5 Level 1 TE pp. 176-177	Foundations Unit 5 Week 1 Day 1 Level 1 TE pp. 184-185	Foundations Unit 5 Week 1 Day 2 Level 1 TE pp. 186-187

Quarter 2 Heggerty and Foundations	
READING FOUNDATIONS	
STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL
RF.1.1 Demonstrate understanding of the organization and basic features of print. + Starts in Unit 1	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.
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). B. Distinguish long from short vowel sounds in spoken one -syllable words. + Starts in Unit 1	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). C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words + Starts in Unit 1	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).	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.

<p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>+ Starts in Unit 1</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>E. Delete a syllable from a word)e.g. say “remember,” now say it without the “re”).</p> <p>+ Starts Week 3</p>	<p>I can delete a syllable from a word to make a new word.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>F. Add or substitute individual sounds (phonemes) in simple spoken words to make new words.</p> <p>+ Starts Week 1</p>	<p>I can add and substitute individual sounds in words to make new words.</p>
<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>G. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g. say “nice” without the /n/, say “lamp” without the /p/).</p> <p>+ Starts Week 5</p>	<p>I can delete individual initial and final sounds in words to make new words.</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the letter/sound correspondences for common consonant digraphs (e.g. th, sh, ch, ck)</p> <p>+ Starts in Unit 3</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>B. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>I can read sight words that do not fit a pattern.</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can read words with endings (-ing, -ed, -s, -es).</p>

<p>C. Read words with inflectional endings.</p> <p>+ Starts in Unit 6 (focus on –s)</p>	
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Recognize and read grade-appropriate irregularly spelled words.</p> <p>+ Starts in Unit 1</p>	<p>I can read sight words that do not fit a pattern.</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>D. Read words with inflectional endings.</p> <p>+ Starts in Unit 6 (-s)</p>	<p>I can read words with endings (-ing, -ed, -s, -es).</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>E. Decode regularly spelled one-syllable words that follow syllable types.</p> <ul style="list-style-type: none"> ○ Closed syllable + Starts in Unit 1 ○ Open syllable ○ Vowel-consonant-e ○ Vowel teams ○ Consonant-le ○ Vowel-controlled-r + Starts in Unit 8 	<p>I can read closed syllable words.</p> <p>I can read words with vowel controlled –r.</p>
<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>F. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <ul style="list-style-type: none"> ○ Compound words (e.g. cup/cake, cow/boy) + Starts Week 1 ○ Consonant-le (e.g. can/dle, sim/ple, ri/fle, nee/dle) ○ VC/CV (e.g. nap/kin, hap/py, stam/pede) 	<p>I can read compound words.</p>

<ul style="list-style-type: none"> ○ V/CV (e.g. bo/nus) 	
<p>RF.1.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>I can read 1st grade level texts correctly with fluency and expression.</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.</p> <p>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>+ Starts in Unit 1</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.</p> <p>B. Continue conversations by responding to the comments of others through multiple exchanges.</p> <p>+ Starts in Unit 1</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>F. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <ul style="list-style-type: none"> ○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions <p>*Starts in Unit 2</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>

LEARNING ACTIVITIES					
	Day 1	Day 2	Day 3	Day 4	Day 5
October 14-18	Heggerty Week 10 pp. 28-30 Foundations Unit 5 Week 1 Day 3 Level 1 TE pp. 188-189	Heggerty Week 10 pp. 28-30 Foundations Unit 5 Week 1 Day 4 Level 1 TE pp. 190-191	Heggerty Week 10 pp. 28-30 Foundations Unit 5 Week 1 Day 5 Level 1 TE pp. 192-193	Heggerty Week 10 pp. 28-30 Foundations Unit 6 Week 1 Day 1 Level 1 TE pp. 200-201	Heggerty Week 10 pp. 28-30 Foundations Unit 6 Week 1 Day 2 Level 1 TE pp. 202-203
October 21-25	Heggerty Week 11 pp. 31-33 Foundations Unit 6 Week 1 Day 3 Level 1 TE pp. 204-205	Heggerty Week 11 pp. 31-33 Foundations Unit 6 Week 1 Day 4 Level 1 TE pp. 206-207	Heggerty Week 11 pp. 31-33 Foundations Unit 6 Week 1 Day 5 Level 1 TE pp. 208-209	Heggerty Week 11 pp. 31-33 Foundations Unit 6 Week 2 Day 1 Level 1 TE pp. 210-211	Heggerty Week 11 pp. 31-33 Foundations Unit 6 Week 2 Day 2 Level 1 TE pp. 212-213
October 28- November 1	Heggerty Week 12 pp. 34-36 Foundations Unit 6 Week 2 Day 3 Level 1 TE pp. 214-215	Heggerty Week 12 pp. 34-36 Foundations Unit 6 Week 2 Day 4 Level 1 TE pp. 216-217	Heggerty Week 12 pp. 34-36 Foundations Unit 6 Week 2 Day 5 Level 1 TE pp. 218-219	Professional Development	Professional Development
November 4-8	Heggerty Week 12 pp. 34-36 Foundations Unit 6 Week 3 Day 1 Level 1 TE pp. 220-221	Heggerty Week 12 pp. 34-36 Foundations Unit 6 Week 3 Day 2 Level 1 TE pp. 222-223	Heggerty Week 13 pp. 37-39 Foundations Unit 6 Week 3 Day 3 Level 1 TE pp. 224-225	Heggerty Week 13 pp. 37-39 Foundations Unit 6 Week 3 Day 4 Level 1 TE pp. 226-227	Heggerty Week 13 pp. 37-39 Foundations Unit 6 Week 3 Day 5 Level 1 TE pp. 228-229

November 11-15	Heggerty Week 13 pp. 37-39 Foundations Unit 7 Week 1 Day 1 Level 1 TE pp. 236-237	Heggerty Week 13 pp. 37-39 Foundations Unit 7 Week 1 Day 2 Level 1 TE pp. 238-239	Heggerty Week 14 pp. 40-42 Foundations Unit 7 Week 1 Day 3 Level 1 TE pp. 240-241	Heggerty Week 14 pp. 40-42 Foundations Unit 7 Week 1 Day 4 Level 1 TE pp. 242-243	Heggerty Week 14 pp. 40-42 Foundations Unit 7 Week 1 Day 5 Level 1 TE pp. 244-245
November 18-22	Heggerty Week 14 pp. 40-42 Foundations Unit 7 Week 2 Day 1 Level 1 TE pp. 246-247	Heggerty Week 14 pp. 40-42 Foundations Unit 7 Week 2 Day 2 Level 1 TE pp. 248-249	Heggerty Week 15 pp. 43-45 Foundations Unit 7 Week 2 Day 3 Level 1 TE pp. 250-251	Heggerty Week 15 pp. 43-45 Foundations Unit 7 Week 2 Day 4 Level 1 TE pp. 252-253	Heggerty Week 15 pp. 43-45 Foundations Unit 7 Week 2 Day 5 Level 1 TE pp. 254-255
December 2-6	Heggerty Week 15 pp. 43-45 Foundations Unit 7 Week 3 Day 1 Level 1 TE pp. 256-257	Heggerty Week 15 pp. 43-45 Foundations Unit 7 Week 3 Day 2 Level 1 TE pp. 258-259	Heggerty Week 16 pp. 46-48 Foundations Unit 7 Week 3 Day 3 Level 1 TE pp. 260-261	Heggerty Week 16 pp. 46-48 Foundations Unit 7 Week 3 Day 4 Level 1 TE pp. 262-263	Heggerty Week 16 pp. 46-48 Foundations Unit 7 Week 3 Day 5 Level 1 TE pp. 264-265
December 9-13	Heggerty Week 16 pp. 46-48 Foundations Unit 8 Week 1 Day 1 Level 1 TE pp. 274-275	Heggerty Week 16 pp. 46-48 Foundations Unit 8 Week 1 Day 2 Level 1 TE pp. 276-277	Heggerty Week 17 pp. 49-51 Foundations Unit 8 Week 1 Day 3 Level 1 TE pp. 278-279	Heggerty Week 17 pp. 49-51 Foundations Unit 8 Week 1 Day 4 Level 1 TE pp. 280-281	Heggerty Week 17 pp. 49-51 Foundations Unit 8 Week 1 Day 5 Level 1 TE pp. 282-283

December 16-20	Heggerty Week 17 pp. 49-51	Heggerty Week 17 pp. 49-51	Heggerty Week 18 pp. 52-54	Heggerty Week 18 pp. 52-54	Heggerty Week 18 pp. 52-54
	Foundations Unit 8 Week 2 Day 1	Foundations Unit 8 Week 2 Day 2	Foundations Unit 8 Week 2 Day 3	Foundations Unit 8 Week 2 Day 4	Foundations Unit 8 Week 2 Day 5
	Level 1 TE pp. 284-285	Level 1 TE pp. 286-287	Level 1 TE pp. 288-289	Level 1 TE pp. 290-291	Level 1 TE pp. 292-293

Quarter 3 Heggerty and Foundations	
READING FOUNDATIONS	
STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL

LEARNING ACTIVITIES					
	Day 1	Day 2	Day 3	Day 4	Day 5
January 7-10	Work Day	Heggerty Week 18 pp. 52-54 Foundations Unit 9 Week 1 Day 1 Level 1 TE pp. 302-303	Heggerty Week 18 pp. 52-54 Foundations Unit 9 Week 1 Day 2 Level 1 TE pp. 304-305	Heggerty Week 19 pp. 55-57 Foundations Unit 9 Week 1 Day 3 Level 1 TE pp. 306-307	Heggerty Week 19 pp. 55-57 Foundations Unit 9 Week 1 Day 4 Level 1 TE pp. 308-309

January 13-17	Heggerty Week 19 pp. 55-57 Foundations Unit 9 Week 1 Day 5 Level 1 TE pp. 310-311	Heggerty Week 19 pp. 55-57 Foundations Unit 9 Week 2 Day 1 Level 1 TE pp. 312-313	Heggerty Week 19 pp. 55-57 Foundations Unit 9 Week 2 Day 2 Level 1 TE pp. 314-315	Heggerty Week 20 pp. 58-60 Foundations Unit 9 Week 2 Day 3 Level 1 TE pp. 316-317	Heggerty Week 20 pp. 58-60 Foundations Unit 9 Week 2 Day 4 Level 1 TE pp. 318-319
January 20-24	Holiday	Heggerty Week 20 pp. 58-60 Foundations Unit 9 Week 2 Day 5 Level 1 TE pp. 320-321	Heggerty Week 20 pp. 58-60 Foundations Unit 10 Week 1 Day 1 Level 1 TE pp. 328-329	Heggerty Week 20 pp. 58-60 Foundations Unit 10 Week 1 Day 2 Level 1 TE pp. 330-331	Heggerty Week 21 pp. 58-60 Foundations Unit 10 Week 1 Day 3 Level 1 TE pp. 332-333
January 27-31	Heggerty Week 21 pp. 58-60 Foundations Unit 10 Week 1 Day 4 Level 1 TE pp. 334-335	Heggerty Week 21 pp. 58-60 Foundations Unit 10 Week 1 Day 5 Level 1 TE pp. 336-337	Heggerty Week 21 pp. 58-60 Foundations Unit 10 Week 2 Day 1 Level 1 TE pp. 338-339	Heggerty Week 21 pp. 58-60 Foundations Unit 10 Week 2 Day 2 Level 1 TE pp. 340-341	Heggerty Week 22 pp. 64-66 Foundations Unit 10 Week 2 Day 3 Level 1 TE pp. 342-343
February 3-7	Heggerty Week 22 pp. 64-66 Foundations Unit 10 Week 2 Day 4 Level 1 TE pp. 344-345	Heggerty Week 22 pp. 64-66 Foundations Unit 10 Week 2 Day 5 Level 1 TE pp. 346-347	Heggerty Week 22 pp. 64-66 Foundations Unit 10 Week 3 Day 1 Level 1 TE pp. 348-349	Heggerty Week 22 pp. 64-66 Foundations Unit 10 Week 3 Day 2 Level 1 TE pp. 350-351	Heggerty Week 23 pp. 67-69 Foundations Unit 10 Week 3 Day 3 Level 1 TE pp. 352-353

February 10-14	Heggerty Week 23 pp. 67-69 Foundations Unit 10 Week 3 Day 4 Level 1 TE pp. 354-355	Heggerty Week 23 pp. 67-69 Foundations Unit 10 Week 3 Day 5 Level 1 TE pp. 356-357	Heggerty Week 23 pp. 67-69 Foundations Unit 11 Week 1 Day 1 Level 1 TE pp. 366-367	Heggerty Week 23 pp. 67-69 Foundations Unit 11 Week 1 Day 2 Level 1 TE pp. 368-369	Heggerty Week 24 pp. 70-72 Foundations Unit 11 Week 1 Day 3 Level 1 TE pp. 370-371
February 17-21	Heggerty Week 24 pp. 70-72 Foundations Unit 11 Week 1 Day 4 Level 1 TE pp. 372-373	Heggerty Week 24 pp. 70-72 Foundations Unit 11 Week 1 Day 5 Level 1 TE pp. 374-375	Heggerty Week 24 pp. 70-72 Foundations Unit 11 Week 2 Day 1 Level 1 TE pp. 376-377	Heggerty Week 24 pp. 70-72 Foundations Unit 11 Week 2 Day 2 Level 1 TE pp. 378-379	Parent Conference Heggerty Week 25 pp. 73-75 Foundations Unit 11 Week 2 Day 3 Level 1 TE pp. 380-381
February 24- 28	Professional Development	Heggerty Week 25 pp. 73-75 Foundations Unit 11 Week 2 Day 4 Level 1 TE pp. 382-383	Heggerty Week 25 pp. 73-75 Foundations Unit 11 Week 2 Day 5 Level 1 TE pp. 384-385	Heggerty Week 25 pp. 73-75 Foundations Unit 11 Week 3 Day 1 Level 1 TE pp. 386-387	Heggerty Week 25 pp. 73-75 Foundations Unit 11 Week 3 Day 2 Level 1 TE pp. 388-389
March 2-6	Heggerty Week 26 pp. 77-78 Foundations Unit 11 Week 3 Day 3 Level 1 TE pp. 390-391	Heggerty Week 26 pp. 77-78 Foundations Unit 11 Week 3 Day 4 Level 1 TE pp. 392-393	Heggerty Week 26 pp. 77-78 Foundations Unit 11 Week 3 Day 5 Level 1 TE pp. 394-395	Heggerty Week 26 pp. 77-78 Foundations Unit 12 Week 1 Day 1 Level 1 TE pp. 404-405	Heggerty Week 26 pp. 77-78 Foundations Unit 12 Week 1 Day 2 Level 1 TE pp. 406-407

March 9-13	Heggerty Week 27 pp. 79-81 Foundations Unit 12 Week 1 Day 3 Level 1 TE pp. 408-409	Heggerty Week 27 pp. 79-81 Foundations Unit 12 Week 1 Day 4 Level 1 TE pp. 410-411	Heggerty Week 27 pp. 79-81 Foundations Unit 12 Week 1 Day 5 Level 1 TE pp. 412-413	Heggerty Week 27 pp. 79-81 Foundations Unit 12 Week 2 Day 1 Level 1 TE pp. 414-415	Heggerty Week 27 pp. 79-81 Foundations Unit 12 Week 2 Day 2 Level 1 TE pp. 416-417
-------------------	--	--	--	--	--

Quarter 4 Heggerty and Foundations	
READING FOUNDATIONS	
STANDARDS	STUDENT FRIENDLY LANGUAGE FOUNDATIONAL

LEARNING ACTIVITIES					
	Day 1	Day 2	Day 3	Day 4	Day 5
March 16-20	Heggerty Week 28 pp. 82-84 Foundations Unit 12 Week 2 Day 3 Level 1 TE pp. 418-419	Heggerty Week 28 pp. 82-84 Foundations Unit 12 Week 2 Day 4 Level 1 TE pp. 420-421	Heggerty Week 28 pp. 82-84 Foundations Unit 12 Week 2 Day 5 Level 1 TE pp. 422-423	Heggerty Week 28 pp. 82-84 Foundations Unit 12 Week 3 Day 1 Level 1 TE pp. 424-425	Heggerty Week 28 pp. 82-84 Foundations Unit 12 Week 3 Day 2 Level 1 TE pp. 426-427

March 30- April 3	Heggerty Week 29 pp. 85-87 Foundations Unit 12 Week 3 Day 3 Level 1 TE pp. 428-429	Heggerty Week 29 pp. 85-87 Foundations Unit 12 Week 3 Day 4 Level 1 TE pp. 430-431	Heggerty Week 29 pp. 85-87 Foundations Unit 12 Week 3 Day 5 Level 1 TE pp. 432-433	Heggerty Week 29 pp. 85-87 Foundations Unit 13 Week 1 Day 1 Level 1 TE pp. 442-443	Heggerty Week 29 pp. 85-87 Foundations Unit 13 Week 1 Day 2 Level 1 TE pp. 444-445
April 6-10	Heggerty Week 30 pp. 88-90 Foundations Unit 13 Week 1 Day 3 Level 1 TE pp. 446-447	Heggerty Week 30 pp. 88-90 Foundations Unit 13 Week 1 Day 4 Level 1 TE pp. 448-449	Heggerty Week 30 pp. 88-90 Foundations Unit 13 Week 1 Day 5 Level 1 TE pp. 450-451	Heggerty Week 30 pp. 88-90 Foundations Unit 13 Week 2 Day 1 Level 1 TE pp. 452-453	Heggerty Week 30 pp. 88-90 Foundations Unit 13 Week 2 Day 2 Level 1 TE pp. 454-455
April 13- 17	Heggerty Week 31 pp. 91-93 Foundations Unit 13 Week 2 Day 3 Level 1 TE pp. 456-457	Heggerty Week 31 pp. 91-93 Foundations Unit 13 Week 2 Day 4 Level 1 TE pp. 458-459	Heggerty Week 31 pp. 91-93 Foundations Unit 13 Week 2 Day 5 Level 1 TE pp. 460-461	Heggerty Week 31 pp. 91-93 Foundations Unit 13 Week 3 Day 1 Level 1 TE pp. 462-463	Heggerty Week 31 pp. 91-93 Foundations Unit 13 Week 3 Day 2 Level 1 TE pp. 464-465
April 20- 24	Heggerty Week 32 pp. 94-96 Foundations Unit 13 Week 3 Day 3 Level 1 TE pp. 466-467	Heggerty Week 32 pp. 94-96 Foundations Unit 13 Week 3 Day 4 Level 1 TE pp. 468-469	Heggerty Week 32 pp. 94-96 Foundations Unit 13 Week 3 Day 5 Level 1 TE pp. 470-471	Heggerty Week 32 pp. 94-96 Foundations Unit 14 Week 1 Day 1 Level 1 TE pp. 480-481	Heggerty Week 32 pp. 94-96 Foundations Unit 14 Week 1 Day 2 Level 1 TE pp. 482-483

<p>April 27- May 1</p>	<p>Heggerty Week 33 pp. 97-99</p> <p>Foundations Unit 14 Week 1 Day 3 Level 1 TE pp. 484-485</p>	<p>Heggerty Week 33 pp. 97-99</p> <p>Foundations Unit 14 Week 1 Day 4 Level 1 TE pp. 486-487</p>	<p>Heggerty Week 33 pp. 97-99</p> <p>Foundations Unit 14 Week 1 Day 5 Level 1 TE pp. 488-489</p>	<p>Heggerty Week 33 pp. 97-99</p> <p>Foundations Unit 14 Week 2 Day 1 Level 1 TE pp. 490-491</p>	<p>Heggerty Week 33 pp. 97-99</p> <p>Foundations Unit 14 Week 2 Day 2 Level 1 TE pp. 492-493</p>
<p>May 4-8</p>	<p>Heggerty Week 34 pp. 100-102</p> <p>Foundations Unit 14 Week 2 Day 3 Level 1 TE pp. 494-495</p>	<p>Heggerty Week 34 pp. 100-102</p> <p>Foundations Unit 14 Week 2 Day 4 Level 1 TE pp. 496-497</p>	<p>Heggerty Week 34 pp. 100-102</p> <p>Foundations Unit 14 Week 2 Day 5 Level 1 TE pp. 498-499</p>	<p>Heggerty Week 34 pp. 100-102</p>	<p>Heggerty Week 34 pp.100-102</p>
<p>May 11-15</p>	<p>Heggerty Week 35 pp.103-105</p>	<p>Heggerty Week 35 pp.103-105</p>	<p>Heggerty Week 35 pp.103-105</p>	<p>Heggerty Week 35 pp.103-105</p>	<p>Heggerty Week 35 pp.103-105</p>
<p>May 18-22</p>					

May 25-27	Holiday				
-----------	---------	--	--	--	--