

August				
M	T	W	T	F
		14	15	16
19	20	21	22	23
26	27	28	29	30
September				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	1	2	3	4

Unit 1
Characters & Life Science

Approximately 31 Days

***Fall Break is September 30 - October 4

Essential Standards :

RF.K.1	RL.K.1	RI.K.1	HW.K	C.K.3	L.K.1
RF.K.2	RL.K.3	RI.K.2			L.K.2
RF.K.3	RL.K.4	RI.K.4			L.K.4

Supporting Standards:

RL.K.5	RI.K.5	L.K.5
RL.K.6	RI.K.6	
RL.K.7	RI.K.7	
RL.K.10	RI.K.10	

October				
M	T	W	T	F
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	1
November				
M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Unit 2
Exploring Government, Citizenship, and Diverse Perspectives

Approximately 36 Days

***Thanksgiving Break is November 27-29

Essential Standards :

RF.K.1	RL.K.1	RI.K.1	HW.K	C.K.1	L.K.1
RF.K.2	RL.K.3	RI.K.5			L.K.2
RF.K.3	RL.K.7	RI.K.8			L.K.4

Supporting Standards:

RL.K.4	RI.K.2	C.K.2
RL.K.5	RI.K.4	C.K.6
RL.K.10	RI.K.10	

Strategies and Skills to Build Knowledge

Grade K Unit 1

		Week 1	Week 2	Week 3	Assessed Skills	
Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	RF.K.1.d	CAP: Letter Recognition	•	•		
	RF.K.1.b	CAP: Words Are Made of Letters	•			
	RF.K.1.c	CAP: Words Are Separated by Spaces	•	•		
	RF.K.1.a	CAP: Directionality—Read Left to Right	•	•	•	
	RF.K.1.b	CAP: Sentences Are Represented by Words			•	
	RF.K.2.a	PA: Recognize and Produce Rhyme	•	•		
	RF.K.2.b	PA: Syllable Blending	•			
	RF.K.2.c	PA: Onset-Rime Blending	•	•		
	RF.K.2.d	PA: Phoneme Isolation	•	•	•	
	RF.K.2.d	PA: Phoneme Categorization		•		
	RF.K.2.c	PA: Phoneme Blending			•	
	RF.K.3.a	Phonics: m /m/; Preview s /s/		•	•	✓
	RF.K.3.b	Phonics: a /a/; Preview i /i/			•	✓
	RF.K.4.a	Fluency: Rate and Pausing	•	•		
	RF.K.4.a	Fluency: Expression and Intonation			•	
RF.K.4.a	Fluency: Read and Sing Alphabet Song	•	•			
Metacognitive & Fix-Up	RI.K.1	Ask and Answer Questions	•	•	•	
	RI.K.10	Create Mental Images	•		•	
Comprehension to Build Knowledge	RI.K.5	Identify Parts and Features of a Book to Predict and Confirm the Topic	•	•	•	
	RI.K.2	Identify Main Topic and Retell Key Details	•		•	✓
	RI.K.7	Describe the Relationship Between Illustrations and the Text	•	•	•	✓
	RI.K.9	Identify Similarities and Differences Between Two Texts on the Same Topic		•	•	
Vocabulary	RI.K.4	Ask and Answer Questions About Unknown Words in a Text	•	•		✓
	L.K.4	Identify Real-Life Connections Between Words and Their Use			•	
Writing	C.K.2	Draw, Write, and Share a Message	•	•	•	
Grammar	L.K.1.a	Use Nouns in Sentences	•		•	
	L.K.1.a	Use Action Verbs in Sentences		•	•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class, Small-Group, and Partner Discussions	•	•	•	
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•		•	

ILP- Interdisciplinary Literacy Practices

• = Strategy or skill introduced for the first time

• = Previously taught strategy or skill

✓ = Strategy and skill assessed on the Unit Assessment

Strategies and Skills to Build Knowledge

Grade K Unit 2

			Week 1	Week 2	Week 3	Assessed Skills
Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	RF.K.1.a	CAP: Directionality: Read Left to Right	•	•		
	RF.K.1.d	CAP: Letter Recognition	•	•		
	RF.K.1.a	CAP: Directionality: Return Sweep		•		
	L.K.2.a	CAP: Capitalization	•			
	RF.K.1.a&c	CAP: Words Represented by Letters, Words Separated by Spaces		•		
	RF.K.2.d	PA: Phoneme Isolation	•	•	•	
	RF.K.2.d	PA: Phoneme Categorization	•	•	•	
	RF.K.2.c	PA: Phoneme Blending	•	•	•	
	RF.K.2.c	PA: Phoneme Segmentation	•	•	•	
	RF.K.2.e	PA: Phonemic Manipulation		•	•	
	RF.K.2.e	PA: Phoneme Addition	•			
	RF.K.3.b	Phonics: Review a /a/	•	•	•	
	RF.K.3.a	Phonics: s /s/; Preview t /t/, r /r/	•	•	•	✓
	RF.K.3.a	Phonics: t /t/; Preview f /f/, h /h/, b /b/		•	•	✓
RF.K.3.a	Phonics: n /n/; Preview w /w/, p /p/, l /l/			•	✓	
RFK.4	Fluency: Expression	•	•	•		
Metacognitive and Fix-Up	RL.K.1	Draw Inferences	•	•		
	RL.K.2	Distinguish Between Important and Unimportant Information	•		•	
Comprehension to Build Knowledge	RL.K.3	Identify and Describe Characters, Setting, and Major Events	•	•	•	✓
	RL.K.2	Retell Familiar Stories Using Key Details	•			
	RL.K.6	Identify the Author and Illustrator and Define the Role of Each		•	•	
	RL.K.9	Compare and Contrast the Adventures and Experiences of Characters in Stories	•	•		
Vocabulary	RL.K.4	Distinguish Shades of Meaning Among Verbs	•	•		✓
	L.K.4.c	Ask and Answer Questions About Unknown Words in a Text			•	✓
Writing	C.K.3	Draw and Write Narrative Texts	•	•	•	
Grammar	L.K.1.b	Regular Plural Nouns	•		•	
	L.K.1.c	Question Words		•	•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•		•	

ILP- Interdisciplinary Literacy Practices

- = Strategy or skill introduced for the first time.
- = Previously taught strategy or skill.
- ✓ = Strategy and skill assessed on the Unit Assessment.

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills Concepts About Print (CAP) Phonological Awareness (PA) Phonics Fluency	CAP: Letter Recognition	RF.1.d	
	CAP: Words Are Made of Letters	RF.1.b	
	CAP: Words Are Separated by Spaces	RF.1.c	
	CAP: Directionality—Read Left to Right	RF.1.a	
	PA: Recognize Rhyme	RF.2.a	
	PA: Syllable Blending	RF.2.b	
	PA: Onset-Rime Blending	RF.2.c	
	PA: Phoneme Isolation	RF.2.d	
	Fluency: Rate and Pausing	RF.4.a	
Fluency: Read and Sing Alphabet Song	RF.4.a		
Metacognitive & Fix-Up	Ask and Answer Questions	RI.1	
	Create Mental Images	RI.10	
Comprehension to Build Knowledge	Identify Parts and Features of a Book (Cover, TOC, Title Page, Captions)	RI.5	
	Identify Main Topic and Retell Key Details	RI.2	✓
	Describe the Relationship Between Illustrations and the Text	RI.7	✓
Vocabulary	Ask and Answer Questions About Unknown Words in a Text	RI.4	✓
Writing	Draw, Write, and Share a Message	C.2	
Grammar	Use Nouns in Sentences	L.1.a	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	ILPH	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILPH	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Vocabulary

The words below are explicitly taught and practiced throughout the week as students answer questions and participate in learning tasks.

	“Lessons from Mama Bear”	“Grow, Pumpkin, Grow!”	“What Animals Need”*
Domain-Specific Listening & Speaking (Tier 3)	shelter (4)	fertile soil (6)	survive (4)
	den (4)	bloom (7)	water (4)
	survive (4)	grow (6)	air (4)
		survive (6)	
		space (7)	

KEY

word = where a word is explicitly taught

word = subsequent appearance/s of a word in a unit

word¹ = unit number in which a word was previously taught

word (1) = page number on which word appears in selection

Week 1 Comprehensive Literacy Planner

Essential Question: Why do living things have different needs?

 Phonics and Word Study
 Comprehension
 Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/Phonics Lessons (45–60 MIN.)	Introduce the Knowledge Focus: Plants and Animals Have Needs	Build Reading Foundations: "Bears Eat Honey"	Build Reading Foundations: "What Animals Need"	Build Reading Foundations: "What Animals Need"	Build Reading Foundations: Poetry Out Loud! "Tommy"
	Introduce the Blueprint	RF1 RF2 RF4	RF1 RF2	RF1 RF4	RF1 RF2 RF4
	Build Reading Foundations: "Bears Eat Honey" RF1 RF2	Phonics and Word Study: Letter Recognition: Ff, Gg, Hh, Ii, Jj RF.1.d	Phonics and Word Study: Letter Recognition: Kk, Ll, Mm, Nn, Oo RF.1.d	Phonics and Word Study: Letter Recognition: Pp, Qq, Rr, Ss, Tt RF.1.d	Phonics and Word Study: Letter Recognition: Uu, Vv, Ww, Xx, Yy, Zz RF.1.d
	Phonics and Word Study: Letter Recognition: Aa, Bb, Cc, Dd, Ee RF.1.d	Identify Parts of a Book RI.5	Identify Main Topic and Retell Key Details RI.2	First Reading: Create Mental Images About How Plants Live and Grow RI.10	Describe the Relationship Between Illustrations and the Text RI.7
First Reading: Ask and Answer Questions to Learn About Animals and Their Needs RI.1		Build Vocabulary: Ask Questions About Unknown Words RI.4		Build Knowledge: Plants and Animals Have Needs Begin the Blueprint	
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build <u>fluency</u> using the pre-decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During Independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skills development. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
Writing and Language Lessons (20 MIN.)	Share a Message C.2 Grammar: Introduce Nouns	Draw and Share a Message C.2 Grammar: Use Nouns in Sentences L.1.a	Draw and Share a Message C.2 Grammar: Use Nouns in Sentences L.1.a	Draw and Share a Message Grammar: Use Nouns in Sentences L.1.a	Draw and Share a Message C.2 Grammar: Use Nouns in Sentences L.1.a
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills Concepts About Print (CAP) Phonological Awareness (PA) Phonics Fluency	CAP: Letter Recognition	RF.1.d	
	CAP: Words Are Separated by Spaces	RF.1.c	
	CAP: Directionality—Read Left to Right	RF.1.a	
	PA: Recognize Rhyme	RF.2.a	
	PA: Onset-Rime Blending	RF.2.c	
	PA: Phoneme Isolation	RF.2.d	
	PA: Phoneme Categorization	RF.2.d	
	Phonics: m /m/; Preview s /s/	RF.3.a	✓
	Fluency: Rate and Pausing	RF.4.a	
	Fluency: Read and Sing Alphabet Song	RF.4.a	
Metacognitive & Fix-Up	Ask and Answer Questions	RI.1	
Comprehension to Build Knowledge	Identify Parts and Features of a Book (Cover, TOC, Title Page, Captions)	RI.5	
	Describe the Relationship Between Illustrations and the Text	RI.7	✓
	Identify Similarities and Differences Between Two Texts on the Same Topic	RI.9	
Vocabulary	Ask and Answer Questions About Unknown Words in a Text	RI.4	✓
Writing	Draw, Write, and Share a Message	C.2	
Grammar	Use Action Verbs in Sentences	L.1.a	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions		ILP4

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Words

High-Frequency Words	l
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KEY

word = where a word is explicitly taught

word¹ = unit number in which a word was previously taught

word = subsequent appearance/s of a word in a unit

word (1) = page number on which word appears in selection

Vocabulary

The words below are explicitly taught and practiced throughout the week as students answer questions and participate in learning tasks.

Domain-Specific Listening & Speaking (Tier 3)	What Do Plants Need?	"Plant Parts"*
	air (5)	survive (8)
	sunlight (9)	grow (8)
	water (5)	water (9)
	space (5)	
	grow (6)	
	"Soil, Water, Air, and Light"*	
	soil (6)	
	water (6)	
	air (6)	
light (6)		

Week 2 Comprehensive Literacy Planner

Essential Question: Why do living things have different needs?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/Phonics Lessons (45–60 MIN.)	Build Reading Foundations: "Soil, Water, Air, and Light" RF.1 RF.3	Build Reading Foundations: "Soil, Water, Air, and Light" RF.1 RF.3	Build Reading Foundations: "Plant Parts" RF.1 RF.3	Build Reading Foundations: "Plant Parts" RF.1 RF.3 RF.4	Build Reading Foundations: Poetry Out Loud! "Tommy" RF.2
	Phonics and Word Study: Focus Skill m /m/ RF.3.a	Phonics and Word Study: Focus Skill m /m/; Preview s /s/ RF3.a	Phonics and Word Study: Focus Skill m /m/; Preview s /s/ RF.3.a	Phonics and Word Study: Apply Phonics and Vocabulary in Context	Phonics and Word Study: Review and Assess RF
	First Reading: Ask and Answer Questions About What Plants Need to Live and Grow RI.1	Identify Parts of a Book RI.5	Find Text Evidence: Describe the Relationship Between Illustrations and the Text RI.7	Recognize Informational Text Features: Photographs, Labels, and Captions RI.5	Identify Similarities and Differences Between Two Texts on the Same Topic RI.9
			Build Vocabulary: Ask Questions About Unknown Words in a Text RI.4		Build Knowledge: Plants and Animals Have Needs Add to the Blueprint
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the pre-decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. <p>See additional small-group suggestions on the unit foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skill development. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
Writing and Language Lessons (20 MIN.)	Draw, Write, and Share a Message C.2 Grammar: Introduce and Use Action Verbs L.1.a	Draw, Write, and Share a Message C.2 Grammar: Use Action Verbs L.1.a	Draw, Write, and Share a Message C.2 Grammar: Use Action Verbs L.1.a	Draw, Write, and Share a Message C.2 Grammar: Use Action Verbs in Sentences L.1.a	Draw, Write, and Share a Message C.2 Grammar: Use Action Verbs in Sentences L.1.a
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 2 progress - monitoring assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills Concepts About Print (CAP) Phonological Awareness (PA) Phonics Fluency	CAP: Directionality—Read Left to Right	RF.1.a	
	CAP: Sentences are Represented by Words	RF.1.b	
	PA: Phoneme Isolation	RF.2.d	
	PA: Phoneme Blending	RF.2.c	
	Phonics: m /m/; Preview s /s/	RF.3.a	✓
	Phonics: a /a/; Preview i /i/	RF.3.b	✓
	Fluency: Expression and Intonation	RF.4.a	
Metacognitive & Fix-Up	Ask and Answer Questions	RI.1	
	Create Mental Images	RI.10	
Comprehension to Build Knowledge	Identify Parts and Features of a Book (Cover, TOC, Title Page, Captions)	RI.5	
	Identify Main Topic and Retell Key Details	RI.2	✓
	Describe the Relationship Between Illustration and the Text	RI.7	✓
	Identify Similarities and Differences Between Two Texts on the Same Topic	RI.9	
Vocabulary	Identify Real-Life Connections Between Words and Their Use	L.4	
Writing	Draw, Write, and Share a Message	C.2	
Grammar	Use Nouns in Sentences	L.1.a	
	Use Action Verbs in Sentences	L.1.a	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	1LP4	
	State, Clarify, and Support Ideas in a Constructive Conversation	1LP4	

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Spelling Words

High-Frequency Words	like
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KEY

word = where a word is explicitly taught

word' = unit number in which a word was previously taught

word = subsequent appearance/s of a word in a unit

word (1) = page number on which word appears in selection

Vocabulary

The words below are explicitly taught and practiced throughout the week as students answer questions and participate in learning tasks.

Domain-Specific Listening & Speaking (Tier 3)	What Do Animals Need? energy (6) grow (6) oxygen (8) survive (8) water (6) shelter (10) space (12)
	"Parent and Baby Animals"* grows (13)

Week 3 Comprehensive Literacy Planner

Essential Question: Why do living things have different needs?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/Phonics Lessons (45–60 MIN.)	Build Reading Foundations: "Baby Mice" RF.1 RF.2 Phonics and Word Study: Focus Skill a /a/ RF.3.b First Reading: Create Mental Images About Animals and Their Needs RI.10	Build Reading Foundations: "Baby Mice" RF.1 RF.3 RF.4 Phonics and Word Study: Focus Skill a /a/; Preview i /i/ RF.3a RF.3b Identify Main Topic and Retell Key Details RI.2	Build Reading Foundations: "Parent and Baby Animals" RF.1 RF.3 Phonics and Word Study: Focus Skill a /a/; Preview i /i/ RF.3a RF.3b Find Text Evidence: Recognize Informational Text Features: Labels and Captions L.4 Build Vocabulary: Identify Real-Life Connections Between Words and Their Use	Build Reading Foundations: "Parent and Baby Animals" RF.3 RF.4 Phonics and Word Study: Apply Phonics and Vocabulary in Context RF Identify Similarities and Differences Between Two Texts on the Same Topic RI.9	Build Reading Foundations: Poetry Out Loud! "Tommy" RF.2 RF.3 Phonics and Word Study: Review and Assess RF Demonstrate Knowledge: Plants and Animals Have Needs Complete the Blueprint
	Small-Group Reading Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build <u>fluency</u> using the pre-decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skills development. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.					
Writing and Language Lessons (20 MIN.)	Shared Writing: Draw, Write, and Share a Message C.2 Grammar: Use Nouns and Action Verbs L.1.a	Shared Writing: Draw, Write, and Share a Message C.2 Grammar: Use Nouns and Action Verbs L.1.a	Shared Writing: Draw, Write, and Share a Message C.2 Grammar: Use Nouns and Action Verbs in Sentences L.1.a	Shared Writing: Draw, Write, and Share a Message C.2 Grammar: Use Nouns and Action Verbs in Sentences L.1.a	Shared Writing: Draw, Write, and Share a Message C.2 Grammar: Use Nouns and Action Verbs in Sentences L.1.a
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills: CAP: Concepts About Print PA: Phonological Awareness Phonics Fluency	CAP: Directionality—Read Left to Right	RF.1.a	
	CAP: Letter Recognition	RF.1.d	
	CAP: Capitalization	L.2.a	
	PA: Phoneme Isolation	RF.2.d	
	PA: Phoneme Categorization	RF.2.d	
	PA: Phoneme Addition	RF.2.e	
	PA: Phoneme Segmentation	RF.2.c	
	PA: Phoneme Blending	RF.2.c	
	Phonics: Review a /a/	RF.3.b	
	Phonics: s /s/; Preview t /t/, r /r/	RF.3.a	✓
Fluency: Expression	RF.4		
Metacognitive and Fix-Up	Draw Inferences	RL.1	
	Distinguish Between Important and Unimportant Information	RL.2	
Comprehension to Build Knowledge	Identify and Describe Characters, Setting, and Major Events (Identify and Describe Story Characters)	RL.3	✓
	Retell Familiar Stories Using Key Details	RL.2	✓
	Compare and Contrast the Adventures of Characters in Stories	RL.9	
Vocabulary	Distinguish Shades of Meaning Among Verbs	RL.4	✓
Writing	Draw and Write Narrative Texts	C.3	
Grammar	Regular Plural Nouns	L.1.b	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP.4	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILP.4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Words

High-Frequency Words	the we
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KEY

word = where a word is explicitly taught
 word¹ = unit number in which a word was previously taught
 word = subsequent appearance/s of a word in a unit
 word (1) = page number on which word appears in selection

Vocabulary

The words below are explicitly taught and practiced throughout the week as students answer questions and participate in learning tasks.

General Academic Listening & Speaking (Tier 2)	"The Tortoise and the Hare" shouted (11) shrieked (12)
	"The Little Helper" cried (14) roared (14)

Week 1 Comprehensive Literacy Planner

Essential Question: How are characters different?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/Phonics Lessons (45–60 MIN.)	Build Reading Foundations: Every Story Has Characters Introduce the Blueprint	Build Reading Foundations: "Little Miss Muffet" RF	Build Reading Foundations: "Humpty Dumpty" RF	Build Reading Foundations: "Humpty Dumpty" RF	Build Reading Foundations: Poetry Out Loud! "An April Rain Song" RF
	Build Reading Foundations: "Little Miss Muffet" RF.1 RF.3	Phonics and Word Study: Focus Skill s /s/; Preview t /t/ RF.3.a	Phonics and Word Study: Focus Skill s /s/; Preview r /r/, b /b/ RF.3.a	Phonics and Word Study: Apply Phonics and Vocabulary in Context	Phonics and Word Study: Review and Monitor Progress
	Phonics and Word Study: Focus Skill s /s/; Review a /a/ RF.3.a RF.3.b	Identify and Describe Story Characters RL.3	First Reading: Distinguish Between Important and Unimportant Information About Characters RL.2	Retell Familiar Stories Using Key Details RL.2	Compare and Contrast the Adventures of Characters in Stories RL.9
	First Reading: Draw Inferences to Learn About Characters' Experiences in a Story RL.1		Build Vocabulary: Distinguish Shades of Meaning Among Verbs RL.4		Build Knowledge: Every Story Has Characters Begin the Blueprint
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the pre-decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During Independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skills development. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
Writing and Language Lessons (20 MIN.)	Shared Writing: Draw and Write a Narrative Text Grammar: Introduce Regular Plural Nouns	Shared Writing: Draw and Write a Narrative Text Grammar: Use Regular Plural Nouns	Shared Writing: Draw and Write a Narrative Text Grammar: Form Regular Plural Nouns	Shared Writing: Draw and Write a Narrative Text Grammar: Form and Use Regular Plural Nouns	Shared Writing: Draw and Write a Narrative Text Grammar: Form and Use Regular Plural Nouns
Independent Writing and Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	<p>Monitor students' progress using the informal assessment opportunities in each lesson.</p> <p>You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.</p>				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills: CAP: Concepts About Print PA: Phonological Awareness Phonics Fluency	CAP: Directionality—Read Left to Right	RF.K.1.a	
	CAP: Letter Recognition	RF.K.1.d	
	CAP: Directionality—Return Sweep	RF.K.1.a	
	CAP: Words Represented by Letters, Words Separated by Spaces	RF.K.1.a+c	
	PA: Phoneme Isolation	RF.K.2.d	
	PA: Phoneme Categorization	RF.K.2.D	
	PA: Phoneme Blending	RF.K.2.c	
	PA: Phoneme Segmentation	RF.K.2.c	
	PA: Phonemic Manipulation	RF.K.2.e	
	Phonics: Review a /a/	RF.K.3.b	
	Phonics: s /s/; Preview t /t/, r /r/	RF.K.3.a	✓
Phonics: t /t/; Preview f /f/, h /h/, b /b/	RF.K.3.a	✓	
Fluency: Expression	RF.K.4		
Metacognitive and Fix-Up	Draw Inferences	RL.K.1	
Comprehension to Build Knowledge	Identify and Describe Characters, Setting, and Major Events	RL.K.3	✓
	Identify the Author and Illustrator and Define the Role of Each	RL.K.6	
	Compare and Contrast the Adventures and Experiences of Characters in Stories	RL.K.9	
Vocabulary	Distinguish Shades of Meaning Among Verbs	RL.K.4	✓
Writing	Draw and Write Narrative Texts	C.K.3	
Grammar	Question Words	L.K.1.c	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions		ILP

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Words

High-Frequency Words	go
	see

KEY

word = where a word is explicitly taught
 word¹ = unit number in which a word was previously taught
 word = subsequent appearance/s of a word in a unit
 word (1) = page number on which word appears in selection

Vocabulary

The words below are explicitly taught and practiced throughout the week as students answer questions and participate in learning tasks.

General Academic Listening & Speaking (Tier 2)	Horrible Bear
	cried (18)
	indignant (10)
	peeked (2)
	shouted (4)
	stomped (6)
	whispered (26)

Week 2 Comprehensive Literacy Planner

Essential Question: How are characters different?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/Phonics Lessons (45–60 MIN.)	Build Reading Foundations: RF.K.2 "Little Bo-Peep" RF.K.1 RF.K.3	Build Reading Foundations: RF.K.4 "Little Bo-Peep" RF.K.2 RF.K.3	Build Reading Foundations: RF.K.3 "Gregory Griggs" RF.K.1 RF.K.2	Build Reading Foundations: RF.K.3 "Gregory Griggs" RF.K.3 RF.K.4	Build Reading Foundations: RF Poetry Out Loud! "An April Rain Song"
	Phonics and Word Study: Focus Skill t /t/ RF.K.3	Phonics and Word Study: Focus Skill t /t/; Preview f /f/ RF.K.3	Phonics and Word Study: Focus Skill t /t/; Preview h /h/, b /b/ RF.K.3	Phonics and Word Study: Apply Phonics and Vocabulary in Context	Phonics and Word Study: Review and Monitor Progress
	First Reading: Draw Inferences to Learn About Characters' Experiences in a Story RL.K.1	Identify and Describe Story Characters RL.K.3	Find Text Evidence: Identify and Describe Major Story Elements RL.K.3 Build Vocabulary: Distinguish Shades of Meaning Among Verbs RL.K.4	Identify the Author and Illustrator and Define the Role of Each RL.K.6	Compare and Contrast the Adventures of Characters in Stories RL.K.9 Build Knowledge: Every Story Has Characters Add to the Blueprint
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build <u>fluency</u> using the pre-decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. <p>See additional small-group suggestions on the unit foldout.</p>				
Independent Reading & Confering	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skill development. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
Writing and Language Lessons (20 MIN.)	Shared Writing: Draw and Write a Narrative Text C.K.3 Grammar: Introduce Question Words L.K.1.C	Shared Writing: Draw and Write a Narrative Text C.K.3 Grammar: Use Question Words L.K.1.C	Shared Writing: Draw and Write a Narrative Text C.K.3 Grammar: Use Question Words L.K.1.C	Shared Writing: Draw and Write a Narrative Text C.K.3 Grammar: Use Question Words L.K.1.C	Shared Writing: Draw and Write a Narrative Text C.K.3 Grammar: Use Question Words L.K.1.C
Independent Writing and Confering	Provide time for independent writing and confering during the small-group reading block.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills: CAP: Concepts About Print PA: Phonological Awareness Phonics Fluency	PA: Phoneme Isolation	RF.K.2.d	
	PA: Phoneme Categorization	RF.K.2.d	
	PA: Phoneme Blending	RF.K.2.c	
	PA: Phoneme Segmentation	RF.K.2.c	
	PA: Phonemic Manipulation	RF.K.2.e	
	Phonics: Review a /a/	RF.K.3.b	
	Phonics: s /s/; Preview t /t/, r /r/	RF.K.3.a	✓
	Phonics: t /t/; Preview f /f/, h /h/, b /b/	RF.K.3.a	✓
	Phonics: n /n/; Preview w /w/, p /p/, l /l/	RF.K.3.a	✓
Fluency: Expression	RF.K.4		
Metacognitive and Fix-Up	Distinguish Between Important and Unimportant Information	RL.K.2	
Comprehension to Build Knowledge	Identify and Describe Characters, Setting, and Major Events	RL.K.3	✓
	Identify the Author and Illustrator and Define the Role of Each	RL.K.6	
Vocabulary	Ask and Answer Questions About Unknown Words in a Text	L.K.4.C	✓
Writing	Draw and Write Narrative Texts	C.K.3	
Grammar	Regular Plural Nouns	L.K.1.b	
	Question Words	L.K.1.c	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP.4	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILP.4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Words

High-Frequency Words	go
	see
	like
	I
	the
	we

KEY

word = where a word is explicitly taught

word¹ = unit number in which a word was previously taught

word = subsequent appearance/s of a word in a unit

word (1) = page number on which word appears in selection

Vocabulary

The words below are explicitly taught and practiced throughout the week as students answer questions and participate in learning tasks.

General Academic Listening & Speaking (Tier 2)	<i>Dog Days of School</i> curious (13) explain (2) scolded (24) shivered (33)
	<i>"The Gingerbread Man"</i> cried (24)

Week 3 Comprehensive Literacy Planner

Essential Question: How are characters different?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/Phonics Lessons (45–60 MIN.)	Build Reading Foundations: "The Gingerbread Man" RF.K.3	Build Reading Foundations: "The Gingerbread Man" RF.K.3 RF.K.4	Build Reading Foundations: "Little Red Hen" RF.K.3	Build Reading Foundations: "Little Red Hen" RF.K.3	Build Reading Foundations: Poetry Out Loud! "An April Rain Song"
	Phonics and Word Study: Focus Skill n /n/ RF.K.3.a	Phonics and Word Study: Focus Skill n /n/; Preview w /w/ RF.K.3.a	Phonics and Word Study: Focus Skill n /n/; Preview p /p/, l /l/ RF.K.3.a	Phonics and Word Study: Apply Phonics and Vocabulary in Context	Phonics and Word Study: Review and Monitor Progress
	First Reading: Distinguish Between Important and Unimportant Information About Characters RL.K.2	Identify Major Story Events RL.K.3	Find Text Evidence: Describe Story Characters RL.K.3 Build Vocabulary: Ask and Answer Questions About Unknown Words L.K.4.C	Identify the Author and Illustrator and Define the Role of Each RL.K.6	Demonstrate Knowledge: Every Story Has Characters Complete the Blueprint
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the pre-decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skills development. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
Writing and Language Lessons (20 MIN.)	Shared Writing: Draw and Write a Narrative Text Grammar: Use Question Words L.K.1.C	Shared Writing: Draw and Write a Narrative Text Grammar: Use Question Words L.K.1.C	Shared Writing: Draw and Write a Narrative Text Grammar: Form and Use Regular Plural Nouns L.K.1.B	Shared Writing: Draw and Write a Narrative Text Grammar: Form and Use Regular Plural Nouns L.K.1.B	Shared Writing: Draw and Write a Narrative Text Grammar: Form and Use Regular Plural Nouns L.K.1.B
Independent Writing and Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				