

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 and Life Sciences**

Approximately 31 Days

\*\*\*Fall Break is September 30 - October 4

**Essential Standards :**

RF.1.1	RL.1.1	RI.1.1	HW.1	C.1.3	L.1.1
RF.1.2	RL.1.3	RI.1.2			L.1.2
RF.1.3	RL.1.4	RI.1.4			L.1.4
	RL.1.7				

**Supporting Standards:**

RL.1.6	RI.1.5	L.1.5
RL.1.9	RI.1.10	
RL.1.10		

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.1.1	RL.1.1	RI.1.1	HW.1	C.1.1	L.1.1
RF.1.2	RL.1.3	RI.1.2			L.1.2
RF.1.3	RL.1.6	RI.1.5			L.1.4
		RI.1.8			

**Supporting Standards:**

RL.1.4	RI.1.4	C.1.2	L.1.5
RL.1.5	RI.1.7	C.1.6	
RL.1.10	RI.1.10		

# Strategies and Skills to Build Knowledge

## Grade 1 Unit 1

		Week 1	Week 2	Week 3	Assessed Skills
<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	<b>RF.K.1b*</b>	CAP: Match Spoken Word to Written Word			
	<b>RF.K.1a*</b>	CAP: Directionality: Return Sweep			
	RF.1.1a	CAP: Punctuation: Periods, Exclamation Marks, Question Marks			
	RI.1.5	CAP: Text Features: Italics			
	<b>RF.K.2a*</b>	PA: Recognize and Produce Rhyme			
	RF.1.2	PA: Phoneme Categorization			
	RF.1.2b	PA: Phoneme Blending			
	RF.1.2c	PA: Phoneme Segmentation			
	RF.1.2c	PA: Phonemic Manipulation			
	RF.1.3a	PSA: Short a; s /z/; Digraph ck /k/			✓
	<b>L.K.1b*</b>	PSA: Short i; Plural Nouns (-s)			✓
	RF.1.3	PSA: Short o; Double Final Consonants			✓
	RF.1.4	Fluency: Phrasing			
	RF.1.4	Fluency: Intonation			
	RF.1.4	Fluency: Expression			
<b>Metacognitive &amp; Fix-Up</b>	RI/RL.1.10	Ask Questions			
	RI/RL.1.10	Create Mental Images			
	RI/RL.1.10	Fix-Up: Reread to Clarify or Confirm Understanding			
<b>Comprehension to Build Knowledge</b>	RI.1.2	Identify the Main Topic and Retell Key Details			✓
	RI.1.3/RL.1.3	Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information			✓
	RI.1.2/RL.1.3	Retell Key Story Details			✓
	RI.1.1	Describe Major Story Events Using Key Details			
	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			
<b>Vocabulary</b>	L.1.4	Identify Real-Life Connections Between Words and Their Use			✓
	L.1.5	Sort Words into Categories to Demonstrate Understanding			
<b>Writing</b>	C.1.1, C.1.3	Write Personal Responses			
<b>Grammar</b>	L.1.1	Common and Proper Nouns			
	L.1.1	Verbs to Convey a Sense of Past, Present, and Future			
<b>Speaking and Listening to Demonstrate Knowledge</b>	ILP 4	Engage Effectively in Whole-Class and Peer Discussions			
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation			

\*Not aligned to a grade-level skill.

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 1 Unit 2

		Week 1	Week 2	Week 3	Assessed Skills
<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	RF.1.1a	CAP: Punctuation: Periods, Question Marks, Exclamation Marks			
	<b>RF.K.1d*</b>	CAP: Uppercase Letters			
	Not KAS aligned	CAP: Quotation Marks			
	<b>RF.K.2a/c*</b>	PA: Recognize and Produce Rhyming Words and Alliteration			
	RF.1.2b	PA: Phoneme Blending			
	RF.1.2c	PA: Phoneme Segmentation			
	RF.1.2	PA: Phoneme Categorization			
	RF.1.2c	PA: Phonemic Manipulation			
	RF.1.3a L.1.1a	PSA: Short e; Possessive Nouns			✓
	RF.1.3a/f	PSA: Short u; Inflectional Ending -s			✓
	RF.1.2b	PSA: L-Blends; Alphabetical Order			✓
	RF.1.3a	PSA: short a; s /z/; ck /k/			
	<b>L.K.1b*</b>	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			
	<b>Metacognitive &amp; Fix-Up</b>	RI/RL.1.10	Draw Inferences		
RI/RL.1.10		Determine Text Importance			
RI/RL.1.10		Fix-Up: Reread to Understand the Text			
<b>Comprehension to Build Knowledge</b>	RL.1.3	Describe Characters, Settings, and Major Events in a Story			✓
	RL.1.7	Use Illustrations and Details to Describe Characters, Setting, or Events			✓
	RL.1.9	Compare and Contrast the Adventures and Experiences of Characters			✓
<b>Vocabulary</b>	L.1.5	Distinguish Shades of Meaning Among Verbs			✓
<b>Writing</b>	C.1.3	Write Narrative Text			
<b>Grammar</b>	L.1.1	Singular and Plural Nouns with Matching Verbs in Basic Sentences			
	L.1.1	Articles			
	L.1.1	Demonstratives			
<b>Speaking and Listening to Demonstrate Knowledge</b>	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

**\*Not aligned to a grade-level skill.**

● = 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

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Match Spoken Word to Written Word	RF.K.1b	
	CAP: Directionality: Return Sweep	RF.K.1a	
	PA: Recognize and Produce Rhyme	RF.K.2a	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Segmentation	RF.1.2c	
	Phonics: Short a; s /z/; Digraph ck /k/	RF.1.3a	✓
	Fluency: Phrasing	RF.1.4	
<b>Metacognitive &amp; Fix-Up</b>	Ask Questions	RLIRI.1.10	
	Create Mental Images	RLIRI.1.10	
	Fix-Up: Reread to Clarify or Confirm Understanding	RLIRI.1.10	
<b>Comprehension to Build Knowledge</b>	Identify the Main Topic and Retell Key Details	RI.1.2	✓
	Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information	RLIRI.1.3	✓
	Retell Story Events Using Key Details	RI.1.2 / RL.1.3	✓
<b>Vocabulary</b>	Identify Real-Life Connections Between Words and Their Use	L.1.4	✓
<b>Writing</b>	Write Personal Responses	C.1.1, C.1.3	
<b>Grammar</b>	Common and Proper Nouns	L.1.1	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	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

<b>Words with Short a</b>	ran
	can
	fan
	had
	mad
	pat
	bat
	hat
	see*
	she*

\* High-frequency words

### KEY

word = where a word is explicitly taught  
 word<sup>1</sup> = 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.

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



# Week 1 Comprehensive Literacy Planner

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

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45-60 MIN.)	<b>Introduce the Knowledge Focus: Plants and Animals Grow and Change</b> <b>Introduce the Blueprint</b> ILP4	<b>Build Reading Foundations: "Five Little Tadpoles"</b> RF.K.1a, b RF.1.4	<b>Build Reading Foundations: "Someday"</b> RF.K.1a, b RF.1.4	<b>Build Reading Foundations: "Someday"</b> RF.1.2b, c	<b>Build Reading Foundations: Poetry Out Loud! "Caterpillars"</b> RF.1.4
	<b>Build Reading Foundations: "Five Little Tadpoles"</b> RF.1.4	<b>Phonics and Word Study: Short a: s /z/, and Digraph ck /k/</b> RF.1.3a	<b>Phonics and Word Study: Short a: s /z/, and Digraph ck /k/</b> RF.1.3a	<b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> RF.1.3a	<b>Phonics and Word Study: Review and Monitor Progress</b> RF.1.3a
	<b>Phonics and Word Study: Short a</b> RF.1.3a <b>First Reading: Ask Questions to Learn How Living Things Grow and Change</b> RI.1.10	<b>Identify the Main Topic and Retell Key Details</b> RI.1.2	<b>Describe Connections Between Events</b> RI.1.3 <b>Build Vocabulary: Identify Real-Life Connections Between Words and Their Use</b> L.1.4	<b>First Reading: Create Mental Images to Learn How Living Things Grow and Change</b> RI.1.10	<b>Retell Key Story Details</b> RI.1.2 <b>Build Knowledge: Plants and Animals Grow and Change</b> <b>Begin the Blueprint</b> ILP4
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or Reader's Theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> See additional small-group suggestions on the Unit Foldout.				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <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> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
<b>Writing and Language Lessons</b> (20 MIN.)	<b>Writing: Write a Personal Response</b> <b>Grammar: Introduce Nouns</b> C.1.1, C.1.3,	<b>Writing: Write a Personal Response</b> <b>Grammar: Common Nouns</b> C.1.3,	<b>Writing: Write a Personal Response</b> <b>Grammar: Common Nouns</b> L.1.1	<b>Writing: Write a Personal Response</b> <b>Grammar: Proper Nouns</b>	<b>Writing: Write a Personal Response</b> <b>Grammar: Proper Nouns</b>
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Week 1 Assessment at the end of the week.				



# Week 2 Learning Goals

## Skills and Strategies to Build Knowledge

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	<b>CAP: Punctuation: Periods, Exclamation Marks, Question Marks</b>	RF.1.1a	
	<b>CAP: Text Features: Italics</b>	RI.1.5	
	<b>PA: Phoneme Categorization</b>	RF.1.2	
	<b>PA: Phoneme Blending</b>	RF.1.2b	
	<b>PA: Phoneme Segmentation</b>	RF.1.2c	
	<b>PA: Phonemic Manipulation</b>	RF.1.2c	
	<b>Phonics: Short a; s /z/; Digraph ck /k/</b>	RF.1.3a	✓
	<b>Phonics: Short i; Plural Nouns (-s)</b>	L.K.1b	✓
	<b>Fluency: Intonation</b>	RF.1.4	
<b>Metacognitive &amp; Fix-Up</b>	<b>Ask Questions</b>	RLIRI.1.10	
	<b>Fix-Up: Reread to Clarify or Confirm Understanding</b>	RLIRI.1.10	
<b>Comprehension to Build Knowledge</b>	<b>Identify the Main Topic and Retell Key Details</b>	RI.1.2	✓
	<b>Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information</b>	RLIRI.1.3	✓
	<b>Identify Similarities in and Differences Between Two Texts on the Same Topic</b>	RI.1.9	
<b>Vocabulary</b>	<b>Identify Real-Life Connections Between Words and Their Use</b>	L.1.4	✓
<b>Writing</b>	<b>Write Personal Responses</b>	C.1.1, C.1.3	
<b>Grammar</b>	<b>Verbs to Convey a Sense of Past, Present, and Future</b>	L.1.1	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	<b>Engage Effectively in Whole-Class and Peer Discussions</b>	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

<b>Words with Short i</b>	lip
	hip
	rip
	win
	bin
	pin
	hit
	bit
	little*
	you*

\* High-frequency words

<b>KEY</b> <b>word</b> = where a word is explicitly taught <b>word<sup>1</sup></b> = unit number in which a word was previously taught <b>word</b> = subsequent appearance/s of a word in a unit <b>word (1)</b> = page number on which word appears in selection
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## Vocabulary

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

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



# Week 2 Comprehensive Literacy Planner

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

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45–60 MIN.)	<p><b>Build Reading Foundations: "Baby Animals"</b></p> <p>RF.1.1a</p> <p>Phonics and Word Study: Short i</p> <p>L.K.1b</p> <p>First Reading: Ask Questions to Learn How Living Things Grow and Change</p> <p>RI.1.10</p>	<p><b>Build Reading Foundations: "Baby Animals"</b></p> <p>RF.1.4</p> <p>Phonics and Word Study: Short i, Plural Nouns</p> <p>L.K.1b</p> <p>Identify the Main Topic and Retell Key Details</p> <p>RI.1.2</p>	<p><b>Build Reading Foundations: "Grow, Ducklings, Grow"</b></p> <p>RF.1.4</p> <p>Phonics and Word Study: Short i, Plural Nouns</p> <p>L.K.1b</p> <p>Find Text Evidence: Describe Sequential Text Connections</p> <p>RI.1.3</p> <p>Build Vocabulary: Identify Real Life Connections Between Words and Their Use</p> <p>L.1.4</p>	<p><b>Build Reading Foundations: "Grow, Ducklings, Grow"</b></p> <p>RI.1.10</p> <p>Phonics and Word Study: Apply Phonics and Vocabulary in Context</p> <p>RF.1.3a</p> <p>Find Text Evidence: Describe Sequential Text Connections</p> <p>RI.1.3</p>	<p><b>Build Reading Foundations: Poetry Out Loud! "Caterpillars"</b></p> <p>RF.1.4</p> <p>Phonics and Word Study: Review and Monitor Progress</p> <p>RF.1.3a</p> <p>Identify Similarities in and Differences Between Two Texts on the Same Topic</p> <p>RI.1.9</p> <p>Build Knowledge: Plants and Animals Grow and Change ILP4</p> <p>Add to the Blueprint</p>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p> <p>RL   RI 1.10</p>				
<b>Independent Reading &amp; Conferring</b>	<p>During Independent time:</p> <ul style="list-style-type: none"> <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> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
<b>Writing and Language Lessons</b> (20 MIN.)	<p><b>Write a Personal Response</b></p> <p>Grammar: Introduce Verbs</p>	<p><b>Write a Personal Response</b></p> <p>Grammar: Present-Tense Verbs</p> <p>C.1.1</p>	<p><b>Write a Personal Response</b></p> <p>Grammar: Present-Tense Verbs</p> <p>C.1.3</p>	<p><b>Write a Personal Response</b></p> <p>Grammar: Past-Tense Verbs</p>	<p><b>Write a Personal Response</b></p> <p>Grammar: Past-Tense Verbs</p>
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Week 2 Assessment at the end of the week.				



# Week 3 Learning Goals

## Skills and Strategies to Build Knowledge

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Directionality: Return Sweep	RF.K.1.a	
	PA: Recognize and Produce Rhyme	RF.K.2a	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	Phonics: Short i; Plural Nouns (-s)	L.K.1b	✓
	Phonics: Short o; Double Final Consonants	RF.1.3	✓
<b>Metacognitive &amp; Fix-Up</b>	Fluency: Expression	RF.1.4	
	Create Mental Images	RL.I.1.10	
<b>Comprehension to Build Knowledge</b>	Fix-Up: Reread to Clarify or Confirm Understanding	RL.I.1.10	
	Describe Major Story Events Using Key Details	RL.I.1.1	
<b>Vocabulary</b>	Compare and Contrast the Adventures and Experiences of Characters	RL.1.9	
	Sort Words into Categories to Demonstrate Understanding	L.1.5	
<b>Writing</b>	Write Personal Responses	C.1.1, C.1.3	
	<b>Grammar</b>	Common and Proper Nouns	L.1.1
Use Verbs to Convey a Sense of Past, Present, and Future		L.1.1	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	Engage Effectively in a Range of Whole-Class and Peer Discussions	ILP4	
	State, Clarify, and Support Ideas in a Constructive Conversation	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

<b>Words with Short o</b>	mop
	top
	hop
	lock
	rock
	sock
	hot
	not
	one*
	jump*

\* High-frequency words

### KEY

word = where a word is explicitly taught

word<sup>1</sup> = 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.

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



# Week 3 Comprehensive Literacy Planner

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

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45-60 MIN.)	<b>Build Reading Foundations: "My Garden"</b> RF. K.1a RF.1.4 Phonics and Word Study: Short o RF.1.2c RF.1.3 First Reading: Create Mental Images to Learn How Living Things Grow and Change RL/RI.1.10 RL/RI.1.1	<b>Build Reading Foundations: "My Garden"</b> RF.1.4 Phonics and Word Study: Short o, Double Final Consonants RF.1.2b RF.1.3 Describe Major Story Events Using Key Details KL.1.1	<b>Build Reading Foundations: "The Seed"</b> RF.1.4 Phonics and Word Study: Short o, Double Consonants RF.1.3 Find Text Evidence: Describe Major Story Events Using Key Details RL.1.1 Build Vocabulary: Define Words by Category L.4	<b>Build Reading Foundations: "The Seed"</b> RI.1.10 RF.1.4 Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.1.2c RF.1.3 Compare and Contrast the Adventures and Experiences of Characters in Stories RL.1.9	<b>Build Reading Foundations: Poetry Out Loud! "Caterpillars"</b> RF.1.4 Phonics and Word Study: Review and Monitor Progress RF.1.2c RF.1.3 Demonstrate Knowledge: Plants and Animals Grow and Change Complete the Blueprint RI.1.9
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> See additional small-group suggestions on the Unit Foldout. <p style="text-align: right;">RL/RI 1.10</p>				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <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> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
<b>Writing and Language Lessons</b> (20 MIN.)	<b>Write a Personal Response</b> Grammar: Singular and Plural Nouns	<b>Write an Opinion Response</b> Grammar: Singular and Plural Nouns	<b>Write a Personal Response</b> Grammar: Future-Tense Verbs	<b>Write a Personal Response</b> Grammar: Future-Tense Verbs	<b>Write a Personal Response</b> Grammar: Verb Tenses
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	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

<b>Foundational Skills</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	<b>CAP: Punctuation: Periods, Question Marks, Exclamation Marks</b>	RF.1.1a	
	<b>CAP: Uppercase Letters</b>	RF.K.1d	
	<b>PA: Recognize and Produce Rhyming Words and Alliteration</b>	RF.K.2alc	
	<b>PA: Phoneme Blending</b>	RF.1.2b	
	<b>PA: Phoneme Segmentation</b>	RF.1.2c	
	<b>PA: Phoneme Categorization</b>	RF.1.2	
	<b>PA: Phonemic Manipulation</b>	RF.1.2	
	<b>PSA: Short e; Possessive Nouns</b>	RF.1.3a / L.1.1a	✓
	<b>PSA: Short a; s /z/; ck /k/</b>	RF.1.3a	
	<b>PSA: Short i; Plural Nouns</b>	L.K.1b	
	<b>PSA: Short o; Double Final Consonants</b>	RF.1.3	
	<b>Fluency: Phrasing</b>	RF.1.4	
	<b>Metacognitive &amp; Fix-Up</b>	<b>Draw Inferences</b>	RLIRI.1.10
<b>Determine Text Importance</b>		RLIRI.1.10	
<b>Fix-Up: Reread to Understand the Text</b>		RLIRI.1.10	
<b>Comprehension to Build Knowledge</b>	<b>Describe Characters, Settings, and Major Events in a Story</b>	RL.1.3	✓
	<b>Use Illustrations and Details to Describe Characters, Setting, or Events</b>	RL.1.7	✓
<b>Vocabulary</b>	<b>Distinguish Shades of Meaning Among Verbs</b>	L.1.5	✓
<b>Writing</b>	<b>Write Narrative Text</b>	C.1.3	
<b>Grammar</b>	<b>Singular and Plural Nouns with Matching Verbs in Basic Sentences</b>	L.1.1	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	<b>Engage Effectively in Whole-Class and Peer Discussions</b>	ILP 4	
	<b>State, Clarify, and Support Ideas in a Constructive Conversation</b>	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

<b>Words with Short e</b>	ten	let
	men	met
	pen	wet
	fed	look*
	bed	are*

\* High-frequency words

### KEY

**word** = where a word is explicitly taught  
**word<sup>1</sup>** = 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.

<b>My Reading &amp; Writing Words</b>	<b>"Look in a Book!"</b> girl (16) wolf (4)	<b>"Little Red Riding Hood"</b> wolf (19) mother (18)
	<b>"Old Mother Hubbard"</b> mother (18) old (18)	sneaky <sup>1</sup> (20)
	<b>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>"Little Red Riding Hood"</b> lively (18) wicked (20)
	<b>"The Ant and the Grasshopper"</b> industrious (14) idle (14) lesson (17) demanded (17)	wolf (19) mother (18) sneaky <sup>1</sup> (20)



# Week 1 Comprehensive Literacy Planner

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

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45–60 MIN.)	<p><b>Introduce the Knowledge Focus: Many Kinds of Characters</b> <i>RL.1.3</i> <b>Introduce the Blueprint</b></p> <p><b>Build Reading Foundations: "Look in a Book!"</b> <i>RF.1.1a</i></p> <p><b>Phonics and Word Study: Short e</b> <i>RF.1.3a; L.1.1a</i></p> <p><b>First Reading: Draw Inferences to Learn About Characters</b> <i>RL.1.10</i></p>	<p><b>Build Reading Foundations: "Look in a Book!"</b> <i>L.K.1b</i></p> <p><b>Phonics and Word Study: Short e, Possessive Nouns</b> <i>RF.1.3a, L.1.1a</i></p> <p><b>Describe Characters Using Key Details</b> <i>RL.1.3</i></p>	<p><b>Build Reading Foundations: "Old Mother Hubbard"</b> <i>RF.K.1d</i></p> <p><b>Phonics and Word Study: Short e, Possessive Nouns</b> <i>RF.1.3a, L.1.1a</i></p> <p><b>Describe Major Events Using Key Details</b> <i>RL.1.3</i></p> <p><b>Build Vocabulary: Distinguish Shades of Meaning Among Verbs</b> <i>L.1.5</i></p>	<p><b>Build Reading Foundations: "Old Mother Hubbard"</b> <i>RF.1.4</i></p> <p><b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b></p> <p><b>First Reading: Determine Text Importance to Learn About Characters</b> <i>RL.1.10</i></p>	<p><b>Build Reading Foundations: Poetry Out Loud! "By Myself"</b> <i>RF.1.4</i></p> <p><b>Phonics and Word Study: Review and Monitor Progress</b></p> <p><b>Use Illustrations and Details to Describe Major Story Events</b> <i>RL.1.7</i></p> <p><b>Build Knowledge: Many Kinds of Characters</b> <i>ILP 4</i> <b>Begin the Blueprint</b></p>
<b>Small-Group Reading</b>	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout. <i>RL.1.10</i></p>				
<b>Independent Reading &amp; Conferring</b>	<p>During independent time:</p> <ul style="list-style-type: none"> <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> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
<b>Writing and Language Lessons</b> (20 MIN.)	<p><b>Writing: Write Narrative Text</b></p> <p><b>Grammar: Introduce Noun-Verb Agreement</b></p>	<p><b>Writing: Write Narrative Text</b></p> <p><b>Grammar: Noun-Verb Agreement</b> <i>C.1.3</i></p>	<p><b>Writing: Write Narrative Text</b></p> <p><b>Grammar: Introduce Subjects and Predicates</b></p>	<p><b>Writing: Write Narrative Text</b></p> <p><b>Grammar: Subjects and Predicates</b></p>	<p><b>Writing: Write Narrative Text</b></p> <p><b>Grammar: Subjects and Predicates</b></p>
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Week 1 Assessment at the end of the week.				



# Week 2 Learning Goals

## Skills and Strategies to Build Knowledge

<b>Foundational Skills</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Punctuation: Periods, Question Marks, Exclamation Marks	RF.1.1a	
	CAP: Quotation Marks	Not KAS aligned	
	PA: Recognize and Produce Rhyming Words and Alliteration	RF.K.2 a/c	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	Phonics: Short e; Possessive Nouns	RF.1.3a / L.1.1a	
	Phonics: Short u; Inflectional Ending -s	RF.1.3a/f	✓
	Phonics: Short a; s /z/; ck /k/	RF.1.3a	
	Phonics: Short i; Plural Nouns (-s)	L.K.1b	
	Phonics: Short o; Double Final Consonants	RF.1.3	
	Fluency: Expression	RF.1.4	
	Fluency: Self-Correcting	RF.1.4	
	<b>Metacognitive &amp; Fix-Up</b>	Draw Inferences	RL.1.10
Fix-Up: Reread to Understand the Text		RL.1.10	
<b>Comprehension to Build Knowledge</b>	Describe Characters, Settings, and Major Events in a Story	RL.1.3	✓
	Use Illustrations and Details to Describe Characters, Setting, or Events	RL.1.7	✓
	Compare and Contrast the Adventures and Experiences of Characters	RL.1.9	✓
<b>Vocabulary</b>	Distinguish Shades of Meaning Among Verbs	L.1.5	✓
<b>Writing</b>	Write Narrative Text	C.1.3	
<b>Grammar</b>	Articles	L.1.1	
	Demonstratives	L.1.1	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	Engage Effectively in Whole-Class and Peer Discussions	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

<b>Words with Short u</b>	rug	fun
	bug	run
	hug	sun
	cup	come*
	up	here*

\* High-frequency words

#### KEY

- word = where a word is explicitly taught
- word<sup>1</sup> = 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.

<b>My Reading &amp; Writing Words</b>	<b>"Three Little Kittens"</b> little (20) mother (20)	<b>Wolfie the Bunny</b> wolf (4) bear <sup>1</sup> (22)
	<b>"The Turtle and the Hare"</b> fast (22) slow (22) little (22)	
	<b>General Academic Listening and Speaking (Tier 2)</b>	<b>Wolfie the Bunny</b> whispered (10) roared (22)
		screamed (11) demanded (22)



# Week 2 Comprehensive Literacy Planner

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

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45–60 MIN.)	<b>Build Reading Foundations:</b> “Three Little Kittens” <i>RF.1.1a</i> <i>RL.1.10</i> <b>Phonics and Word Study:</b> Short u <i>RF.1.3a1f</i>	<b>Build Reading Foundations:</b> “Three Little Kittens” <i>RF.1.3a1f</i> <b>Phonics and Word Study:</b> Short u, Inflectional Ending -s <i>RF.1.3a1f</i> <i>RF.1.2b</i>	<b>Build Reading Foundations:</b> “The Turtle and the Hare” <i>RF.1.1a</i> <i>RF.1.4</i> <b>Phonics and Word Study:</b> Short u, Inflectional Ending -s <i>RF.1.3a1f</i>	<b>Build Reading Foundations:</b> “The Turtle and the Hare” <i>RF.1.4</i> <i>RL.1.10</i> <b>Phonics and Word Study:</b> Apply Phonics and Vocabulary in Context <i>RF.1.4</i>	<b>Build Reading Foundations: Poetry</b> Out Loud! “By Myself” <i>RF.1.4</i> <b>Phonics and Word Study:</b> Review and Monitor Progress <i>RF.1.4</i>
	<b>First Reading: Draw Inferences to Learn About Characters</b> <i>KL.1.10</i>	<b>Describe Major Events Using Key Details</b> <i>RL.1.3</i>	<b>Find Text Evidence: Use Illustrations and Details to Describe Story Events</b> <i>RL.1.7</i> <b>Build Vocabulary: Distinguish Shades of Meaning Among Verbs</b> <i>L.1.5</i>	<b>Find Text Evidence: Describe Characters Using Key Details</b> <i>RL.1.3</i>	<b>Compare and Contrast the Adventures and Experiences of Characters in Stories</b> <i>RL.1.9</i> <b>Build Knowledge: Many Kinds of Characters</b> Add to the Blueprint <i>ILP 4</i>
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher’s guides.</li> <li>Build fluency using the decodable readers or reader’s theater scripts and Reader’s Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> See additional small-group suggestions on the Unit Foldout. <i>RL/RI.1.10</i>				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <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> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
<b>Writing and Language Lessons</b> (20 MIN.)	<b>Writing: Write Narrative Text</b> <b>Grammar: Introduce Articles</b>	<b>Writing: Write Narrative Text</b> <b>Grammar: Articles</b>	<b>Writing: Write Narrative Text</b> <b>Grammar: Introduce Demonstratives</b>	<b>Writing: Write Narrative Text</b> <b>Grammar: Demonstratives</b>	<b>Writing: Write Narrative Text</b> <b>Grammar: Articles and Demonstratives</b>
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Week 2 Assessment at the end of the week.				



# Week 3 Learning Goals

## Skills and Strategies to Build Knowledge

<b>Foundational Skills</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: End Punctuation	RF.1.1a	
	CAP: Directionality of Print	RF.K.1a	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Categorization	RF.1.2	
	PA: Phonemic Manipulation	RF.1.2c	
	Phonics: Short e; Possessive Nouns	RF.1.3a / L.1.1a	
	Phonics: Short u; Inflectional Ending -s	RF.1.3 a1f	
	Phonics: I-blends; Alphabetical Order	RF.1.2b	✓
	Phonics: Double Final Consonants	RF.1.3	
	Fluency: Expression	RF.1.4	
	Fluency: Self-Correcting	RF.1.4	
	<b>Metacognitive &amp; Fix-Up</b>	Determine Text Importance	RLIRI.1.10
Fix-Up: Reread to Understand the Text		RLIRI.1.10	
<b>Comprehension to Build Knowledge</b>	Describe Characters, Settings, and Major Events in a Story	RL.1.3	✓
	Compare and Contrast the Adventures and Experiences of Characters	RL.1.9	✓
<b>Vocabulary</b>	Distinguish Shades of Meaning Among Verbs	L.1.5	✓
<b>Writing</b>	Write Narrative Text	C.1.3	
<b>Grammar</b>	Singular and Plural Nouns with Matching Verbs in Basic Sentences	L.1.1	
	Articles	L.1.1	
	Demonstratives	L.1.1	
	Plural Nouns	L.1.1	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	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

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

\* High-frequency words

### KEY

word = where a word is explicitly taught

word<sup>1</sup> = 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.

<b>My Reading &amp; Writing Words</b>	<b>"The Boy Who Cried Wolf"</b> boy (24) wolf (24) Abuelita's Secret mother (3)	<b>"The Elves and the Shoemaker"</b> little (28)
	<b>General Academic Listening &amp; Speaking (Tier 2)</b> 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?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud</b> (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
<b>Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, &amp; Phonological Awareness/Phonics Lessons</b> (45–60 MIN.)	<b>Build Reading Foundations:</b> "The Boy Who Cried Wolf" <i>RF.1.1a</i> <i>RF.1.4</i>	<b>Build Reading Foundations:</b> "The Boy Who Cried Wolf" <i>RF.1.4</i>	<b>Build Reading Foundations:</b> "The Elves and the Shoemaker" <i>RF.1.1a</i> <i>RF.1.4</i>	<b>Build Reading Foundations:</b> "The Elves and the Shoemaker" <i>RF.1.4</i> <i>RL.1.10</i>	<b>Build Reading Foundations:</b> "Poetry Out Loud!" "By Myself" <i>RF.1.4</i>
	<b>Phonics and Word Study: I-blends</b> <i>RF.1.2b</i>	<b>Phonics and Word Study: I-blends, Alphabetic Order</b> <i>RF.1.2b</i>	<b>Phonics and Word Study: I-blends, Alphabetic Order</b> <i>RF.1.2b</i>	<b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> <i>RF.1.2b</i>	<b>Phonics and Word Study: Review and Monitor Progress</b> <i>RF.1.4</i>
	<b>First Reading: Determine Text Importance to Learn About Characters</b> <i>RL.1.10</i>	<b>Describe Characters Using Key Details</b> <i>RL.1.3</i>	<b>Find Text Evidence: Describe Major Events Using Key Details</b> <i>RL.1.3</i>	<b>Compare and Contrast the Adventures and Experiences of Characters in Stories</b> <i>RL.1.9</i>	<b>Demonstrate Knowledge: Many Kinds of Characters</b> <b>Complete the Blueprint</b> <i>RL.1.9</i>
			<b>Build Vocabulary: Distinguish Shades of Meaning Among Verbs</b> <i>L.1.5</i>		
<b>Small-Group Reading</b>	Meet with small groups of students to: <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts and teacher's guides.</li> <li>Build fluency using the decodable readers or Reader's Theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex read-alouds.</li> </ul> See additional small-group suggestions on the Unit Foldout. <i>RL/KI.1.10</i>				
<b>Independent Reading &amp; Conferring</b>	During independent time: <ul style="list-style-type: none"> <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> </ul> See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
<b>Writing and Language Lessons</b> (20 MIN.)	<b>Writing: Write Narrative Text</b> <b>Grammar: Use Articles and Demonstratives</b>	<b>Writing: Write Narrative Text</b> <b>Grammar: Use Articles and Demonstratives</b>	<b>Writing: Write Narrative Text</b> <b>Grammar: Distinguish Subjects and Predicates</b>	<b>Writing: Write Narrative Text</b> <b>Grammar: Distinguish Subjects and Predicates</b>	<b>Writing: Write Narrative Text</b> <b>Grammar: Distinguish Subjects and Predicates</b>
	<i>C.1.3, L.1.1</i>				
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and conferring during the small-group reading block.				
<b>Assessment</b> ✓	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				