

<table border="1"> <thead> <tr> <th colspan="5">August</th> </tr> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> <tr> <th colspan="5">September</th> </tr> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>30</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </tbody> </table>	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	<p style="text-align: center;"><b>Unit 1</b> <b>Characters &amp; Life Science</b></p> <p style="text-align: center;">Approximately 31 Days</p> <p style="text-align: center;">***Fall Break is September 30 - October 4</p>	<p style="text-align: center;"><b>Essential Standards :</b></p> <table border="1"> <tr> <td>RF.K.1</td> <td>RL.K.1</td> <td>RI.K.1</td> <td>HW.K</td> <td>C.K.3</td> <td>L.K.1</td> </tr> <tr> <td>RF.K.2</td> <td>RL.K.3</td> <td>RI.K.2</td> <td></td> <td></td> <td>L.K.2</td> </tr> <tr> <td>RF.K.3</td> <td>RL.K.4</td> <td>RI.K.4</td> <td></td> <td></td> <td>L.K.4</td> </tr> </table> <p style="text-align: center;"><b>Supporting Standards:</b></p> <table border="1"> <tr> <td>RL.K.5</td> <td>RI.K.5</td> <td>L.K.5</td> </tr> <tr> <td>RL.K.6</td> <td>RI.K.6</td> <td></td> </tr> <tr> <td>RL.K.7</td> <td>RI.K.7</td> <td></td> </tr> <tr> <td>RL.K.10</td> <td>RI.K.10</td> <td></td> </tr> </table>	RF.K.1	RL.K.1	RI.K.1	HW.K	C.K.3	L.K.1	RF.K.2	RL.K.3	RI.K.2			L.K.2	RF.K.3	RL.K.4	RI.K.4			L.K.4	RL.K.5	RI.K.5	L.K.5	RL.K.6	RI.K.6		RL.K.7	RI.K.7		RL.K.10	RI.K.10	
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# Strategies and Skills to Build Knowledge

## Grade K Unit 3

		Week 1	Week 2	Week 3	Assessed Skills
<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	RF.K.1b	CAP: Words Represented by Letters			
	RF.K.1c	CAP: Words Separated by Spaces			
	L.K.2a	CAP: Capitalization			
	RF.1a	CAP: Directionality: Return Sweep			
	RF.K.2d	PA: Phoneme Isolation			
	RF.K.2e	PA: Phonemic Manipulation			
	RF.K.2c	PA: Phoneme Blending			
	RF.K.2c	PA: Phoneme Segmentation			
	RF.K.2e	PA: Phoneme Substitution			
	RF.K.2b	PA: Oral Segmentation			
	RF.K.3b	Phonics: i /i/; Preview o /o/			✓
	RF.K.3a	Phonics: f /f/; Preview c /k/, j /j/			✓
	RF.K.3a	Phonics: p /p/; Preview g /g/, d /d/, k /k/			✓
	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				
<b>Metacognitive &amp; Fix-Up</b>	RL/RI.K.10	Make Connections			
	RL/RI.K.10	Summarize and Synthesize			
<b>Comprehension to Build Knowledge</b>	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)			✓
	RL.K.9	Compare and Contrast the Adventures and Experiences of Characters in Stories			
	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			
<b>Vocabulary</b>	L.K.4	Identify Real-Life Connections Between Words and Their Use			✓
<b>Writing</b>	C.K.2	Draw and Write Informational/Explanatory Texts			
<b>Grammar</b>	L.K.2a	Capitalization			
	L.K.1e	Use Complete Sentences			
<b>Speaking and Listening to Demonstrate Knowledge</b>	ILP 4	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions			
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation			

ILP- Interdisciplinary Literacy Practices

• = Strategy or skill introduced for the first time.

● = Previously taught strategy or skill.

✓ = Strategy and skill assessed on the Unit Assessment.

# Week 1 Learning Goals

## Skills and Strategies to Build Knowledge

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Words Represented by Letters	RF.K.1b	
	CAP: Capitalization	L.K.2g	
	PA: Phoneme Isolation	RF.K.2d	
	PA: Phonemic Manipulation	RF.K.2e	
	PA: Phoneme Blending	RF.K.2c	
	PA: Phoneme Segmentation	RF.K.2c	
	Phonics: Preview i /i/; Preview o /o/	RF.K.3b	✓
	Phonics: n /n/	RF.K.3a	✓
	Fluency: Pausing—Full Stop	RF.K.4a	
<b>Metacognitive &amp; Fix-Up</b>	Make Connections	RI.IRL.K.10	
	Summarize and Synthesize	RI.IRL.K.10	
<b>Comprehension to Build Knowledge</b>	Identify the Reasons an Author Gives to Support Points	RI.K.8	✓
	Identify and Describe Characters, Setting, and Major Events (Story Characters)	RL.K.3	✓
	Describe the Relationship Between the Illustrations and the Story	RL.K.7	✓
<b>Vocabulary</b>	Identify Real-Life Connections Between Words and Their Use	L.K.4	✓
<b>Writing</b>	Draw and Write Informational/Explanatory Texts	C.K.2	
<b>Grammar</b>	Capitalization	L.K.2g	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner 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 i</b>	in
	it
	sit
	Tim
	tin
	can*
	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>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>"Let's Play by the Rules"</b> <i>get along</i> (20) <b>important</b> (21) <i>safe</i> (21)
<b>Domain-Specific Listening &amp; Speaking (Tier 3)</b>	<b>"A New Pet"</b> <b>enormous</b> (24) <b>responsible</b> (27)
<b>Domain-Specific Listening &amp; Speaking (Tier 3)</b>	<b>"Let's Play by the Rules"</b> <b>rules</b> (22)

# Week 1 Comprehensive Literacy Planner

**Essential Question:** Why do we have rules?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud (10 MIN.)</b>	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 (45–60 MIN.)</b>	<b>Introduce the Knowledge Focus: Rules at Home and School</b> <b>Introduce the Blueprint</b>	<b>Build Reading Foundations: "Let's Be Friends"</b> RF.K.1b L.K.2a	<b>Build Reading Foundations: "Good Morning"</b> RL.K.3 RF.K.3b	<b>Build Reading Foundations: "Good Morning"</b> L.K.4	<b>Build Reading Foundations: Poetry Out Loud! "Table Manners"</b> RF.K.3
	<b>Build Reading Foundations: "Let's Be Friends"</b> RF.K.3b	<b>Phonics and Word Study: Focus Skill: i /i/; Preview o /o/</b> RF.K.3b	<b>Phonics and Word Study: Focus Skill: i /i/</b> RF.K.3b	<b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> R.F.K.2	<b>Phonics and Word Study: Review and Monitor Progress</b> RF.K.2c RF.K.3b
	<b>Phonics and Word Study: Focus Skill: i /i/</b> RF.K.3b	<b>Identify the Reasons an Author Gives to Support Points</b> RI.K.8	<b>First Reading: Summarize and Synthesize Why Following Rules and Making Good Choices Are Important</b> RI/RL.10	<b>Identify and Describe Story Characters</b> RL.K.3	<b>Describe the Relationship Between the Illustrations and the Story</b> RL.K.7
	<b>First Reading: Make Connections to Understand Why Rules Are Important</b> RI/RL.1.10		<b>Build Vocabulary: Identify Real-Life Connections Between Words and Their Use</b> L.K.4		<b>Build Knowledge: Rules at Home and School</b> <b>Begin the Blueprint</b>
<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>				
<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 skill development.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
<b>Writing and Language Lessons (20 MIN.)</b>	<b>Draw and Write an Informational Text</b> <b>Grammar: Introduce Complete Sentences with Capitalization</b> C.K.2 L.K.2a	<b>Draw and Write an Informational Text</b> <b>Grammar: Identify Complete Sentences with Capitalization</b> C.K.2 L.K.2a	<b>Draw and Write an Explanatory Text</b> <b>Grammar: Use Complete Sentences with Capitalization</b> C.K.2 L.K.2a	<b>Draw and Write an Explanatory Text</b> <b>Grammar: Use Complete Sentences with Capitalization</b> C.K.2 L.K.2a	<b>Draw and Write an Explanatory Text</b> <b>Grammar: Use Complete Sentences with Capitalization</b> C.K.2 L.K.2a
<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 2 Learning Goals

## Skills and Strategies to Build Knowledge

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Words Separated by Letters		
	CAP: Words Separated by Spaces	RF.K.1c	
	CAP: Capitalization	L.K.2a	
	PA: Phoneme Isolation	RF.K.2d	
	PA: Phonemic Manipulation	RF.K.2e	
	PA: Phoneme Segmentation	RF.K.2c	
	PA: Oral Segmentation	RF.K.2b	
	PA: Phoneme Substitution	RF.K.2c	
	Phonics: i /i/; Preview o /o/	RF.K.3b	✓
	Phonics: f /f/; Preview c /k/, j /j/	RF.K.3a	✓
	Fluency: Speed and Pacing	RF.K.4g	
	Fluency: Expression	RF.K.4e	
Metacognitive & Fix-Up	Make Connections	RI/RL.K.10	
<b>Comprehension to Build Knowledge</b>	Identify the Reasons an Author Gives to Support Points	RI.K.8	✓
	Describe the Relationship Between the Illustrations and the Story	RL.K.7	✓
	Identify Parts and Features of a Book (Table of Contents)	RI.K.5	
	Identify Similarities and Differences Between Two Texts on the Same Topic	RI.K.9	
Vocabulary	Identify Real-Life Connections Between Words and Their Use	L.K.4	✓
Writing	Draw and Write Informational/Explanatory Texts	C.K.2	
Grammar	Use Complete Sentences	L.K.1e	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	ILP4	

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

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

### Spelling Words

<b>Words With f</b>	fit
	fin
	fat
	fan
	a*
	is*

\* 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>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>What Are Some Rules at School?</b> pay attention (6) respect (10) safe (9)	<b>"Rules at Home and School"</b> pay attention (9) important (8) responsible (9) safe (8) shout <sup>2</sup> (8)
	<b>Domain-Specific Listening &amp; Speaking (Tier 3)</b>	<b>What Are Some Rules at School?</b> citizens (4) community (4) rules (4)

# Week 2 Comprehensive Literacy Planner

**Essential Question:** Why do we have rules?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud (10 MIN.)</b>	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 (45-60 MIN.)</b>	<b>Build Reading Foundations: "I Wiggle"</b> RF.K.1c	<b>Build Reading Foundations: "I Wiggle"</b> RF.K.1c	<b>Build Reading Foundations: "Rules at Home and School"</b> L.K.2a	<b>Build Reading Foundations: "Rules at Home and School"</b> RF.K.4g	<b>Build Reading Foundations: Poetry Out Loud! "Table Manners"</b> L.K.4
	<b>Phonics and Word Study: Focus Skill f /f/</b> RF.K.2a RF.K.3a <b>First Reading: Make Connections to Learn Why We Follow Rules at School</b> RI RL.K.10	<b>Phonics and Word Study: Focus Skill f /f/; Preview c /k/</b> RF.K.3a <b>Identify the Reasons an Author Gives to Support Points</b> RI.K.8	<b>Phonics and Word Study: Focus Skill f /f/; Preview j /j/</b> RF.K.3a <b>Find Text Evidence: Describe the Relationships Between Illustrations and the Text</b> RL.K.7 <b>Build Vocabulary: Identify Real-Life Connections Between Words and Their Use</b> L.K.4	<b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> RF.K.3a <b>Recognize Informational Text Features: Table of Contents</b> RI.K.5	<b>Phonics and Word Study: Review and Monitor Progress</b> RF.K.2c <b>Identify Similarities and Differences Between Two Texts on the Same Topic</b> RI.K.9 <b>Build Knowledge: Rules at Home and School</b> Add to the Blueprint
<b>Small-Group Reading</b>	<p><b>Meet with small groups of students to:</b></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>				
<b>Independent Reading &amp; Conferring</b>	<p><b>During independent time:</b></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 skill development.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
<b>Writing and Language Lessons (20 MIN.)</b>	<b>Draw and Write an Informational/ Explanatory Text</b> <b>Grammar: Introduce End Punctuation</b> C.K.2	<b>Draw and Write an Informational/ Explanatory Text</b> <b>Grammar: Identify End Punctuation</b> C.K.2	<b>Draw and Write an Informational/ Explanatory Text</b> <b>Grammar: Use End Punctuation</b> C.K.2	<b>Draw and Write an Informational/ Explanatory Text</b> <b>Grammar: Use End Punctuation</b> C.K.2	<b>Draw and Write an Informational/ Explanatory Text</b> <b>Grammar: Use End Punctuation</b> C.K.2
<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 3 Learning Goals

## Skills and Strategies to Build Knowledge

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	<b>CAP: Directionality: Return Sweep</b>	RF.K.1g	
	<b>PA: Phoneme Isolation</b>	RF.K.2d	
	<b>PA: Phoneme Segmentation</b>	RF.K.2c	
	<b>PA: Phonemic Manipulation</b>	RF.K.2e	
	<b>PA: Phoneme Blending</b>	RF.K.2c	
	<b>PA: Oral Segmentation</b>	RF.K.2b	
	<b>Phonics: i /i/; Preview o /o/</b>	RF.K.3b	✓
	<b>Phonics: f /f/; Preview c /k/, j /j/</b>	RF.K.3a	✓
	<b>Phonics: p /p/; Preview g /g/, d /d/, k /k/</b>	RF.K.3a	✓
	<b>Fluency: Intonation and Inflection</b>	RF.K.4g	
<b>Metacognitive &amp; Fix-Up</b>	<b>Summarize and Synthesize</b>	RI.K.10	
<b>Comprehension to Build Knowledge</b>	<b>Identify and Describe Characters, Setting, and Major Events (Story Characters)</b>	RL.K.3	✓
	<b>Describe the Relationship Between the Illustrations and the Story</b>	RL.K.7	✓
	<b>Compare and Contrast the Adventures and Experiences of Characters in Stories</b>	RL.K.9	
<b>Vocabulary</b>	<b>Identify Real-Life Connections Between Words and Their Use</b>	L.K.4	✓
<b>Writing</b>	<b>Draw and Write Informational/Explanatory Texts</b>	C.K.2	
<b>Grammar</b>	<b>Capitalization</b>	L.K.2a	
	<b>Use Complete Sentences</b>	L.K.1e	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	<b>Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions</b>	ILP4	
	<b>State, Clarify, and Support Ideas in a Constructive Conversation</b>	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 p</b>	pin	can*
	pit	go*
	sip	is*
	tip	see*
	pat	she*
	pan	the*
	map	we*
	a*	

\* 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>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>Rules Are Cool</b> be nice (5) joined (2) helping hand (5) important (7) respect (13) safe (4)
<b>Domain-Specific Listening &amp; Speaking (Tier 3)</b>	<b>Rules Are Cool</b> rules (4)

# Week 3 Comprehensive Literacy Planner

**Essential Question:** Why do we have rules?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud (10 MIN.)</b>	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 (45-60 MIN.)</b>	<b>Build Reading Foundations: "I Can"</b> RF.K.1a RF.K.1a	<b>Build Reading Foundations: "I Can"</b> L.K.2a	<b>Build Reading Foundations: "Stop, Look, and Listen"</b> RF.K.1a	<b>Build Reading Foundations: "Stop, Look, and Listen"</b> RF.K.3a	<b>Build Reading Foundations: Poetry Out Loud! "Table Manners"</b>
	<b>Phonics and Word Study: Focus Skill p/p/</b> RF.K.3a	<b>Phonics and Word Study: Focus Skill p/p/; Preview g/g/</b> RF.K.3a	<b>Phonics and Word Study: Focus Skill p/p/; Preview d/d/ k/k/</b> RF.K.2c RF.K.3a	<b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> L.K.4	<b>Phonics and Word Study: Review and Monitor Progress</b> RF.K.2c RF.K.3a
	<b>First Reading: Summarize and Synthesize</b> RI/RL.K.10	<b>Describe the Relationship Between the Illustrations and the Story</b> RL.K.7	<b>Find Text Evidence: Identify and Describe Story Characters</b> RE.K.3 <b>Build Vocabulary: Identify Real-Life Connections Between Words and Their Use</b> L.K.4	<b>Compare and Contrast the Adventures of Characters in Stories</b> RL.K.9	<b>Demonstrate Knowledge: Rules at Home and School</b> <b>Complete the Blueprint</b>
<b>Small-Group Reading</b>	<p><b>Meet with small groups of students to:</b></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>				
<b>Independent Reading &amp; Conferring</b>	<p><b>During independent time:</b></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 (20 MIN.)</b>	<b>Draw and Write an Informational/ Explanatory Text</b> <b>Grammar: Complete Sentences with Capital Letters and End Punctuation</b> C.K.2 L.K.2a	<b>Draw and Write an Informational/ Explanatory Text</b> <b>Grammar: Complete Sentences with Capital Letters and End Punctuation</b> C.K.2 L.K.2a	<b>Draw and Write an Informational/ Explanatory Text</b> <b>Grammar: Complete Sentences with Capital Letters and End Punctuation</b> C.K.2 L.K.2a	<b>Draw and Write an Informational/ Explanatory Text</b> <b>Grammar: Complete Sentences with Capital Letters and End Punctuation</b> C.K.2 L.K.2a	<b>Draw and Write an Informational/ Explanatory Text</b> <b>Grammar: Complete Sentences with Capital Letters and End Punctuation</b> C.K.2 L.K.2a
<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.				



# Strategies and Skills to Build Knowledge

## Grade K Unit 4

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

ILP- Interdisciplinary Literacy Practices

• = Strategy or skill introduced for the first time.

• = Previously taught strategy or skill.

✓ = Strategy and skill assessed on the Unit Assessment.

# Week 1 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.1g	
	PA: Phonemic Manipulation	RF.K.2e	
	PA: Phoneme Blending,	RF.K.2c	
	PA: Phoneme Isolation	RF.K.2d	
	PA: Phoneme Categorization	RF.K.2g	
	PA: Phoneme Segmentation	RF.K.2c	
	Phonics: o /o/; Preview e/e/, u/u/	RF.K.3b	✓
	Phonics: p /p/	RF.K.3g	
Fluency: Rhythm	RF.K.4		
<b>Metacognitive &amp; Fix-Up</b>	Ask and Answer Questions	RI/RL.K.10	
	Create Mental Images	RI/RL.K.10	
<b>Comprehension to Build Knowledge</b>	Identify and Describe Characters, Setting, and Major Events	RL.K.3	✓
	Describe the Relationship Between the Illustrations and the Story	RL.K.7	✓
<b>Vocabulary</b>	Identify New Meanings for Familiar Words	LK.4c	✓
<b>Writing</b>	Draw and Write Opinion Texts	C.K.1	
<b>Grammar</b>	Prepositions	L.K.1d	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner 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>	on
	top
	cot
	pot
	mop
	Tom
	not
	he*
has*	

\* 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>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>"Who Did It?"</b> crash (30) explained <sup>2</sup> (30) spotted (33)
	<b>"The Spider and the Deer"</b> directed (35) spun (37) survive <sup>1</sup> (35)

# Week 1 Comprehensive Literacy Planner

**Essential Question:** Why do people tell stories?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud (10 MIN.)</b>	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 (45-60 MIN.)</b>	<b>Introduce the Knowledge Focus: Writers Tell Many Stories</b>	<b>Build Reading Foundations: "I Have Something in My Pocket"</b>	<b>Build Reading Foundations: "A Sailor Went to Sea"</b>	<b>Build Reading Foundations: "A Sailor Went to Sea"</b>	<b>Build Reading Foundations: Poetry Out Loud! "Catch a Little Rhyme"</b>
	<b>Introduce the Blueprint</b>	C.K.2	RF.K.1a RI.RL.K.10	RF.K.4	RF.K.2a
	<b>Build Reading Foundations: "I Have Something in My Pocket"</b>	Phonics and Word Study: Focus Skill: o /o/; Preview e /e/ RF.K.2d, RF.K.3b	Phonics and Word Study: Focus Skill: o /o/; Preview u /u/ RF.K.2d RF.K.3b	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3b	Phonics and Word Study: Review and Monitor Progress RF.K.2c / RF.K.3b
	<b>Phonics and Word Study: Focus Skill: o /o/; Review p /p/</b>	<b>Identify and Describe the Characters and Setting in a Story</b>	<b>First Reading: Create Mental Images About Friends Caring for One Another</b>	<b>Identify and Describe Major Story Events</b>	<b>Describe the Relationship Between the Illustrations and the Story</b>
<b>First Reading: Ask and Answer Questions About Stories</b>	RL.K.3	RI.RL.K.10	RL.K.3	RL.K.7	
	<b>Build Knowledge: Writers Tell Many Stories</b>		<b>Build Vocabulary: Identify New Meanings for Familiar Words</b>		<b>Build Knowledge: Writers Tell Many Stories</b>
			L.K.4c		<b>Begin the Blueprint</b>
<b>Small-Group Reading</b>	<p><b>Meet with small groups of students to:</b></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>				
<b>Independent Reading &amp; Conferring</b>	<p><b>During Independent time:</b></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 (20 MIN.)</b>	<b>Draw and Write an Opinion Text</b>	<b>Draw and Write an Opinion Text</b>	<b>Draw and Write an Opinion Text</b>	<b>Draw and Write an Opinion Text</b>	<b>Draw and Write an Opinion Text</b>
	C.K.1	C.K.1	C.K.1	C.K.1	C.K.1
	<b>Grammar: Introduce Prepositions</b>	<b>Grammar: Use Prepositions</b>	<b>Grammar: Use Prepositions</b>	<b>Grammar: Use Prepositions</b>	<b>Grammar: Use Prepositions</b>
	L.K.1d	L.K.1d	L.K.1d	L.K.1d	L.K.1d
<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 2 Learning Goals

## Skills and Strategies to Build Knowledge

<b>Foundational Skills:</b> • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	<b>CAP: Written Words Match Spoken Words</b> RE.K.1.b	
	<b>PA: Phonemic Manipulation</b> RF.K.2e	
	<b>PA: Phoneme Blending</b> RF.K.2c	
	<b>PA: Phoneme Isolation</b> RF.K.2d	
	<b>PA: Phoneme Categorization</b> RF.K.2a	
	<b>PA: Phoneme Segmentation</b> RF.K.2c	
	<b>Phonics: c /k/; Preview v /v/, y /y/, z /z/</b> RF.K.3a	✓
<b>Phonics: o /o/; Preview e /e/, u /u/</b> RF.K.3b	✓	
<b>Fluency: Phrasing</b> RF.K.4		
<b>Metacognitive &amp; Fix-Up</b>	<b>Ask and Answer Questions</b> RI/RL.K.10	
<b>Comprehension to Build Knowledge</b>	<b>Identify and Describe Characters, Setting, and Major Events</b> RL.K.3	✓
	<b>Describe the Relationship Between the Illustrations and the Story</b> RL.K.7	✓
	<b>Compare and Contrast the Adventures and Experiences of Characters in Stories</b> RL.K.9	
<b>Vocabulary</b>	<b>Identify Real-Life Connections Between Words and Their Use</b> L.K.4c	✓
<b>Writing</b>	<b>Draw and Write Opinion Texts</b> C.K.1	
<b>Grammar</b>	<b>End Punctuation</b> L.K.2b	
<b>Speaking &amp; Listening to Demonstrate Knowledge</b>	<b>Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions</b> ILPf	

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 c</b>	cot
	cap
	can
	cat
	Cam
	little*
	play*

\* High-Frequency Words

## Vocabulary

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

<b>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>Knuffle Bunny</b>
	bawled (19)
	family (24)
	realized (13)
	replied (15)
	zoomed (26)

### 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

# Week 2 Comprehensive Literacy Planner

**Essential Question:** Why do people tell stories?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud (10 MIN.)</b>	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 (45-60 MIN.)</b>	<p><b>Build Reading Foundations:</b> "Itsy, Bitsy Spider" <i>RF.K.1b RI.RL.K.10</i></p> <p><b>Phonics and Word Study: Focus Skill:</b> c/k/</p> <p><b>First Reading: Ask and Answer Questions About Characters' Adventures</b></p> <p><i>RF.K.2c RF.K.2d</i></p>	<p><b>Build Reading Foundations:</b> "Itsy, Bitsy Spider" <i>C.K.2</i></p> <p><b>Phonics and Word Study: Focus Skill:</b> c/k/; Preview v/w/ <i>RF.K.2d RF.K.2c RF.K.4</i></p> <p><b>Identify Characters and Setting</b> <i>RL.K.3</i></p>	<p><b>Build Reading Foundations:</b> "What the Animals Say" <i>RI.RL.K.10</i></p> <p><b>Phonics and Word Study: Focus Skill:</b> c/k/; Preview y/y/, z/z/ <i>RF.K.2d RF.K.3a CK.2</i></p> <p><b>Find Text Evidence: Describe the Relationship Between the Illustrations and the Story</b> <i>RL.K.7</i></p> <p><b>Build Vocabulary: Identify Real-Life Connections Between Words and Their Use</b> <i>L.K.4c</i></p>	<p><b>Build Reading Foundations:</b> "What the Animals Say" <i>RF.K.4</i></p> <p><b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> <i>RF.K.3a RF.K.4</i></p> <p><b>Identify Major Story Events</b> <i>RL.K.3</i></p>	<p><b>Build Reading Foundations: Poetry Out Loud! "Catch a Little Rhyme"</b> <i>RL.K.4</i></p> <p><b>Phonics and Word Study: Review and Monitor Progress</b> <i>RF.K.3a</i></p> <p><b>Compare and Contrast Experiences of Characters in Stories</b> <i>RL.K.9</i></p> <p><b>Build Knowledge: Writers Tell Many Stories</b></p> <p><b>Add to the Blueprint</b></p>
<b>Small-Group Reading</b>	<p><b>Meet with small groups of students to:</b></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>				
<b>Independent Reading &amp; Conferring</b>	<p><b>During independent time:</b></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 skill development.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
<b>Writing and Language Lessons (20 MIN.)</b>	<p><b>Draw and Write an Opinion Text</b> <i>C.K.1</i></p> <p><b>Grammar: Complete Sentences with End Punctuation</b> <i>L.K.2b</i></p>	<p><b>Draw and Write an Opinion Text</b> <i>C.K.1</i></p> <p><b>Grammar: Complete Sentences with End Punctuation</b> <i>L.K.2b</i></p>	<p><b>Draw and Write an Opinion Text</b> <i>C.K.1</i></p> <p><b>Grammar: Complete Sentences with End Punctuation</b> <i>L.K.2d</i></p>	<p><b>Draw and Write an Opinion Text</b> <i>C.K.1</i></p> <p><b>Grammar: Complete Sentences with End Punctuation</b> <i>L.K.2d</i></p>	<p><b>Draw and Write an Opinion Text</b> <i>C.K.1</i></p> <p><b>Grammar: Complete Sentences with End Punctuation</b> <i>L.K.2d</i></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 Unit 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: Capitalization	L.K.2a	
	PA: Phonemic Manipulation	R.F.K.2e	
	PA: Phoneme Blending	RF.K.2c	
	PA: Phoneme Isolation	RF.K.2d	
	PA: Phoneme Categorization	RF.K.2g	
	PA: Phoneme Segmentation	RF.K.2c	
	PA: Phoneme Substitution	RF.K.2e	
	Phonics: o /o/; Preview e/e/, u/u/	RF.K.3b	✓
	Phonics: c /k/; Preview v /v/, y /y/, z /z/	RF.K.3a	✓
	Phonics: h /h/; Preview x /ks/, qu /kw/	RF.K.3a	✓
Phonics: p /p/	RF.K.3a	✓	
Fluency: Expression	RF.K.4		
<b>Metacognitive &amp; Fix-Up</b>	Create Mental Images	RI.1.10	
<b>Comprehension to Build Knowledge</b>	Identify and Describe Characters, Setting, and Major Events	RL.K.3	✓
	Compare and Contrast the Adventures and Experiences of Characters in Stories	RL.K.9	
<b>Vocabulary</b>	Identify New Meanings for Familiar Words	L.K.4c	✓
<b>Writing</b>	Draw and Write Opinion Texts	C.K.1	
<b>Grammar</b>	Prepositions	L.K.1d	
	End Punctuation	L.K.2b	
<b>Speaking &amp; Listening to Build Knowledge</b>	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner 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 h</b>	hot	has*
	hop	he*
	hit	is*
	him	little*
	hat	play*
	ham	she*
	a*	

\* 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>General Academic Listening &amp; Speaking (Tier 2)</b>	<b>Wolf Cub's Song</b> guided (13) leaped (13)  <b>"The Three Billy Goats Gruf"</b> replied (29) roared <sup>2</sup> (28)
<b>Domain-Specific Listening &amp; Speaking (Tier 3)</b>	<b>Wolf Cub's Song</b> cub (2) den <sup>1</sup> (2) peek <sup>2</sup> (8) wolf pack (13)

# Week 3 Comprehensive Literacy Planner

**Essential Question:** Why do people tell stories?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Read-Aloud (10 MIN.)</b>	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 (45–60 MIN.)</b>	<b>Build Reading Foundations:</b> "Stone Soup" <i>L.K.2a, L.K.2b</i> <i>RI/RL.K.10</i>	<b>Build Reading Foundations:</b> "Stone Soup" <i>C.K.2</i>	<b>Build Reading Foundations:</b> "The Three Billy Goats Gruff" <i>RI/RL.K.10</i>	<b>Build Reading Foundations:</b> "The Three Billy Goats Gruff" <i>RF.K4</i>	<b>Build Reading Foundations:</b> Poetry Out Loud! "Catch a Little Rhyme" <i>RL.K.9</i>
	<b>Phonics and Word Study: Focus Skill:</b> <i>h/h/ RF.K.2d, RF.K.2c/RF.K.3a</i>	<b>Phonics and Word Study: Focus Skill:</b> <i>h/h/ RF.K.2d, RF.K.2c/RF.K.4</i>	<b>Phonics and Word Study: Focus Skill:</b> <i>h/h/ RF.K.2d, RF.K.3a</i>	<b>Phonics and Word Study: Apply Phonics and Vocabulary in Context</b> <i>RF.K.3, RF.K.4</i>	<b>Phonics and Word Study: Review and Monitor Progress</b> <i>RF.K.2e</i>
	<b>First Reading: Create Mental Images About Characters in Stories</b> <i>RI/RL.K.10</i>	<b>Identify and Describe Characters and Setting</b> <i>RL.K.3</i>	<b>Find Text Evidence: Identify Major Story Events</b> <i>RL.K.3</i> <b>Build Vocabulary: Identify New Meanings for Familiar Words</b> <i>L.K.4c</i>	<b>Compare and Contrast Experiences of Characters in Stories</b> <i>RL.K.9</i>	<b>Demonstrate Knowledge: Writers Tell Many Stories</b> <b>Complete the Blueprint</b>
<b>Small-Group Reading</b>	<p><b>Meet with small groups of students to:</b></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>				
<b>Independent Reading &amp; Conferring</b>	<p><b>During independent time:</b></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 (20 MIN.)</b>	<b>Draw and Write an Opinion Text</b> <i>C.K.1</i> <b>Grammar: Identify and Use Prepositions</b> <i>L.K.1d</i>	<b>Draw and Write an Opinion Text</b> <i>C.K.1</i> <b>Grammar: Identify and Use Prepositions</b> <i>L.K.1d</i>	<b>Draw and Write an Opinion Text</b> <i>C.K.1</i> <b>Grammar: Identify and Use Prepositions</b> <i>L.K.1d</i>	<b>Draw and Write an Opinion Text</b> <i>C.K.1</i> <b>Grammar: Complete Sentences with End Punctuation</b> <i>L.K.1d</i>	<b>Draw and Write an Opinion Text</b> <i>C.K.1</i> <b>Grammar: Complete Sentences Using End Punctuation</b> <i>L.K.1d</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.				