FAYETTE COUNTY PUBLIC SCHOOLS - Kindergarten ELA 2024-2025

	L.K.1	L.K.2	L.K.4											L.K.1	- 7	L.N.2	L.K.4							
: sp.	C.K.3				10	arus.	L.K.5						rds:	C.K.1					ards:		C.K.2	C.K.6		
Essential Standards :	1 HW.K		4		Space Section	oupporung orangarus.	RI.K.5	RI.K.6		RI.K.7	RI.K.10		Essential Standards:	HW.K			8		Supporting Standards:		RI.K.2	RI.K.4	RI.K.10	
ssentia	RI.K.1	RI.K.2	RI.K.4		4	noddr	.5	9		-			ssentia	RI.K.1	7	CAN	RI.K.8		pporti		4	.5		-
	RL.K.1	RL.K.3	RL.K.4		ā	กี	RL.K.5	RL.K.6	i	RL.K.7	RL.K.10		Щ	RL.K.1	6 7 10	NE.N.3	RL.K.7		Su		RL.K.4	RL.K.5	RL.K.10	
	RF.K.1	RF.K.2	RF.K.3										i i	RF.K.1	0 - 1 - 1	Nr.N.2	RF.K.3				œ			
			Unit 1				Approximately 31 Days	***Fall Break is September 30 - October 4						0 m m m m m m m m m m m m m m m m m m m	Unit 2	Exploring Government, Citizenship, and Diverse Perspectives			over 36 Notice A	Apploximately 50 Days		***Thanksgiving Break is November 27-29		
	Ł	16	23	30		ь	9	13	20	27	4			H	11	18	25	1		ш	8	15	22	59
	_	15	22	29		Ţ	5	12	19	26	3			Т	10	11	24	31		Т	7	14	21	28
August	8	14	21	28	September	W	4	7	18	25	2		October	W	0	16	23	30	November	*	9	13	20	27
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Strategies and Skills to Build Knowledge

Grade K Unit 3

			Week	Week 2	Week 3	Assessed Skills
	RF.K.1b	CAP: Words Represented by Letters	•	•		
	RF.K.1c	CAP: Words Separated by Spaces		•		
	L.K.2a	CAP: Capitalization	•	•		A
	RF.1a	CAP: Directionality: Return Sweep			•	
	RF.K.2d	PA: Phoneme Isolation	•	•	•	
Foundational	RF.K.2e	PA: Phonemic Manipulation	•	•	•	i i
Skills:	RF.K.2c	PA: Phoneme Blending	•	•	•	
Concepts About Print (CAB)	RF.K.2c	PA: Phoneme Segmentation	•	•	•	
Print (CAP) • Phonological	RF.K.2e	PA: Phoneme Substitution		•		
Awareness (PA)	RF.K.2b	PA: Oral Segmentation		•	•	_
• Phonics	RF.K.3b	Phonics: i /i/; Preview o /o/	•	•	•	>
Fluency	RF.K.3a	Phonics: f /f/; Preview c /k/, j /j/		•	•	1
	RF.K.3a	Phonics: p /p/; Preview g /g/, d /d/, k /k/			•	y
	RF.K.3a	Phonics: n /n/	•			✓
	RF.K.4a	Fluency: Pausing—Full Stop	•			
	RF.K.4a	Fluency: Speed and Pacing		•		
	RF.K.4a	Fluency: Intonation and Inflection			•	
	RF.K.4a	Fluency: Expression		•		
Metacognitive &	RL/RI.K.10	Make Connections	•	•		
Fix-Up	RL/RI.K.10	Summarize and Synthesize	•		•	
	RI.K.8	Identify the Reasons an Author Gives to Support Points	•	•		✓
	RL.K.3	Identify and Describe Characters, Setting, and Major Events (Story Characters)	•		•	1
Comprehension to Build	RL.K.9	Compare and Contrast the Adventures and Experiences of Characters in Stories			•	
Knowledge	RL.K.7	Describe the Relationship Between the Illustrations and the Story	•	•	•	✓
	RI.K.5	Identify Parts and Features of a Book (Table of Contents)		•		
	RI.K.9	Identify Similarities and Differences Between Two Texts on the Same Topic		•		
Vocabulary	L.K.4	Identify Real-Life Connections Between Words and Their Use	•	•	•	1
Writing	C.K.2	Draw and Write Informational/Explanatory Texts	•	•	•	
Grammar	L.K.2a	Capitalization	•		•	
Grammar	L.K.1e	Use Complete Sentences		•	•	
Speaking and Listening to	ILP 4	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	•	•	•	
Demonstrate Knowledge	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

	CAP: Words Represented by Letters RF K. Lb				
	CAP: Capitalization 1 , 14 29				
Foundational Skills:	PA: Phoneme Isolation RFK. 2d				
Concepts About Print (CAP)	PA: Phonemic Manipulation RF, K. 2 @				
Phonological Awareness (PA)	PA: Phoneme Blending RF, K, AC				
Phonics Fluency	PA: Phoneme Segmentation RF. K. 2C				
	Phonics: Preview i /i/; Preview o /o/ RF. K. 3 b	1			
	Phonics: n/n/ RF, K, 3a.	1			
	Fluency: Pausing–Full Stop RF, K, Hg				
Metacognitive & Fix-Up	Make Connections RIIRL . K.1D				
mentoginare a rix op	Summarize and Synthesize RTIRL.K.16				
C	Identify the Reasons an Author Gives to Support Points $RI, K.8$	1			
Comprehension to Build Knowledge	Identify and Describe Characters, Setting, and Major Events (Story Characters) $RLRB$				
	Describe the Relationship Between the Illustrations and the Story RL,K , 7	1			
Vocabulary	Identify Real-Life Connections Between Words and Their Use LoK. H.	1			
Writing	Draw and Write Informational/Explanatory Texts C.K.2				
Grammar	Capitalization L. K. 29				
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions				
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation				

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

Spelling Words

	in	
	it	
	sit	
Words with	Tim	
Short i	tin	
	can*	
	she*	

^{*} 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

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)	"Let's Play by the Rules" get along (20) important (21) safe (21) "A New Pet" enormous (24) responsible (27)	
Domain- Specific Listening & Speaking (Tier 3)	"Let's Play by the Rules" rules (22)	

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

Week Comprehensive Literacy Planner

Essential Question: Why do we have rules?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 min.)	Choose a recommended to	rade book or a selection from	n the Read-Aloud Handbook.			
	Introduce the Knowledge Focus: Rules at Home and School	Build Reading Foundations: "Let's Be Friends" RFK.ID	Build Reading Foundations: "Good Morning" RL.K.3	Build Reading Foundations: "Good Morning"	Build Reading Foundations: Poetry Out Loud! "Table Manners"	
	Introduce the Blueprint	L.K.29	RFK.3b	L.K.H	RF.K.3	
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency,	Build Reading RF.K. Foundations: "Let's Be Friends" 1b RF. K.3b	Phonics and Word Study: Focus Skill: i /i/: Preview o /o/ RFK.3	Phonics and Word Study: Focus Skill: i /i/ RFK · 3b	Phonics and Word Study: Apply Phonics and Vocabulary in Context R.FK2	Phonics and Word Study: Review and Monitor Progress	
& Phonological Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: Focus Skill: i/i/ RF. K.3b	Identify the Reasons an Author Gives to Support Points RI.K.8	First Reading: Summarize and Synthesize Why Following Rules and Making Good Choices Are Important	Identify and Describe Story Characters RL.K.3	Describe the Relationship Between the Illustrations and the Story	
	First Reading: Make Connections to PIR Understand Why 1.10 Rules Are Important		Build Vocabulary: Identify Real-Life Connections Between Words and Their Use		Build Knowledge: Rule at Home and School Begin the Blueprint	
Small-Group Reading Independent Reading &	Build fluency using the d Revisit complex read-alo See additional small-group During independent time	ors and strategies using smallecodable readers or Reader uds. o suggestions on the Unit Fol				
Conferring	Confer with a few studer		volume and stamina. Oplication of strategies, and/or fou Research and Inquiry Project) on			
Writing and Language Lessons (20 MIN.)	Draw and Write an Informational Text Grammar: Introduce Complete Sentences with Capitalization	Draw and Write an Informational Text Grammar: Identify Complete Sentences with Capitalization	Draw and Write an Explanatory Text Grammar: Use Complete Sentences with Capitalization	Draw and Write an Explanatory Text Grammar: Use Complete Sentences with Capitalization	Draw and Write an Explanatory Text Grammar: Use Complete Sentences with Capitalization	
Independent Writing & Conferring	Provide time for independ	L.K.2a	L.K.29 uring the small-group reading bloo	L.K29	L.K.29	
Assessment 🗸		s using the informal assessm ment at the end of the week	ent opportunities in each lesson. c.			

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Words Separated by Letters	
	CAP: Words Separated by Spaces RF. K. C	
	CAP: Capitalization L.K.29	
	PA: Phoneme Isolation RF, K, 2d	
Foundational Skills:	PA: Phonemic Manipulation REK 26	
Concepts About Print (CAP) Phonological Awareness (PA)	PA: Phoneme Segmentation $RFK.2C$	
Phonics	PA: Oral Segmentation RF. K.2 D	
• Fluency	PA: Phoneme Substitution RF, K, 2 C	
	Phonics: i /i/; Preview o /o/ RF. K.3b	1
	Phonics: f /f/; Preview c /k/, j /i/ RF.K.39	1
	Fluency: Speed and Pacing R.F. K. H.9	
	Fluency: Expression RF. K. He	
Metacognitive & Fix-Up	Make Connections RIIRL。K.10	
	Identify the Reasons an Author Gives to Support Points RI, K.8	1
Comprehension	Describe the Relationship Between the Illustrations and the Story $RLKT$	1
to Build Knowledge	Identify Parts and Features of a Book (Table of Contents) R.J. K.5	
	Identify Similarities and Differences Between Two Texts on the Same Topic \mathcal{RI} , \mathcal{K} .	
Vocabulary	Identify Real-Life Connections Between Words and Their Use	1
Writing	Draw and Write Informational/Explanatory Texts \mathcal{C} , \mathcal{K} , \mathcal{A}	
Grammar	Use Complete Sentences	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	

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

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

Spelling Words

fin fat Words With f fan a* is*

* High-Frequency Words

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

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)	What Are Some Rules at School? pay attention (6) respect (10) safe (9)	"Rules at Home and School" pay attention (9) important (8) responsible (9) safe (8) shout² (8)	
Domain- Specific Listening & Speaking	What Are Some Rules at School? citizens (4) community (4) rules (4)		
(Tier 3)	"Rules at Home and School" rules (8)		

Week 2 Comprehensive Literacy Planner

Essential Question: Why do we have rules?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 min.)	Choose a recommended to	ade book or a selection from t	he Read-Aloud Handbook.			
	Build Reading Foundations: "I Wiggle" RFK.1c	Build Reading Foundations: "I Wiggle" RF. K. C	Build Reading Foundations: "Rules at Home and School" L. K. 29	Foundations: RF.K. "Rules at Home 49 and School"	Build Reading Foundations: Poetry Out Loud! "Table Manners" L. K.	
Metacognitive, Comprehension, Vocabulary, Concepts About	Phonics and Word Study: Focus Skill f/f/ RF.K.2d RF.K.3a	Phonics and Word Study: Focus Skill f /f/; Preview c /k/ RF. K. 39	Phonics and Word Study: Focus Skill f /f/; Preview j /j/ R F. K.3q	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.36	Phonics and Word Study: Review and Monitor Progress RF.K. 2C	
Print, Fluency, & Phonological Awareness/ Phonics Lessons (45–60 MIN.)	First Reading: Make Connections to Learn Why We Follow Rules at School RIRLK.ID	Identify the Reasons an Author Gives to Support Points RI.K.8	Find Text Evidence: Describe the Relationships Between Illustrations and the Text RL.K.7	Recognize Informational Text Features: Table of Contents RI.K.5	Identify Similarities and Differences Between Two Texts on the Same Topic R.J., K. 9	
			Build Vocabulary: Identify Real-Life		Build Knowledge: Rule at Home and School	
			Connections Between Words and Their Use		Add to the Blueprint	
Small-Group Reading	Build fluency using the de Revisit complex read-alou	rs and strategies using small-gr ecodable readers or reader's th	oup texts and teacher's guides. neater scripts and Reader's The			
Independent Reading & Conferring	Confer with a few student	ad independently to build volus s on their text selections, appli	ume and stamina. cation of strategies, and/or fou search and Inquiry Project) on			
Writing and Language	Draw and Write an Informational/ Explanatory Text	Draw and Write an Informational/ Explanatory Text	Draw and Write an Informational/ Explanatory Text	Draw and Write an Informational/ Explanatory Text	Draw and Write an Informational/ Explanatory Text	
(20 MIN.)	Grammar: Introduce End Punctuation	Grammar: Identify End Punctuation C·K·Q	Grammar: Use End Punctuation で、人、 え	Grammar: Use End Punctuation	Grammar: Use End Punctuation C.K.2	
Independent Writing & Conferring	Provide time for independe		ng the small-group reading bloo	:k.		
Assessment 🗸		using the informal assessment nent at the end of the week.	t opportunities in each lesson.			

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Directionality: Return Sweep RF. K. 19	
	PA: Phoneme Isolation RF, K, 2a	
	PA: Phoneme Segmentation $R = K.2C$	
Foundational Skills:	PA: Phonemic Manipulation RF K. 2 e	
Concepts About Print (CAP) Phonological Awareness (PA)	PA: Phoneme Blending RF. K. 2C	
• Phonics	PA: Oral Segmentation RF. K. 2 b	
• Fluency	Phonics: i /i/; Preview o /o/ RF K 3D	1
	Phonics: f/f/; Preview c/k/, j/j/ $RF.K.39$	1
	Phonics: p /p/; Preview g /g/, d /d/, k /k/ RF. K. 39	1
	Fluency: Intonation and Inflection $RF.K.49$	
Metacognitive & Fix-Up	Summarize and Synthesize RLIRIKI6	
	Identify and Describe Characters, Setting, and Major Events (Story Characters) $RL.K.3$	1
Comprehension to Build Knowledge	Describe the Relationship Between the Illustrations and the Story $\mathcal{R} \mathcal{L}.\mathcal{K}.\mathcal{T}$	1
300 m 300 m 160 m 200 m 1740	Compare and Contrast the Adventures and Experiences of Characters in Stories RL.K. 9	
Vocabulary	Identify Real-Life Connections Between Words and Their Use	1
Writing	Draw and Write Informational/Explanatory Texts (, K , 2	
	Capitalization L.K.2 9	
Grammar	Use Complete Sentences	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

Spelling Words

	~	
	pin	can*
	pit	go*
	sip	is*
	tip	see*
Words With p	pat	she*
	pan	the*
	map	we*
	a*	

^{*} 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

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)	Rules Are Cool be nice (5) joined (2) helping hand (5) important (7) respect (13) safe (4)
Domain- Specific Listening & Speaking (Tier 3)	Rules Are Cool rules (4)

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

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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 we have rules?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 min.)	Choose a recommended tra	de book or a selection from t	he Read-Aloud Handbook.			
	Build Reading Foundations: RFK19 RFK1.9	Build Reading Foundations: "I Can" L.K.29	Build Reading Foundations: "Stop, Look, and Listen" RF, K.lq	Build Reading Foundations: "Stop, Look, and Listen" RF.K.39	Build Reading Foundations: Poetry Out Loud! "Table Manners"	
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency,	Phonics and Word Study: Focus Skill P/P/RF.K.39	Phonics and Word Study: Focus Skill p/p/; Preview g/g/ RF. K. 39	Phonics and Word Study: Focus Skill p/p/: Preview d/d/. k/k/ RF. K. & C.	Phonics and Word Study: Apply Phonics and Vocabulary in Context, _ , _ ,	Phonics and Word Study: Review and Monitor Progress RF. K. AC RF. K. 39	
& Phonological Awareness/ Phonics Lessons (45–60 MIN.)	First Reading: Summarize and Synthesize RIJRL. K. 10	Describe the Relationship Between the Illustrations and the Story	Find Text Evidence: Identify and Describe Story Characters	Compare and Contrast the Adventures of Characters in Stories R L. K. 9	Demonstrate Knowledge: Rules at Home and School	
,	NEJICE.	RL.K.7	Build Vocabulary: Identify Real-Life Connections Between Words and Their Use	KL.K. I	Complete the Blueprint	
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	Confer with a few students			undational skills development. I the Unit Foldout.		
Writing and Language Lessons (20 MIN.)	Draw and Write an Informational/ Explanatory Text Grammar: Complete Sentences with Capital Letters and End Punctuation	Draw and Write an Informational/ Explanatory Text Grammar: Complete Sentences with Capital Letters and End Punctuation C, K. 2	Draw and Write an Informational/ Explanatory Text Grammar: Complete Sentences with Capital Letters and End Punctuation C.K.2	Draw and Write an Informational/Explanatory Text Grammar: Complete Sentences with Capital Letters and End Punctuation	Draw and Write an Informational/ Explanatory Text Grammar: Complete Sentences with Capital Letters and End Punctuation C.K.	
Independent Writing & Conferring	レル・ス し、人・ス Provide time for independer	1 L.K.20		L.K.29	111	
Assessment 🎻	Monitor students' progress u Administer the Unit Assessm		t opportunities in each lesson.			

Grade K Unit 4

Strategies and Skills to Build Knowledge

			Week	Week	Week	Assessed Skills
	RF.K.1a	CAP: Directionality: Return Sweep	•			
	RF.K.1b	CAP: Written Words Match Spoken Words		•		
	L.K.2a	CAP: Capitalization			•	
	RF.K.2e	A: Phonemic Manipulation	•	•	•	
Farmalation at	RF.K.2c	PA: Phoneme Blending	•	•	•	
Foundational Skills:	RF.K.2d	PA: Phoneme Isolation	•	•	•	
 Concepts About 	RF.K.2a	PA: Phoneme Categorization	•	•	•	
Print (CAP) • Phonological	RF.K.2c	PA: Phoneme Segmentation	•	•	•	
Awareness (PA)	RF.K.2e	PA: Phoneme Substitution			•	
• Phonics	RF.K.3b	Phonics: o /o/; Preview e /e/, u /u/	•	•	•	1
 Fluency 	RF.K.3a	Phonics: c /k/; Preview v /v/, y /y/, z /z/		•	•	V
	RF.K.3a	Phonics: h /h/; Preview x /ks/, q /kw/			•	4
	RF.K.3a	Phonics: p /p/	•		•	V
	RF.K.4	Fluency: Rhythm	•			
	RF.K.4	Fluency: Phrasing		•		
	RF.K.4	Fluency: Expression			•	
Metacognitive	RL/RI.K.10	Ask and Answer Questions	•	•		
& Fix-Up	RL/RI.K.10	Create Mental Images	•		•	
Comprehension	RL.K.3	Identify and Describe Characters, Setting, and Major Events	•	•	•	4
to Build	RL.K.7	Describe the Relationship Between the Illustrations and the Story	•	•		1
Knowledge	RL.K.9	Compare and Contrast the Adventures and Experiences of Characters in Stories		•	•	
and the second s	L.K.4c	Identify New Meanings for Familiar Words	•			1
Vocabulary	L.K.4c	Identify Real-Life Connections Between Words and Their Use				
Writing	C.K.1	Draw and Write Opinion Texts	•		•	
	L.K.1d	Prepositions	•			
Grammar	L.K.2b	End Punctuation				
Speaking and Listening to	ILP 4	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	•	•	•	
Demonstrate Knowledge	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

	CAP: Directionality: Return Sweep $RFK \cdot Iq$	
	PA: Phonemic Manipulation RF K. Je	
Foundational Skills:	PA: Phoneme Blending, RF, K. 2C	
Concepts About Print (CAP)	PA: Phoneme Isolation RF , $K \cdot 2d$	
Phonological Awareness (PA)	PA: Phoneme Categorization $RF. K.29$	
Phonics Fluency	PA: Phoneme Segmentation $RF. K. 2c$	
,	Phonics: o /o/; Preview e/e/, u/u/ RF. K. 3 b	1
	Phonics: p/p/ RF. K. 3a	
	Fluency: Rhythm RF. K. H	
Metacognitive & Fix-Up	Ask and Answer Questions RI/RL K.10	
meacognate a fix-op	Create Mental Images RT IRL, K, 10	
Comprehension	Identify and Describe Characters, Setting, and Major Events $RL.K.3$	1
to Build Knowledge	Describe the Relationship Between the Illustrations and the Story $RLKT$	1
Vocabulary	Identify New Meanings for Familiar Words LK. Hc.	1
Writing	Draw and Write Opinion Texts C. K. I	
Grammar	Prepositions L.K.Id	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $ILP4$	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

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

Spelling Words

Words with Short o	on	
	top	
	cot	
	pot	
	mop	
	Tom	
	not	
	he*	
	has*	

^{*} 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

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)	"Who Did It?" crash (30) explained² (30) spotted (33) "The Spider and the Deer" directed (35) spun (37) survive¹ (35)
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Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Week 1 Comprehensive Literacy Planner

Essential Question: Why do people tell stories?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended tra	de book or a selection from th	e Read-Aloud Handbook.		
	Introduce the Knowledge Focus: Writers Tell Many Stories	Build Reading Foundations: "I Have Something in My Pocket"	Build Reading Foundations: "A Sailor Went to Sea"	Build Reading Foundations: "A Sailor Went to Sea"	Build Reading Foundations: Poetry Out Loud! "Catch a Little Rhyme"
	Introduce the Blueprint	C.K. 2	RF.K.19 RIPL.K.10	RF.K.4	RF. K. 29
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency,	Build Reading RF. K. Foundations: "I Have Something 19 in My Pocker",	Phonics and Word Study: Focus Skill: o /o/; Preview e /e/ RF.K.2d, RF.K.3t	Phonics and Word Study: Focus Skill: o /o/; Preview u /u/	Phonics and Word Study: Apply Phonics and Vocabulary RF.K3! in Context.	Phonics and Word Study: Review and Monitor Progress RF. K & RF.
& Phonological Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: Focus Skill: o /o/: Review p /p/ RF K.3b	Identify and Describe the Characters and Setting in a Story	First Reading: Create Mental Images About Friends Caring for One Another RLIRLIK.	PF.K.4 Identify and Describe Major Story Events RL.K.3	Describe the Relationship Between the Illustrations and the Story
	First Reading: Ask and Answer Questions About Stories		Build Vocabulary: Identify New Meanings for Familiar Words		Build Knowledge: Writers Tell Many Stories
	REIRL.1.10		Likijo		Begin the Blueprint
Small-Group Reading Independent Reading & Conferring	Build fluency using the dec Revisit complex read-aloud	and strategies using small-gro odable readers or reader's the	eater scripts and Reader's Thea		
	Confer with a few students		me and stamina. ation of strategies, and/or fou earch and Inquiry Project) on		
Writing and Language Lessons (20 MIN.)	Draw and Write an Opinion Text C.K. Grammar: Introduce Prepositions L.K. Id	Draw and Write an Opinion Text C, K. Grammar: Use Prepositions L, K. d	Draw and Write an Opinion Text C.K. I Grammar: Use Prepositions L.K.I.d.	Draw and Write an Opinion Text C K. Grammar: Use Prepositions L. K.	Draw and Write an Opinion Text C.K., C Grammar: Use Prepositions L.K.
Independent Writing & Conferring	Provide time for independen	t writing and conferring during	g the small-group reading bloc	:k.	
Assessment 🎺	Monitor students' progress u Administer the Unit Assessm	ising the informal assessment ent at the end of the week.	opportunities in each lesson.		

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Written Words Match Spoken Words RF. K. L.	
	PA: Phonemic Manipulation RF. K. Ze	
Foundational Skills:	PA: Phoneme Blending RF. K. 2C	
Concepts About Print (CAP)	PA: Phoneme Isolation RF. K. 20	
Phonological Awareness (PA)	PA: Phoneme Categorization RF K. 2a	
Phonics Fluency	PA: Phoneme Segmentation RT. K. 2C	
· mency	Phonics: c /k/; Preview v /v/, y /y/, z /z/ R F . K . 3a	1
	Phonics: o /o/; Preview e/e/, u/u/ RT. K. 3b	1
	Fluency: Phrasing RF K 4	
Metacognitive & Fix-Up	Ask and Answer Questions RIJRL, K.10	
	Identify and Describe Characters, Setting, and Major Events $RL.K.3$	1
Comprehension to Build Knowledge	Describe the Relationship Between the Illustrations and the Story $RL.K.7$	1
	Compare and Contrast the Adventures and Experiences of Characters in Stories RLR	
Vocabulary	Identify Real-Life Connections Between Words and Their Use L. K. Hc	1
Writing	Draw and Write Opinion Texts	
Grammar	End Punctuation L.K.2b	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	

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

Spelling Words

	cot
Words with c	cap
	can
	cat
	Cam
	little*
	play*

^{*} 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

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

	Knuffle Bunn
General Academic	bawled (19)
Listening &	family (24)
Speaking	realized (13)
(Tier 2)	replied (15)
	zoomed (26)

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 Q	uestion: Why	do people	tell stories?
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	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended tra	ade book or a selection from th	e Read-Aloud Handbook.		
	Build Reading Foundations: "Itsy, Bitsy Spider" RF. K. 16 RI/RL, K.1	Build Reading Foundations: "Itsy, Bitsy Spider" C.K. 2	Build Reading Foundations: "What the Animals Say" RHRL K 10	Build Reading Foundations: "What the Animals Say" RF, K, H	Build Reading Foundations: Poetry Out Loud! "Catch a Little Rhyme" R.L.K.
Metacognitive, Comprehension, Vocabulary, Concepts About	Phonics and Word Study: Focus Skill: c/k/	Phonics and Word Study: Focus Skill: c /k/; Preview v /v/ RF. K. 2d RF. K. 4 RF. K. 2c	Phonics and Word Study: Focus Skill c/k/; Preview y /y/, z/z/ FF-k-2d	Phonics and Word Study: Apply Phonics and Vocabulary in Context DEV 11	Phonics and Word Study: Review and Monitor Progress RF.K.3 _q
Print, Fluency, & Phonological Awareness/ Phonics Lessons (45–60 MIN.)	First Reading: Ask and Answer Questions About Characters' Adventures	Identify Characters and Setting RL.K.3	Find Text Evidence: Describe the Relationship Between the Illustrations and the Story RL.K.7	Identify Major Story Events RL.K.3	Compare and Contrast Experiences of Characters in Stories RL.K.9
	RF.K.2c, RF.K.2d		Build Vocabulary: Identify Real-Life Connections Between Words and Their Use		Build Knowledge: Writers Tell Many Stories Add to the Blueprint
Small-Group Reading	Build fluency using the de Revisit complex read-alou	s and strategies using small-gro codable readers or reader's th	eater scripts and Reader's The		
Independent Reading & Conferring	Confer with a few students	ad independently to build volu s on their text selections, applic suggestions (including the Res	cation of strategies, and/or fou		
Writing and Language Lessons (20 MIN.)	Draw and Write an Opinion Text C. K. I Grammar: Complete Sentences with End Punctuation L.K.2	Draw and Write an Opinion Text C, K. Grammar: Complete Sentences with End Punctuation L, K. 2	Draw and Write an Opinion Text C. K. I Grammar: Complete Sentences with End Punctuation L. K. 2d	Draw and Write an Opinion Text C, K, I Grammar: Complete Sentences with End Punctuation L, K, 2d	Draw and Write an Opinion Text C, K,) Grammar: Complete Sentences with End Punctation L, K, 20
Independent Writing & Conferring		nt writing and conferring durin	g the small-group reading bloo	ck.	
Assessment 🗸	Monitor students' progress Administer the Unit assessn	using the informal assessment nent at the end of the week.	opportunities in each lesson.		

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Capitalization L. K. 29	
	PA: Phonemic Manipulation R.F. K. 2e	
	PA: Phoneme Blending RF. K2c	
	PA: Phoneme Isolation RF . K . 2d	
Foundational Skills:	PA: Phoneme Categorization RF K. 29	
Concepts About Print (CAP) Phonological Awareness (PA)	PA: Phoneme Segmentation $RF.K.2c$	
Phonics	PA: Phoneme Substitution RF. K. 2 C	11.0
• Fluency	Phonics: o /o/; Preview e/e/, u/u/ RF K.3b	
	Phonics: c/k/; Preview v /v/, y /y/, z /z/ RF. K. 3 4	1
	Phonics: h/h/; Preview x/ks/, qu/kw/ RF. K. 3q	
	Phonics: p /p/ RF, K, 39	1
	Fluency: Expression RF. K. 4	
Metacognitive & Fix-Up	Create Mental Images RIIR & K.ID	
Comprehension	Identify and Describe Characters, Setting, and Major Events $RL.K.3$	1
to Build Knowledge	Compare and Contrast the Adventures and Experiences of Characters in Stories $RL.K.9$	
Vocabulary	Identify New Meanings for Familiar Words L, K, HC	1
Writing	Draw and Write Opinion Texts C. K.	
	Prepositions L.K.J.d	
Grammar	End Punctuation L. K. 2b	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $ILP+$	
to Build Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

Spelling Words

Words with h	hot	has*
	hop	he*
	hit	is*
	him	little* play* she*
	hat	
	ham	
	a*	31.0

^{*} High-Frequency Words

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)	Wolf Cub's Song guided (13) leaped (13) "The Three Billy Goats Gruf" replied (29) roared² (28)
Domain-Specific Listening & Speaking (Tier 3)	Wolf Cub's Song cub (2) den¹ (2) peek² (8) wolf pack (13)

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

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

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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 people tell stories?

	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 (AE 60 and Charman	Build Reading L.K. 2 Foundations: "Stone Soup" L.K. 2 REJRL, K.ID	Build Reading Foundations: "Stone Soup" C.K. 2	Build Reading RT/RL Foundations: K.10 "The Three Billy Goats Gruff"	Foundations: "The Three Billy Goats Gruff"	Build Reading Foundations: Poetry Out Loud! "Catch a Little Rhyme" RL. k			
	Phonics and Word Study: Focus Skill: h /h/ R F. K. 2d RF. K. 2c/RF. K. 3	Phonics and Word Study: Focus Skill: h /h/ RF.K.2d a RF.K.2G /RF.K.	Phonics and Word Study: Focus Skill h /h/ KF. K. 2d RF.K. 3q	Phonics and Word Study: Apply Phonics and Vocabulary RF、K3 in Context RF、K, 4	Phonics and Word Study: Review and Monitor Progress RF. K. 2e			
	First Reading: Create Mental Images About Characters in Stories	Mental Images About Characters and Characters in Stories Setting	Find Text Evidence: Identify Major Story Events RLK.3	Compare and Contrast Experiences of Characters in	Demonstrate Knowledge: Writers Tel Many Stories			
	RI/RL.K.ID		AND AND ADDRESS OF THE PARTY OF	c RL. K.9	Complete the Blueprint			
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	During independent time: • 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.)	Draw and Write an Opinion Text C, K, C Grammar: Identify and Use Prepositions	Draw and Write an Opinion Text C.K. Grammar: Identify and Use Prepositions L.K. d	Draw and Write an Opinion Text C.K.l Grammar: Identify and Use Prepositions	Draw and Write an Opinion Text C.K.! Grammar: Complete Sentences with End Punctuation L.K.1d	Draw and Write an Opinion Text C.K. I Grammar: Complete Sentences Using End Punctuation LK.Id			
ndependent 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.							