# FAYETTE COUNTY PUBLIC SCHOOLS - 1st Grade ELA 2024-2025

25	3 13	4	Z		28	21	14	7	3		ACT AND COLORS AND AND ACT AND	30	23	16	9	2	М		26	19		3	
19 26	12	5	Т		29	22	15	8	Т		A CONTRACTOR OF THE CONTRACTOR	1	24	17	10	3	Т		27	20		Т	
27	3 13	6	٤	November	30	23	16	9	٧	October		2	25	18	11	4	W	September	28	21	14	٧	August
28	14	7	7		31	24	17	10	Т			ω	26	19	12	5	-		29	22	15	7	
29	15	8	П		1	25	18	11	F			4	27	20	13	o	П		30	23	16	п	
C	***Thanksaivina Break is November 27-29				Annroximately 36 Days		•	and Diverse Perspectives	Unit 2  Exploring Government Citizens	:				***Fall Break is September 30 - October 4		Approximately or Days	Approximatoly 34 T			Characters and Life Sciences	- - - -		
	mber 27-29			<i>ay</i> 0	9Ve			ives	izenshin					October 4		ays				ciences			
		77	]			77.10		ives RF.1.2	FF.1.1					October 4		dys			RF.1.3	ciences		RF.1.1	
RL.1.10	mber 27-29 RL.1.5	RL.1.4				X7	3	; 	<u>.</u>	Es		RL.1.	ZC.					RL1.7	Janua,			RL.1.1	
		RL.1.4 RI.1.4	7		RI.1.8	+		RF.1.2	hin RF.1.1	Essential S		RL.1.10	RE1.9		RL.1.6			RL.1.7	RF.1.3	X7.1.2		RL.1.1	Essential S
RL.1.10	RL.1.5					7.1.6		RF.1.2 RL.1.3	hin RF.1.1 RL.1.1	Essential Standards		RL.1.10	R.1.10		RL.1.6 RI.1.5			RL.1.7	RF.1.3 RL.1.4	KT.I.Z KL.I.3		RL.1.1	Essential Standards
RL.1.10	RL.1.5 RI.1.7	RI.1.4		Supporting Standards:		7.1.6		RF.1.2 RL.1.3	hin RE1.1 RL1.1 RI.1.1	Essential Standards :		RL.1.10			RL.1.6	Supporting Standards:		RL1.7	RF.1.3 RL.1.4	KT.I.Z KL.I.3		RL.1.1	Essential Standards :

# Strategies and Skills to Build Knowledge

## **Grade 1 Unit 1**

			Week	Week 2	Week	Assesse d Skills
	RF.K.1b*	CAP: Match Spoken Word to Written Word	•			
	RF.K.1a*	CAP: Directionality: Return Sweep	•		•	
	RF.1.1a	CAP: Punctuation: Periods, Exclamation Marks, Question Marks		•		
Foundational Skills:	RI.1.5	CAP: Text Features: Italics		•		
<ul> <li>Concepts About Print (CAP)</li> </ul>	RF.K.2a*	PA: Recognize and Produce Rhyme	•		•	
Phonological     Awaranaaa	RF.1.2	PA: Phoneme Categorization		•		
Awareness (PA)	RF.1.2b	PA: Phoneme Blending	•	•	•	
Phonics and Structural	RF.1.2c	PA: Phoneme Segmentation	•	•	•	
Analysis (PSA) • Fluency	RF.1.2c	PA: Phonemic Manipulation		•	•	
	RF.1.3a	PSA: Short a; s /z/; Digraph ck /k/	•	•	•	1
	L.K.1b*	PSA: Short i; Plural Nouns (-s)		•		1
	RF.1.3	PSA: Short o; Double Final Consonants			•	1
	RF.1.4	Fluency: Phrasing	•			
	RF.1.4	Fluency: Intonation		•		
	RF.1.4	Fluency: Expression			•	,
Metacognitive	RI/RL.1.10	Ask Questions	•	•		
& Fix-Up	RI/RL.1.10	Create Mental Images	•			
	RI/RL.1.10	Fix-Up: Reread to Clarify or Confirm Understanding	•	•	•	
	RI.1.2	Identify the Main Topic and Retell Key Details	•	•		1
	RI.1.3/RL. 1.3	Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information	•	•		1
Comprehension to Build Knowledge	RI.1.2/RL. 1.3	Retell Key Story Details	•			1
	RI.1.1	Describe Major Story Events Using Key Details			•	Na.
	RI.1.9	Identify Similarities in and Differences Between Two Texts on the Same Topic		•		
	RL.1.9	Compare and Contrast the Adventures and Experiences of Characters			•	
Vanahulan:	L.1.4	Identify Real-Life Connections Between Words and Their Use	•	•		1
Vocabulary	L.1.5	Sort Words into Categories to Demonstrate Understanding			•	
Writing	C.1.1, C.1.3	Write Personal Responses	•	•	٠	
Grammar	L.1.1	Common and Proper Nouns	•		•	
- Crammar	L.1.1	Verbs to Convey a Sense of Past, Present, and Future		•	•	
Speaking and Listening to	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
Demonstrate Knowledge	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•		•	

<sup>\*</sup>Not aligned to a grade-level skill.

ILP- Interdisciplinary Literacy Practices

<sup>• =</sup> Strategy or skill introduced for the first time.

<sup>• =</sup> Previously taught strategy or skill.

<sup>✓=</sup> Strategy and skill assessed on the Unit Assessment.

# Strategies and Skills to Build Knowledge

			Week 1	Week 2	Week 3	Assessed Skills
	RF.1.1a	CAP: Punctuation: Periods, Question Marks, Exclamation Marks	•	•	•	
	RF.K.1d*	CAP: Uppercase Letters	•		•	
	Not KAS aligned	CAP: Quotation Marks		•	•	
	RF.K.2a/c*	PA: Recognize and Produce Rhyming Words and Alliteration			•	
Foundational Skills:	RF.1.2b	PA: Phoneme Blending	•	•	•	
<ul> <li>Concepts         About Print     </li> </ul>	RF.1.2c	PA: Phoneme Segmentation	•	•	•	
(CAP) • Phonological	RF.1.2	PA: Phoneme Categorization			•	
Awareness	RF.1.2c	PA: Phonemic Manipulation	•	•	•	
(PA)  • Phonics and Structural	RF.1.3a L.1.1a	PSA: Short e; Possessive Nouns	•	•	•	1
Analysis (PSA)  • Fluency	RF.1.3a/f	PSA: Short u; Inflectional Ending -s		•	•	1
and the second s	RF.1.2b	PSA: L-Blends; Alphabetical Order	75		•	1
	RF.1.3a	PSA: short a; s /z/; ck /k/	•	•	•	
	L.K.1b*	PSA: short i; plural nouns (-s)	•	•	•	
	RF.1.3	PSA: short o; Double Final Consonants	•	•	•	
	RF.1.4	Fluency: Phrasing	•		•	
	RF.1.4	Fluency: Expression		•	•	•
	RF.1.4	Fluency: Self-Correcting		•	•	
Annual Control of the	RI/RL.1.10	Draw Inferences	•	•	•	
Metacognitive & Fix-Up	RI/RL.1.10	Determine Text Importance	•		•	
	RI/RL.1.10	Fix-Up: Reread to Understand the Text	•	•	•	
	RL.1.3	Describe Characters, Settings, and Major Events in a Story	•	•	•	1
Comprehension to Build	RL.1.7	Use Illustrations and Details to Describe Characters, Setting, or Events	•	•		<b>y</b>
Knowledge	RL.1.9	Compare and Contrast the Adventures and Experiences of Characters			•	<b>y</b>
Vocabulary	L.1.5	Distinguish Shades of Meaning Among Verbs	•	•	•	<b>✓</b>
Writing	C.1.3	Write Narrative Text	•	•	•	
	L.1.1	Singular and Plural Nouns with Matching Verbs in Basic Sentences	•		•	
Grammar	L.1.1	Articles		•	•	
	L.1.1	Demonstratives		•	•	
Speaking and Listening to Demonstrate	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
Knowledge	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•		•	
ILP- Interdisciplinary Literacy Practices						

\*Not aligned to a grade-level skill.

<sup>• =</sup> Strategy or skill introduced for the first time.

<sup>=</sup> Previously taught strategy or skill.

<sup>✓=</sup> Strategy and skill assessed on the Unit Assessment.

# Week 1 Learning Goals

## Skills and Strategies to Build Knowledge

	CAP: Match Spoken Word to Written Word RF. K. 16	
Foundational Skills:	CAP: Directionality: Return Sweep RF. K. la	
Concepts About Print (CAP)	PA: Recognize and Produce Rhyme RF. H. 29	
• Phonological Awareness (PA)	PA: Phoneme Blending RF. 1. 26	
Phonics     Fluency	PA: Phoneme Segmentation RF. 1.2C	
ridency	Phonics: Short a; s /z/; Digraph ck /k/ $RF$ , 1, 3 $\alpha$	1
	Fluency: Phrasing RF, 1. 4	
	Ask Questions RLIRI. 1.10	
Metacognitive & Fix-Up	Create Mental Images RLIRI. 1. 10	
	Fix-Up: Reread to Clarify or Confirm Understanding $RLRI$ . 1.10	
	Identify the Main Topic and Retell Key Details $RTI_2$	1
Comprehension to Build Knowledge	Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information $RL/RI$	1.3
	Retell Story Events Using Key Details $RI.I.2IRL.I.3$	1
Vocabulary	Identify Real-Life Connections Between Words and Their Use	1
Writing	Write Personal Responses C. 1.1, C.1.3	
Grammar	Common and Proper Nouns	
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions $ILP 4$	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation $ILP4$	

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

## **Spelling Words**

	ran
	can
	fan
	had
187	mad
Words with Short a	pat
SHUFT A	bat
	hat
	see*
	she*

<sup>\*</sup> High-frequency words

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

	1	
	"Five Little Tadpoles"	"The Amazing Life Cycle of a Frog"
	tadpole (4)	eggs (4)
	frog (5)	frog (4)
My Reading &	"Someday"	tadpole (4)
Writing Words	bear (5)	"The Fox and the Robin"
	cub (5)	eggs (8)
		nest (8)
General Academic	"The Fox and the Robin"	
Listening &	sneaky (8)	
Speaking (Tier 2)	clever (10)	
Speaking (rici 2)	Protection of the Control of the Con	
	"The Amazing Life Cycle of a	"The Fox and the Robin"
	Frog"	eggs (8)
Domain-Specific	hatches (4)	nest (8)
Listening &	gills (4)	hatched (11)
Speaking (Tier 3)	eggs (4)	
	frog (4)	
	tadpole (4)	

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

## Week I Comprehensive Literacy Planner

**Essential Question:** Why do living things change?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended tr	ade book or a selection from	the Read-Aloud Handbook.		
	Introduce the Knowledge Focus: Plants and Animals Grow and Change Introduce the Blueprint	Build Reading Foundations: "Five Little Tadpoles" KF. K.Ia, b	Build Reading Foundations: "Someday" RF. K. I.a., b	Build Reading Foundations: "Someday"	Build Reading Foundations: Poetry Out Loud! "Caterpillars"
Metacognitive, Comprehension,	ILP4	RF. 1.4	KF.1.4	RF.1.26,C	RF.1.4
Vocabulary, Concepts About Print, Fluency, & Phonological	Build Reading Foundations: "Five Little Tadpoles" RF. L. H	Phonics and Word Study: Short a; s /z/, and Digraph ck /k/ RF. 1.3a	Phonics and Word Study: Short a; s /z/, and Digraph ck /k/ KF. 1.39	Phonics and Word Study: Apply Phonics and Vocabulary in Context K F. 1.3a	Phonics and Word Study: Review and Monitor Progress K.F. 1.3a
Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: Short a KF. 1.39	Identify the Main Topic and Retell Key Details	Describe Connections Between Events RI.1.3	First Reading: Create Mental Images to Learn How Living	Retell Key Story Details
	First Reading: Ask Questions to Learn How Living Things	RI.1.2	Build Vocabulary: Identify Real-Life Connections Between	Things Grow and Change	Build Knowledge: Plants and Animals Grow and Change
	Grow and Change RI. 1.10	1/2:110/	Words and Their Use	KI.1.10	Begin the Blueprint
Small-Group Reading	Build fluency using the de     Revisit complex read-alou	rs and strategies using small- ecodable readers or Reader's	group texts and teacher's guids Theater scripts and Reader's lout.		
Independent Reading & Conferring	Confer with a few studen	ead independently to build voits on their text selections, ap	olume and stamina.	foundational skills developmen	L
Writing and Language Lessons (20 MIN.)	Writing: Write a Personal Response Grammar: Introduce Nouns	Writing: Write a Personal Response Grammar: Common Nouns 3,	Writing: Write a Personal Response Grammar: Common Nouns	Writing: Write a Personal Response Grammar: Proper Nouns	Writing: Write a Personal Response Grammar: Proper Nouns
Independent Writing & Conferring			ring the small-group reading b	lock.	
Assessment 🎺		using the informal assessme essment at the end of the we	nt opportunities in each lessor ek.	1.	

## Week 2 Learning Goals

## Skills and Strategies to Build Knowledge

	CAP: Punctuation: Periods, Exclamation Marks, Question Marks $RF.1.1q$	
	CAP: Text Features: Italics RI.1.5	
Foundational Skills:	PA: Phoneme Categorization $R F. I. 2$	
Concepts About Print (CAP)	PA: Phoneme Blending RF. 1.26	
• Phonological Awareness (PA)	PA: Phoneme Segmentation $RF. 1.2C$	
Phonics     Fluency	PA: Phonemic Manipulation RF. 1.2C	
· Fluency	Phonics: Short a; s /z/; Digraph ck /k/ RF. 1.30	1
	Phonics: Short i; Plural Nouns (-s)	1
	Fluency: Intonation RF. 1. 4	
Metacognitive & Fix-Up	Ask Questions RLIRI.1.10	
metatoginare a rix op	Fix-Up: Reread to Clarify or Confirm Understanding RLIRI. 1.10	
	Identify the Main Topic and Retell Key Details $RI.I.a$	1
Comprehension to Build Knowledge	Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information $RLRI$ .	1
•	Identify Similarities in and Differences Between Two Texts on the Same Topic $RI.9$	******
Vocabulary	Identify Real-Life Connections Between Words and Their Use	1
Writing	Write Personal Responses	
Grammar	Verbs to Convey a Sense of Past, Present, and Future	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions  TLP. 4	

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

## **Spelling Words**

	lip	
	hip	
	rip	
	win	
Words with	bin	
Short i	pin	
	hit	
	bit	
	little*	
	you*	

<sup>\*</sup> High-frequency words

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

	"Baby Animals"
My Reading & Writing Words	duck (7) bear (6) cub (6) frog (7) tadpole (7)
	"Grow, Ducklings, Grow"  nest (8) eggs (8) seeds (9)
	An Oak Tree Has a Life Cycle life cycle (4) seeds (6)
Domain-Specific	An Oak Tree Has a Life Cycle roots (8) stem (9) sapling (9) trunk (10) life cycle (4) seeds (6)
Listening and Speaking (Tier 3)	"Baby Animals" frog (7) tadpole (7)
	"Grow, Ducklings, Grow" seeds (9)

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

## Week 2 Comprehensive Literacy Planner

**Essential Question:** Why do living things change?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended	trade book or a selection fr	rom the Read-Aloud Handboo	ok.	
	Build Reading Foundations: "Baby Animals"	Build Reading Foundations: "Baby Animals"	Build Reading Foundations: "Grow, Ducklings, Grow"	Build Reading Foundations: "Grow, Ducklings, Grow"	Build Reading Foundations: Poetry Out Loud!
Metacognitive, Comprehension, Vocabulary,	KF. I. la Phonics and Word Study: Short i	RF. 1. 4 Phonics and Word Study: Short i, Plural Nouns	RF.1.4 Phonics and Word Study: Short i, Plural Nouns	RT.1.10 Phonics and Word Study: Apply Phonics and Vocabulary in	"Caterpillars" RF.1.4 Phonics and Word Study: Review and Monitor Progress
Concepts About Print, Fluency,	L.K.1b	L.K.1b	L.K.1b	KF. 1.3a	RF.1.3a
& Phonological Awareness/ Phonics Lessons	First Reading: Ask Questions to Learn How Living Things	Identify the Main Topic and Retell Key Details	Find Text Evidence: Describe Sequential Text Connections	Find Text Evidence: Describe Sequential Text Connections	Identify Similarities in and Differences Between Two Texts
(45-60 MIN.)	Grow and Change		RI.1.3		on the Same Topic RI.1.9
	KI.1.10	KI.1.2	Build Vocabulary: Identify Real Life Connections Between Words and Their Use	RI.1.3	Build Knowledge: Plants and Animals Grow and Change
			L.1.4		Add to the Blueprint
Small-Group Reading	<ul><li>Build fluency using the</li><li>Revisit complex read-al</li></ul>	iors and strategies using sm decodable readers or read	nall-group texts and teacher's er's theater scripts and Reade Foldout.		
Independent Reading & Conferring	Confer with a few stude	read independently to buil ents on their text selections,	d volume and stamina. application of strategies, and he Research and Inquiry Proje		opment.
Writing and Language Lessons (20 MIN.)	Write a Personal Response Grammar: Introduce Verbs	Write a Personal Response Grammar: Present- Tense Verbs	Write a Personal Response Grammar: Present- Tense Verbs	Write a Personal Response Grammar: Past-Tense Verbs	Write a Personal Response Grammar: Past-Tense Verbs
Independent Writing & Conferring	Provide time for indepen	dent writing and conferring	during the small-group read	ing block.	
Assessment 🎺		ss using the informal assess ssessment at the end of the	sment opportunities in each l week.	esson.	

## Week Learning Goals

## Skills and Strategies to Build Knowledge

	CAP: Directionality: Return Sweep R.F. K.J. a	
	PA: Recognize and Produce Rhyme RF. K. 2 g	
Foundational Skills:	PA: Phoneme Blending RF. 1.2b	
<ul> <li>Concepts About Print (CAP)</li> <li>Phonological Awareness (PA)</li> </ul>	PA: Phoneme Segmentation R.F. 1.2 C	
• Phonics	PA: Phonemic Manipulation RF. 1.2 C	
• Fluency	Phonics: Short i; Plural Nouns (-s)	1
	Phonics: Short o; Double Final Consonants RF. 1. 3	1
	Fluency: Expression RF. 1. 4	
Metacognitive & Fix-Up	Create Mental Images RLIRI, 1.10	
metatognitive a rix-op	Fix-Up: Reread to Clarify or Confirm Understanding RLIRI. 1.10	
Comprehension	Describe Major Story Events Using Key Details RURI. 1.1.	
to Build Knowledge	Compare and Contrast the Adventures and Experiences of Characters $RL.1.9$	
Vocabulary	Sort Words into Categories to Demonstrate Understanding	
Writing	Write Personal Responses C.I.I. C.I.3	
	Common and Proper Nouns	
Grammar	Use Verbs to Convey a Sense of Past, Present, and Future	
Speaking & Listening	Engage Effectively in a Range of Whole-Class and Peer Discussions ILP4	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation $TLP4$	

## **Spelling Words**

	mop	
	top	
	hop	
	lock	
Words with	rock	
Short o	sock	
	hot	
	not	
	one*	
	jump*	

<sup>\*</sup> High-frequency words

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

My Reading & Writing Words	"My Garden" seeds (10)
	"The Seed" seed (12)
	The Ugly Duckling duck (2) egg (2) nest (2)
General Academic Listening & Speaking (Tier 2)	The Ugly Duckling chirped (3) pecked (5) ruffled (11) flapping (13)
Domain-Specific Listening & Speaking	The Ugly Duckling duck (2) egg (2) nest (2)
(Tier 3)	"The Seed" seed (12)

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.

## Week 3 Comprehensive Literacy Planner

**Essential Question:** Why do living things change?

				-	Whiting a Early adde
	Day 1	Day 2	Day 3	Day 4	Day 5
tead-Aloud 10 min.)	Choose a recommended	trade book or a selection from	m the Read-Aloud Handbook.		
	Build Reading Foundations: "My Garden" RF. K. J.a	Build Reading Foundations: "My Garden"	Build Reading Foundations: "The Seed"	Build Reading Foundations: "The Seed" ドエハ・し	Build Reading Foundations: Poetry Out Loud! "Caterpillars"
	RF.1.4	RF. 1.4	RF.1.4	RF1.4	RF.1.4
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency,	Phonics and Word Study: Short o	Phonics and Word Study: Short o, Double Final Consonants	Phonics and Word Study: Short o, Double Consonants	Phonics and Word Study: Apply Phonics and Vocabulary in Context	Phonics and Word Study: Review and Monitor Progress
Phonological  Wareness/  Phonics Lessons	RF.1.3	RF. 1.26 RF. 1.3	RF. 1.3	RF.1.20 RF.1.3	RF.1.2C RF.1.3
(45–60 MIN.)	First Reading: Create Mental Images to Learn How Living Things Grow and	Describe Major Story Events Using Key Details	Find Text Evidence:  Describe Major Story  Events Using Key Details  KL.\.	Compare and Contrast the Adventures and Experiences of Characters in Stories	Demonstrate Knowledge: Plants and Animals Grow and Change
n,	Change		Build Vocabulary: Define Words by Category		Complete the Bluepr
	RI.1.10 RI.1.1	R L.I. 1	L.4	RL.1.9	RI.1.9
Small-Group Reading	Build fluency using the     Revisit complex read-al	iors and strategies using smal decodable readers or reader	Il-group texts and teacher's guides. 's theater scripts and Reader's Thea	ter Handbook lessons.	
ndependent teading & Conferring	Confer with a few stude	read independently to build ents on their text selections, a		ndational skills development.	
Writing and Language Lessons	Write a Personal Response Grammar: Singular and Plural Nouns	Write an Opinion Response Grammar: Singular and Plural Nouns	Write a Personal Response Grammar: Future-Tense Verbs	Write a Personal Response Grammar: Future- Tense Verbs	Write a Personal Response Grammar: Verb Tenses
(20 MIN.)	~ C.	1.3, L.1	.1		
ndependent Writing & Conferring	Provide time for indepen	dent writing and conferring d	uring the small-group reading block	<b>C</b>	
Assessment 🎺		ess using the informal assessm ssment at the end of the week	nent opportunities in each lesson. K.		

# Week Learning Goals

#### Skills and Strategies to Build Knowledge

	CAP: Punctuation: Periods, Question Marks, Exclamation Marks RF. 1.1a	
Foundational Skills	CAP: Uppercase Letters RF. K. 1d	
	PA: Recognize and Produce Rhyming Words and Alliteration RF. H. 2alc	
	PA: Phoneme Blending $RF.1.2b$	
	PA: Phoneme Segmentation $RF.1.2C$	
<ul> <li>Concepts About Print (CAP)</li> <li>Phonological Awareness (PA)</li> </ul>	PA: Phoneme Categorization $RF.1.2$	
• Phonics	PA: Phonemic Manipulation $RF.1.2$	
• Fluency	PSA: Short e; Possessive Nouns  RF. 1.3a   L.1.1a	1
	PSA: Short a; s /z/; ck /k/	
	PSA: Short i; Plural Nouns  L. K. 16	
	PSA: Short o; Double Final Consonants $RF.1.3$	
	Fluency: Phrasing $RF.1.4$	
	Draw Inferences RLIRI, 1.10	
Metacognitive & Fix-Up	Determine Text Importance RLIRI.1.10	
	Fix-Up: Reread to Understand the Text  RLIRI.1.10	
Comprehension	Describe Characters, Settings, and Major Events in a Story $RL.1.3$	1
to Build Knowledge	Use Illustrations and Details to Describe Characters, Setting, or Events $RL.1.7$	1
Vocabulary	Distinguish Shades of Meaning Among Verbs	<b>/</b>
Writing	Write Narrative Text C. 1. 3	
Grammar	Singular and Plural Nouns with Matching Verbs in Basic Sentences   . / . /	
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions $ILP 4$	
to Demonstrate Knowledge	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 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**

Words with Short e	ten	let
	men	met
	pen	wet
	fed	look*
	bed	are*

<sup>\*</sup> High-frequency words

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

#### Vocabulary

My Reading & Writing Words	"Look in a Book!"  girl (16)  wolf (4)  "Old Mother Hubbard"  mother (18)  old (18)	"Little Red Riding Hood" wolf (19) mother (18) sneaky¹ (20)
General Academic Listening & Speaking (Tier 2)	"The Ant and the Grasshopper" industrious (14) idle (14) lesson (17) demanded (17)	"Little Red Riding Hood" lively (18) wicked (20) wolf (19) mother (18) sneaky¹ (20)

## Week I Comprehensive Literacy Planner

**Essential Question:** How do we learn about characters?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended	trade book or a selection fro	om the Read-Aloud Handbook.		
	Introduce the Knowledge Focus: Many Kinds of Characters RL1.3 Introduce the Blueprint	Build Reading Foundations: "Look in a Book!" L. K. 16 RF. 1.4	Build Reading Foundations: "Old Mother Hubbard" R.F. K. Id	Build Reading Foundations: "Old Mother Hubbard"	Build Reading Foundations: Poetry Out Loud! "By Myself"
Metacognitive, Comprehension, Jocabulary, Concepts About Print, Fluency, & Phonological	Build Reading Foundations: "Look in a Book!"	Phonics and Word Study: Short e, Possessive Nouns RF.1.3a, L.1.1a	RF.1.3a Phonics and Word Study: Short e, Possessive Nouns RF.1.3a, L.1.1a	Phonics and Word Study: Apply Phonics and Vocabulary in Context	RF.1.4 Phonics and Word Study: Review and Monitor Progress
Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: Short e  RF, 1.Ba; L.1.1a	Describe Characters Using Key Details	Describe Major Events Using Key Details KL.1.3	First Reading: Determine Text Importance to Learn	Use Illustrations and Details to Describe Major Story Events
	First Reading: Draw Inferences to Learn About Characters	RL.1.3	Build Vocabulary: Distinguish Shades of Meaning Among Verbs	About Characters	RL.1.7 Build Knowledge: Many Kinds of Characters IL
	RL.1.10		L.1.5	KL.1.10	Begin the Blueprint
Small-Group Reading	<ul><li>Build fluency using the</li><li>Revisit complex read-ale</li></ul>	ors and strategies using sma decodable readers or reade	all-group texts and teacher's guider's theater scripts and Reader's Toldout.		
ndependent Reading & Conferring	Confer with a few stude	read independently to build nts on their text selections,		foundational skills developn	nent.
Writing and Language Lessons (20 MIN.)	Writing: Write Narrative Text Grammar: Introduce Noun-Verb Agreement	Writing: Write Narrative Text Grammar: Noun- Verb Agreement	Writing: Write Narrative Text Grammar: Introduce Subjects and Predicates	Writing: Write Narrative Text Grammar: Subjects and Predicates	Writing: Write Narrative Text Grammar: Subjects and Predicates
ndependent Vriting & Conferring	Provide time for independ		during the small-group reading	block.	
Assessment 🎺		ss using the informal assessi sessment at the end of the	ment opportunities in each lesso week.	n.	

## Week 2 Learning Goals

## Skills and Strategies to Build Knowledge

Foundational Skills	CAP: Punctuation: Periods, Question Marks, Exclamation Marks $RF.1.1a$	
	CAP: Quotation Marks Not KAS a lighed	
	PA: Recognize and Produce Rhyming Words and Alliteration RF.K. 2 a 1c	
	PA: Phoneme Blending $RF.1.2b$	
	PA: Phoneme Segmentation $RF.1.2C$	
Concepts About Print (CAP)	PA: Phonemic Manipulation RF. 1.2C	
<ul> <li>Phonological Awareness (PA)</li> </ul>	Phonics: Short e; Possessive Nouns $RF. 1.3a / L.1.1a$	
Phonics     Fluency	Phonics: Short u; Inflectional Ending -s $RF$ , 1.3 a 1 f	1
- Huency	Phonics: Short a; s /z/; ck /k/ $RF. 1.3a$	
	Phonics: Short i; Plural Nouns (-s)	
	Phonics: Short o; Double Final Consonants $RF.1.3$	
	Fluency: Expression RF. 1.4	
	Fluency: Self-Correcting $RF. 1.4$	
Metacognitive & Fix-Up	Draw Inferences RL/RI.1.10	
metatoginare a rix-op	Fix-Up: Reread to Understand the Text RLIRI. 1.10	
c	Describe Characters, Settings, and Major Events in a Story $RL.1.3$	1
Comprehension to Build Knowledge	Use Illustrations and Details to Describe Characters, Setting, or Events $RL.1.7$	1
•	Compare and Contrast the Adventures and Experiences of Characters $RL.1.9$	1
Vocabulary	Distinguish Shades of Meaning Among Verbs $\frac{1}{2}$ , $\frac{1}{2}$ .	1
Writing	Write Narrative Text $C. 1.3$	
	Articles L. J. I	
Grammar	Demonstratives L. /.	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions $ILP4$	

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

## **Spelling Words**

Words with Short u	rug	fun
	bug	run
	hug	sun
	cup	come*
	up	here*

<sup>\*</sup> High-frequency words

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

My Reading & Writing Words	"Three Little Kittens" little (20) mother (20) "The Turtle and the H fast (22) slow (22) little (22)	wolf (4) bear¹ (22)
General Academic Listening and Speaking (Tier 2)	Wolfie the Bunny whispered (10) roared (22)	screamed (11) demanded (22)

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

## Week 2 Comprehensive Literacy Planner

**Essential Question:** How do we learn about characters?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended	trade book or a selection fro	om the Read-Aloud Handboo	ok.	
Metacognitive, Comprehension, Vocabulary, Concepts About	Build Reading Foundations: "Three Little Kittens" RF.1.19 KL.1.10 Phonics and Word Study: Short u RF. 1.3a   f	Build Reading Foundations: "Three Little Kittens" RF. 1.3 a   f Phonics and Word Study: Short u, Inflectional Ending -s RF. 1.3 a   f RF. 1.3 b	Build Reading Foundations: "The Turtle and the Hare" RF. 1.1a RF. 1.4 Phonics and Word Study: Short u, Inflectional Ending -s RF. 1.3a1+	Build Reading Foundations: "The Turtle and the Hare" KF.I.4 KC.I.10 Phonics and Word Study: Apply Phonics and Vocabulary in Context KF.I.4	Build Reading Foundations: Poetry Out Loud! "By Myself" R.F., J. 4 Phonics and Word Study: Review and Monitor Progress R.F., J. 4
Print, Fluency, & Phonological Awareness/ Phonics Lessons	First Reading: Draw Inferences to Learn About Characters	RF. 1. 2 b Describe Major Events Using Key Details	Find Text Evidence: Use Illustrations and Details to Describe Story Events	Find Text Evidence: Describe Characters Using Key Details	Compare and Contrast the Adventures and Experiences of Characters in Stories
(45–60 min.)	KL.1.10	RL.1.3	RL.1.7 Build Vocabulary: Distinguish Shades of Meaning Among	RL.1.3	RL. 1. 9 Build Knowledge: Many Kinds of Characters
			Verbs L.1.5		Add to the Blueprint
Small-Group Reading Independent Reading & Conferring	Build fluency using the     Revisit complex read-ale See additional small-grou  During independent tim     Ensure that all students     Confer with a few students	ors and strategies using sma decodable readers or reade ouds. up suggestions on the Unit Fo ne: read independently to build ents on their text selections,		r's Theater Handbook lessor Rエ. 1. 10 l/or foundational skills devel	
Writing and Language Lessons (20 MIN.)	Writing: Write Narrative Text Grammar: Introduce Articles	Writing: Write Narrative Text Grammar: Articles	Writing: Write Narrative Text Grammar: Introduce Demonstratives	Writing: Write Narrative Text Grammar: Demonstratives	Writing: Write Narrative Text Grammar: Articles and Demonstratives
Independent Writing & Conferring		dent writing and conferring	during the small-group readi		
Assessment 🗸	Monitor students' progre Administer the Week 2 As		ment opportunities in each le	esson.	

# Week 3 Learning Goals

#### Skills and Strategies to Build Knowledge

	CAP: End Punctuation $RF. 1.1a$	
	CAP: Directionality of Print $RF. K.1a$	
	PA: Phoneme Blending $RF.1.2b$	
Foundational Skills • Concepts About Print (CAP) • Phonological Awareness (PA)	PA: Phoneme Categorization $RF.1.2$	
	PA: Phonemic Manipulation RF. 1. 2C	
	Phonics: Short e; Possessive Nouns $RF. 1.3a / L.1.1a$	
• Phonics	Phonics: Short u; Inflectional Ending -s $RF. 1.3 alf$	
• Fluency	Phonics: I-blends; Alphabetical Order RF. 1. 2b	1
	Phonics: Double Final Consonants $RF. 1.3$	
	Fluency: Expression RF. 1. 4	
	Fluency: Self-Correcting RF. 1, 4	
Matacamitina o Fin IIa	Determine Text Importance RLIRI, 1.10	
Metacognitive & Fix-Up	Fix-Up: Reread to Understand the Text  RLIRI. 1.10	
Comprehension	Describe Characters, Settings, and Major Events in a Story $R_1$ / $R_2$	1
to Build Knowledge	Compare and Contrast the Adventures and Experiences of Characters $RL.1.9$	J
Vocabulary	Distinguish Shades of Meaning Among Verbs	1
Writing	Write Narrative Text	
	Singular and Plural Nouns with Matching Verbs in Basic Sentences   . / , /	
	Articles L. I. /	
Grammar	Demonstratives L. 1. /	
	Plural Nouns / / /	
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions $LP4$	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation $\mathcal{I} \mathcal{L} \mathcal{P} \mathcal{A}$	

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**

Words with I-Blends	class clip clock flick	flag block black put*
	flat	what*

<sup>\*</sup> High-frequency words

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

My Reading & Writing Words	"The Boy Who Cried Wolf" boy (24) wolf (24) Abuelita's Secret mother (3)	"The Elves and the Shoemaker"  little (28)
General Academic Listening & Speaking (Tier 2)	Abuelita's Secret insisted (3) suggested (10) secret (16) explained (22) whispered (16)	

## Week 3 Comprehensive Literacy Planner

**Essential Question:** How do we learn about characters?

	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,	Build Reading Foundations: "The Boy Who Cried Wolf" RF. 1.14 Phonics and Word Study: 1-blends  RF. 1.2 b	Build Reading Foundations: "The Boy Who Cried Wolf" KF.1.4 Phonics and Word Study: I-blends, Alphabetic Order RF.1.2b	Build Reading Foundations: "The Elves and the Shoemaker" RF. 1.1a RF. 1, 4 Phonics and Word Study: I-blends, Alphabetic Order RF. 1.2 b	Build Reading Foundations: "The Elves and the Shoemaker" RF. 1.4 RL. 1.10 Phonics and Word Study: Apply Phonics and Vocabulary in Context RF. 1.2 b	Build Reading Foundations: Poetry Out Loud! "By Myself" RF. J. 4 Phonics and Word Study: Review and Monitor Progress RF. J. 4		
& Phonological Awareness/ Phonics Lessons (45–60 MIN.)	First Reading: Determine Text Importance to Learn About Characters	Describe Characters Using Key Details RL.1.3	Find Text Evidence: Describe Major Events Using Key Details RL.1.3	Compare and Contrast the Adventures and Experiences of Characters in Stories	Demonstrate Knowledge: Many Kinds of Characters Complete the Blueprin		
	RL.1.10		Build Vocabulary: Distinguish Shades of Meaning Among Verbs	RL.1.9	RL.1.9		
Small-Group Reading	Meet with small groups of students to:  Scaffold reading behaviors and strategies using small-group texts and teacher's guides.  Build fluency using the 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	<ul> <li>During independent time:</li> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and/or foundational skills development.</li> <li>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</li> </ul>						
Writing and Language Lessons (20 MIN.)	Writing: Write Narrative Text	Writing: Write Narrative Text	Writing: Write Narrative Text	Writing: Write Narrative Text	Writing: Write Narrative Text		
	Grammar: Use Articles and Demonstratives	Grammar: Use Articles and Demonstratives	Grammar: Distinguish Subjects and Predicates	Grammar: Distinguish Subjects and Predicates	Grammar: Distinguish Subjects and Predicates		
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.						