		L.K.1	L.K.2	L.K.4											2 L.K.1	- K	3	L.K.4								Ι	7		
	: sp	C.K.2				ırds:		C.K.1	C.K.4	C.K.5				. 90	K C.K.2	-					ırds:		C.K.5						
	Essential Standards:	HW.K				Supporting Standards:	-	RI.K.4	RI.K.9	RI.K.10		-		Essential Standards	1 HW.K	2		, n	6		Supporting Standards:	-	RI.K.4	RI.K.7	RI.K.8	RI.K.10			
	ential S	RI.K.1	RI.K.8			orting)	-		0				ontial 6	RI.K.1	RIK 2	ì	KI.K.3	RI.K.9		orting		쿲	蓝	쭚	R.			
ı	Ess	RL.K.1	RL.K.2	RL.K.3		Supp	-	RL.K.4	RL.K.7	RL.K.9		RL.K.10		Fee	RL.K.1	RL K.2	2	KL.K.3	RL.K.9		Supp		RL.K.4	RL.K.10					
		RF.K.1	RF.K.2	RF.K.3											RF.K.1	RF.K.2	2	KF.K.3									_		
	T		Unit 3	Technology and Themes Across	Cultures			Approximately 38 Days		***Winter Break is Dec. 23 - Jan 3				Г			· :	Unit 4				Approximately 33 Days			***Spring Break is April 7-11				1
	щ	9	13	20		Н	10	17	24	31		щ	7		ı	١,	± 3	7.7	28		ш	7	14	21	28		н	4	
	F	5	12	19		T	6	16	23	30		F	9		F	- 3	2 3	20	27		T	6	13	20	27		1	3	
December	8	4	11	18	January	Μ	8	15	22	59	February	8	5		February	>	7 9	13	56	March	×	5	12	19	56	April	M	2	
	⊢	е	10	17		Τ	7	14	21	28		_	4		ŀ	- ;	= 5	20	25		L	4	11	18	25		T	-	
	Σ	2	6	16		Σ	9	13	20	27		Σ	က		2	2 4	2	11	24		Σ	8	10	17	24		Σ	31	

Strategies and Skills to Build Knowledge

Grade K Unit 5

			Week 1	Week 2	Week 3	Assessed Skills
	RF.K.1b	CAP: Written Words Match Spoken Words	•			
	L.K.2	CAP: Sentences Represented by Words	•			
	RF.K.1a	CAP: Page Sequence		•		
	RF.K.1b	CAP: Words Represented by Letters	•	•		
Foundational Skills:	RF.K.a	CAP: Directionality: Read Left to Right		•	•	
Concepts	L.K.2	CAP: End Marks			•	
About Print	RF.K.2d	PA: Phoneme Isolation		•	•	
(CAP) Phonological	RF.K.2c	PA: Phoneme Blending		•	•	
Awareness	RF.K.2c	PA: Phoneme Segmentation	•		•	
(PA) Phonics	RF.K.2e	PA: Phoneme Addition	•			
Fluency	RF.K.2e	PA: Phoneme Substitution			•	
	RF.K.2e	PA: Phonemic Manipulation	•	•	•	
	RF.K.2e	PA: Phoneme Deletion		•		
	RF.K.3a&d	Phonics: b /b/; Word Family -at; Review h /h/	•	•	•	1
	RF.K.3b&d	Phonics: u /u/; Word Family -un		•	•	1
	RF.K3a&d	Phonics: r /r/; Word Family -ip			•	1
	RF.K.4	Fluency: Characterization/Feelings				
	RF.K.4	Fluency: Pacing; Inflection		•		
	RF.K.4	Fluency: Self-Correct			•	
Metacognitive &	RI.K.1	Draw Inferences	•	•		
Fix-Up	RL.K.2, RI.K.2	Distinguish Between Important and Unimportant Information	•		•	
	RI.K.8	Identify the Reasons an Author Gives to Support Points	•	•		1
	RI.K.7	Identify Parts and Features of a Book (Illustrations/Captions)	•	•		V
Comprehension to Build Knowledge	RL.K.3	Identify and Describe Characters, Setting, and Major Events	•		•	1
	RL.K.7	Describe the Relationship Between Illustrations and the Text		•	•	V
	RI.K.9	Identify Similarities and Differences Between Two Texts on Same Topic		•		
	RL.K.9	Compare/Contrast Adventures and Experiences of Characters in Stories			•	
(b l	L.K.4c	Identify New Meanings for Familiar Words	•	•		1
Vocabulary	L.K.5a	Sort Words into Categories			•	
Writing	C.K.2	Process Writing: Informative/Explanatory Texts	•	•	•	
	L.K.1a	Use Pronouns I and Me in Sentences	•		•	
Grammar	L.K.1a	Use Common Being Verbs in Sentences		•	•	
Speaking and Listening	ILP 4	Engage in Whole-Class, Small-Group, and Partner Discussions	•	•	•	
to 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.

ullet = Previously taught strategy or skill.

⁼ Strategy and skill assessed on the Unit Assessment.

Week I Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Written Words Match Spoken Words RF. K. 1b	
	CAP: Sentences Represented by Words	
	CAP: Words Represented by Letters RF. K. b	
Foundational Skills:	PA: Phoneme Isolation $RF. K. 2d$	
Concepts About Print (CAP)	PA: Phoneme Blending RF. K. 2C	
• Phonological Awareness (PA)	PA: Phoneme Segmentation RF. K. 2 C	
• Phonics	PA: Phoneme Addition RF. K. Le	
• Fluency	PA: Phonemic Manipulation $RF.K.2e$	
	PA: Phoneme Deletion RFK 2e	
	Phonics: b /b/; Word Family -at; Review h /h/ RF, K, 3a/a	1
	Fluency: Characterization/Feelings	
Metacognitive & Fix-Up	Draw Inferences RT K.	
metacognitive & rix-op	Distinguish Between Important and Unimportant Information $RI/RL.K.2$	
Comprehension	Identify the Reasons an Author Gives to Support Points RI , K'	1
to Build Knowledge	Identify Parts and Features of a Book (Illustrations/Captions)	4
•	Identify and Describe Characters, Setting, and Major Events $RL.K.3$	/
Vocabulary	Identify New Meanings for Familiar Words しんんしん	1
Writing	Process Writing: Informative/Explanatory Texts (. K. 2	
Grammar	Use Pronouns I and Me in Sentences L.K. q	
Speaking & Listening	Engage in Whole-Class, Small-Group, and Partner Discussions	
to Demonstrate Knowledge	State, Clarify and Support Ideas in a Constructive Conversation	
	THE COURT OF THE C	

Spelling Words

bat bit bin tab Words with b cob Bob and* you*

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

General Academic	"Up, Up, and Away" future (40)
Listening & Speaking (Tier 2)	"1, 2, 3, Blast Off!" appeared (45) vanished (46)
Domain- Specific Listening & Speaking (Tier 3)	"Up, Up, and Away" outer space (42)

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.

^{*} High-Frequency Words

Week 1 Comprehensive Literacy Planner

Essential Question: Why do we use technology?

	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	ne Read-Aloud Handbook.		
	Introduce Knowledge Focus: Technology at Home and School Introduce the Blueprint	Build Reading Foundations "A Little Piggy Named Bob" L. K. 2 C. K. 2	Build Reading Foundations "Technology at School" RL/RL·K.2 L.K.2	Build Reading Foundations "Technology at School" RF. K. Bald	Build Reading Foundations: Poetry Out Loud! "Deep in Our Refrigerator" RF. K. 2a
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency,	Build Reading Foundations "A Little Piggy Named Bob" RF. K. D	Phonics and Word Study: Focus Skill: b /b/ RF.K. 2d RF.K. 2c	Phonics and Word Study: Focus Skill: b/b/ RF. K. 2 C C. K. 2	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3ald	Phonics and Word Study: Review and Monitor Progress RF. K. Ze
& Phonological Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: Focus Skill: RF.K b/b/; Review h/h/ 2C RF.K. 29 RF.K. 3 ald	Identify the Reasons an Author Gives to Support Points RI.K.8	Recognize Features of Informational Text: Photographs and Captions RIK. 7	First Reading: Distinguishing Between Important and Unimportant Information to Learn	Identify Characters, Setting, and Major Events RL.K.3
	First Reading: Draw Inferences to Learn About Technology		meanings for	RL/RI, K.2	Build Knowledge: Technology at Home and School
	RI/RL.K.10		Familiar Words		Begin the Blueprint
Small-Group Reading	Build fluency using the dec Revisit complex read-aloud	and strategies using small-gro codable readers or reader's the	eater scripts and Reader's The		
ndependent Reading & Conferring	Confer with a few students	ed independently to build volu on their text selections, applic suggestions (including the Res	cation of strategies, and/or fou		
Writing and Language Lessons (20 MIN.)	Grammar: Introduce Pronouns I and Me	Draft an Informative/ Explanatory Text Grammar: Use Pronouns I and Me しよいる	Draft an Informative/ Explanatory Text Grammar: Use C.) < 2 Pronouns I and Me LK. 19	Grammar: Use Pronouns I and Me	Share an Informative/ Explanatory Text C, Grammar: Use Pronouns I and Me
ndependent Vriting & Conferring	Provide time for independen	it writing and conferring durin		L.K.19	
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: Page Sequence RF. K. 9	
	CAP: Words Represented by Letters RF. K. Ib	
	CAP: Directionality: Read Left to Right $RF \cdot Kq$	
Foundational Skills: Concepts About Print (CAP) Phonological Awareness (PA) Phonics Fluency	PA: Phoneme Isolation RF. K.2a	
	PA: Phoneme Blending $RF.K.2c$	
	PA: Phoneme Addition RF. K. 2 &	
	PA: Phonemic Manipulation RF. K. 2e	
	PA: Phoneme Segmentation $RF. K. 2e$	
	Phonics: b /b/; Word Family -at; Review h /h/ RF. K. 3a Q	1
	Phonics: u /u/; Word Family -un RF. K · 3 b d	1
	Fluency: Pacing; Inflection RF. K. 4	
Metacognitive & Fix-Up	Draw Inferences R.J. K.I	
	Identify the Reasons an Author Gives to Support Points \mathbb{R} , \mathbb{K} , \mathbb{S}	1
Comprehension	Identify Parts and Features of a Book (Illustrations/Captions)	1
to Build Knowledge	Describe the Relationship Between Illustrations and the Text RL. K. 7	1
	Identify Similarities and Differences Between Two Texts on Same Topic RT, K. 9	
Vocabulary	Identify New Meanings for Familiar Words L.K.+c	1
Writing	Process Writing: Informative/Explanatory Texts C.K. 2	
Grammar	Use Common Being Verbs in 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.

Spelling Words

	1
	ир
	us
	tub
Words with	sun
	nut
Short u	fun
	pup
	cup
	big*
	with*

^{*} 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

General Academic Listening & Speaking (Tier 2)	"Technology at Home and School" changed (7) improved (15) long ago (5) "Getting to School"* change (9)
Domain- Specific Listening & Speaking (Tier 3)	"Technology at Home and School" computer (11) electricity (7) technology (4)

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

Week 2 Comprehensive Literacy Planner

Essential Question: Why do we use technology?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 min.)	Choose a recommended	trade book or a selection fro	m the Read-Aloud Handboo	bk.		
	Build Reading Foundations "The Wheels on the Bus" RF. K. a	Build Reading Foundations "The Wheels on the Bus" RF. K. + RF. K. b	Build Reading Foundations "Getting to School" RF. K. a	Build Reading Foundations "Getting to School" RIJRL, K. 10	Build Reading Foundations: Poetry Out Loud! "Deep in Our Refrigerator"	
Metacognitive, Comprehension, Vocabulary, Concepts About	Phonics and Word Study: Focus Skill: u/u/ RF.K.3bld RF.K.2c	Phonics and Word Study: Focus Skill: u/u/ RF. K.2d RF. K.3b/d	Phonics and Word Study: Focus Skill: U/W.K. 2C	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3b	Phonics and Word Study: Review and Monitor Progress RF. K. 2 e	
Print, Fluency, & Phonological Awareness/ Phonics Lessons (45-60 MIN.)	First Reading: Draw Inferences to Learn About Technology	Recognize Informational Text Features: Illustrations and	Find Text Evidence: Identify the Reasons an Author Gives to Support Points	Describe the Relationship Between the Illustrations and	Identify Similarities and Differences Between Two Texts on the Same Topic	
	KI/KEIMIO	RI. K.7	Build Vocabulary: Identify New Meanings for	RL.K.7	R.T.K9 Build Knowledge: Technology at Home and School	
	1000		Familiar Words		Add to the Blueprint	
Small-Group Reading	Build fluency using the Revisit complex read-al	iors and strategies using sma decodable readers or reader	's theater scripts and Reade	guides. r's Theater Handbook lesson	s.	
Independent Reading & Conferring	Confer with a few stude	read independently to build	pplication of strategies, and	/or foundational skills develo ect) on the Unit Foldout.	pment.	
Writing and Language Lessons (20 MIN.)	Brainstorm Ideas for an Informative/ Explanatory Text Grammar: Introduce Common Being Verbs K. q	Choose Topic and Draft an Informative/ Explanatory Text. 2 Grammar: Use K. 2 Common Being Verbs L. K. Q	Draft an Informative/ Explanatory Text Grammar: Use Common Being Verbs L. K. a	Revise and Expand an Informative/ Explanatory Text. K2 Grammar: Use Common Being Verbs L.K.1q	Revise and Expand an Informative/ Explanatory Text Grammar: Use Common Being Verbs	
Independent Writing & Conferring		dent writing and conferring d	uring the small-group readi	ing block.		
Assessment 🎺		ss using the informal assessm ssment at the end of the weel		esson.		

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Directionality: Read Left to Right RF. K. G	
	CAP: End Marks L. K. 2	
	PA: Phoneme Isolation RF, K, 20	
Foundational Skills:	PA: Phoneme Blending RF. K. 2.C	
Concepts About Print (CAP)	PA: Phonemic Manipulation RF. K. 20	
Phonological Awareness (PA) Phonics	PA: Phoneme Segmentation $RF.K.2c$	
	PA: Phoneme Substitution RF, K. 2e	
• Fluency	Phonics: b /b/; Word Family -at; Review h /h/ RF. K. 3ald	4
	Phonics: u /u/; Word Family -un RFK, 39/9	1
	Phonics: r /r/; Word Family -ip RF. K. 3a A	\
	Fluency: Self-Correct RFK +	
Metacognitive & Fix-Up	Distinguish Between Important and Unimportant Information RIIRL, K. 2	
Comprehension	Identify and Describe Characters, Setting, and Major Events RL.K.3	1
to Build Knowledge	Describe the Relationship Between Illustrations and the Text	\
•	Compare/Contrast Adventures and Experiences of Characters in Stories RLR	
Vocabulary	Sort Words into Categories L. K. 5 a	
Writing	Process Writing: Informative/Explanatory Texts	
Grammar	Use Pronouns I and Me in Sentences	
Grainmar	Use Common Being Verbs in Sentences L . K . A	
Speaking & Listening	Engage in Whole-Class, Small-Group, and Partner Discussions	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation ILP	

Spelling Words

	rub	has*
	run	he*
	ram	little*
	rat	play*
	rip	with*
Vords with r	rib	you*
	and*	
	big*	

^{*} 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

Domain- Specific Listening & Speaking (Tier 3)	The No-Tech Day of Play charge (6) computer (5) electricity (3) games (2) plug in (4) text (6)
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Strategies and skills in red are introduced for the first time in this unit.

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

Week 3 Comprehensive Literacy Planner

Essential Question: Why do we use technology?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended to	rade book or a selection fron	n the Read-Aloud Handbook	<u>.</u>	
	Build Reading Foundations "The Toaster" RIPLE 10	Build Reading Foundations "The Toaster" RF. K. H	Build Reading Foundations "My Noisy House" RF. K 9	Build Reading Foundations "My Noisy House" RF. K. H	Build Reading Foundations: Poetry Out Loud! "Deep in Our Refrigerator"
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency,	Phonics and Word Study: Focus Skill: r/r/ RF. K. 20 RF. K39	rnonics and Word Study: Focus Skill: r/r/ RE.K. 2C	Phonics and Word Study: Focus Skill: r/r/ RF.K.2 C C.K.2	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF. K. 30/c	Phonics and Word Study: Review and Monitor Progress
& Phonological Awareness/ Phonics Lessons (45-60 MIN.)	First Reading: Distinguishing Between Important and Unimportant	Identify Characters, Setting, and Major Events RL. K. 3	Describe the Relationship Between the Illustrations and	Find Text Evidence: Compare and Contrast the Experiences of	RF. K. 30/0 Demonstrate Knowledge: Technology at Home and School
	Information RI/RL,K,2	KLIKIO	the Text RL.K7 Build Vocabulary: Sort Words into Categories LK.5a	Characters in Stories RL.K.9	Complete the Blueprint
Small-Group Reading	Build fluency using the d Revisit complex read-alor	rs and strategies using small ecodable readers or reader's	s theater scripts and Reader'		
independent Reading & Conferring	Confer with a few student	ead independently to build water text selections, ap ts on their text selections, ap tt suggestions (including the	oplication of strategies, and/		pment.
Writing and Language Lessons (20 MIN.)	Informative/ Explanatory Text: Writer's Craft C.K2 Grammar: Use Pronouns I and Me L.K. 9	Focus on Writer's Craft: Informative/ Explanatory Text. K2 Grammar: Use Pronouns I and Me L.K.19	Edit an Informative/ Explanatory Text Grammar: Use Pronouns I and Me	Publish an Informative/ C.K.? Explanatory Text Grammar: Use Common Being Verbs L.K. q	Share an Informative/ C. K Explanatory Text Grammar: Use Common Being Verbs L, K. [
Independent Writing & Conferring	Provide time for independe	ent writing and conferring du	uring the small-group readin		
Assessment 🗸		using the informal assessmement at the end of the week		son.	

Strategies and Skills to Build Knowledge

Grade K Unit 6

			Week	Week 2	Week 3	Assessed Skills
	RF.K.1a	CAP: Directionality: Read Top to Bottom	•			
	RF.K.1a	CAP: Directionality: Return Sweep				
	RF.K.1c	CAP: Words Separated by Spaces		•		
	RL.K.4	CAP: Words Convey Meaning		•		
	L.K.2b	CAP: End Marks			•	
Foundational	RF.K.2d	PA: Phoneme Isolation		•	•	
Skills: • Concepts	RF.K.2d	PA: Phoneme Blending	•	•	•	
About Print	RF.K.2c	PA: Phoneme Segmentation	•	•	•	
(CAP)	RF.K.2e	PA: Phoneme Substitution		•		
 Phonological Awareness (PA) 	RF.K.2e	PA: Phonemic Manipulation	•	•	•	
• Phonics	RF.K.2e	PA: Phoneme Deletion		•		
 Fluency 	RF.K.3b&d	Phonics: e /e/; Word Family -et	•	•	•	✓
	RF.K.3a&d	Phonics: g /g/; Word Family -ot		•	•	✓
	RF.K.3a&d	Phonics: d /d/; Word Family -an			•	✓
	RF.K.3a	Phonics: r /r/	•			
	RF.K.4a	Fluency: Inflection/Intonation				
	RF.K.4a	Fluency: Pacing		•		
	RF.K.4a	Fluency: Expression	•	•	•	
Metacognitive &	RL.K.10	Make Connections	•			
Fix-Up	RL.K.10	Summarize and Synthesize	•			
	RL.K.3	Identify and Describe Story Characters, Setting, and Major Events	•			1
Comprehension to Build Knowledge	RL.K.7	Describe the Relationship Between the Illustrations and the Story		•		
_una tinomougo	RL.K.9	Compare and Contrast the Adventures and Experiences of Characters	•		•	
	RL.K.2	Retell Familiar Stories Including Key Details	•	•	•	V
Vocabulary	L.K.4	Identify New Meanings for Familiar Words			•	/
vocabulary	L.K.5b	Relate Words to Their Opposites	•			✓
Writing	C.K.1	Process Writing: Opinion Texts	•			
Grammar	L.K.1b	Regular Plural Nouns	•		•	
Grammar	L.K.1c	Question Words		•	•	
Speaking and Listening to	ILP 4	Engage Effectively in Whole-Class, Small-Group, and Peer 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

	Can Disadication Dad Tark Date of DE I/	
	CAP: Directionality: Read Top to Bottom X F. K. 19	
	CAP: Directionality: Return Sweep	
	PA: Phoneme Isolation RF. 9 K20	
Foundational Skills:	PA: Phoneme Blending $RF, K, 2d$	
Concepts About Print (CAP) Phonological Awareness (PA)	PA: Phoneme Segmentation RF. K. 2C	
• Phonics	PA: Phonemic Manipulation RF. K2e	
• Fluency	Phonics: e /e/; Word Family -et RFK, 3b/d	4
	Phonics: Review r /r/ RF, K 39	
	Fluency: Inflection/Intonation PF K, 49	
	Fluency: Expression RF. K. 49	
Metacognitive & Fix-Up	Make Connections RIPL, K, 10	
mentogramic and op	Summarize and Synthesize RIIRI K. ID	
Comprehension	Identify and Describe Story Characters, Setting, and Major Events $RL.K.3$	1
to Build Knowledge	Compare and Contrast the Adventures and Experiences of Characters $RLR9$	
	Retell Familiar Stories Including Key Details	1
Vocabulary	Relate Words to Their Opposites L. K. 5 b	✓
Writing	Process Writing: Opinion	
Grammar	Regular Plural Nouns	
Speaking & Listening	Engage Effectively in Whole-Class, Small-Group, and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

Spelling Words

	met
	men
	set
Words with Short e	ten
	net
	pen
	pet
	hen
	for*
	no*

^{*} 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

General Academic Listening & Speaking (Tier 2)	"All Together Now" idea (5) looming (7) roar² (7) shrieked² (5) trembling² (7) "A House for Max" enormous³ (8) grinned (9) idea (9) planned (10) "Fox and Crow"* idea (18) spotted⁴ (18)		
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Strategies and skills in red are introduced for the first time in this unit.

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

Week 1 Comprehensive Literacy Planner

Essential Question: How do we know what is right?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended trac	de book or a selection from tl	he Read-Aloud Handbook.		
	Introduce the TLPH Knowledge Focus: Stories Have a Message Introduce the Blueprint	Foundations "Goldilocks Learns a Lesson" C.K.2	Build Reading Foundations "Fox and Crow" 12 F. K. 19	Build Reading Foundations "Fox and Crow" し、ド・十	Build Reading Foundations: Poetry Out Loud! "Sharing" RF. K. 29
Metacognitive, Comprehension, Vocabulary, Concepts About	Build Reading Foundations "Goldilocks Learns, a Lesson" K.F. K. 19 RL. K.10	Phonics and Word Study: Focus Skill: e /e/ RF. K. 2d RF. K. 3bld	Phonics and Word Study: Focus Skill: e /e/ RF.K.ad C.K.a	Phonics and Word Study: Apply Phonics and Vocabulary Context RF-K-3b/d	Phonics and Word Study: Review and Monitor Progress RF. K. 2014
Print, Fluency, & Phonological Awareness/ Phonics Lessons	Phonics and Word Study: Focus Skill: e /e/; Review r /r/ RFK. 20 1	Retell Familiar Stories Including Key Details	First Reading: Summarize and Synthesize to Understand the	RF. K. 49 Retell Familiar Stories Including Key Details RL. K. 3	Compare and Contrast the Experiences of Characters in Stories
(45-60 min.)	RF.K. 3.bla		Importance of Working Together REIRL.K.10	RI/RL.K.10	RL.K.9 RI/RL.K.10
	First Reading: Make Connections to Stories		Build Vocabulary: Relate Words to Their		Build Knowledge: Stories Have a Message
	That Teach About Working Together REIRL. K. 10		Opposites L.K.56		Begin the Blueprint
Small-Group Reading Independent Reading & Conferring	Build fluency using the dec Revisit complex read-aloud See additional small-group s During Independent time: Ensure that all students rea Confer with a few students	and strategies using small-grounds of the readers or reader's the s. uggestions on the Unit Foldon d independently to build volu on their text selections, appli		ater Handbook lessons. undational skills development.	
Writing and Language Lessons (20 MIN.)	Opinion Process Writing: Brainstorm an Opinion C.K.	Opinion Process Writing: Draft C, K./ Grammar: Use Regular Plural Nouns L, K.//	Opinion Process Writing: Draft C, K, Grammar: Use Regular Plural Nouns L,K, b	Opinion Process Writing: Revise and Publish C.K./ Grammar: Use Regular Plural Nouns L.K./b	Opinion Process Writing: Share C. K. I Grammar: Use Regular Plural Nouns L. K. It
Independent Writing & Conferring	Provide time for independen		ng the small-group reading blo		
Assessment 🗸	Monitor students' progress u Administer the Unit Assessm		t opportunities in each lesson.		

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Words Separated by Spaces RF.K I C.	
	CAP: Words Convey Meaning RL.K.+	
	PA: Phoneme Isolation RF. K. 2d	
Foundational Skills:	PA: Phoneme Substitution RF. K. 2e	
• Concepts About Print (CAP)	PA: Phoneme Segmentation RF. K. 2C	
 Phonological Awareness (PA) 	PA: Phoneme Deletion RF, K, 2e	
• Phonics	PA: Phonemic Manipulation RF, K, 2e	
• Fluency	Phonics: e /e/; Word Family -et RF, K, 3 b/d	√
	Phonics: g /g/; Word Family -ot RF. K. 3 a a	1
	Fluency: Pacing RF, K, +q	
	Fluency: Expression RF. K 4g	
Metacognitive & Fix-Up	Make Connections RL KID	
Comprehension	Identify and Describe Story Characters, Setting, and Major Events $RL,K,3$	1
Comprehension to Build Knowledge	Describe the Relationship Between the Illustrations and the Story	
	Retell Familiar Stories Including Key Details R.K.2	1
Vocabulary	Relate Words to Their Opposites	1
Writing	Process Writing: Opinion C.K.	
Grammar	Question Words L.K. C	
Speaking & Listening	Engage Effectively in Whole-Class, Small-Group, and Peer Discussions	
to Demonstrate Knowledge	TLP4	

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

Spelling Words

gap tug rug pig hug Words with g gum gas rig jump* one*

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

General	The Legend of the Coqui appeared ⁵ (18) ignored (7)
Academic Listening & Speaking	leaped* (9) notice (8) practiced (9)
(Tier 2)	represent (8) rules³ (11)

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

^{*} High-Frequency Words

Week 2 Comprehensive Literacy Planner

Essential Question: How do we know what is right?

	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	ne Read-Aloud Handbook.		
	Build Reading Foundations "Good, Better, Best" RF. K. I C	Build Reading Foundations "Good, Better, Best"	Build Reading Foundations "Live Happily Ever After" RL, K.+	Build Reading Foundations "Live Happily Ever After"	Build Reading Foundations: Poetry Out Loud! "Sharing" REJRE, K.10
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency,	Phonics and Word Study: Focus Skill: 8/8/ RF. K. 2d RF. K. 3ald	Phonics and Word RF. Study: Focus Skill: K Ya 8/8/ RF. K. 2d RF. K. 3a/d	Phonics and Word Study: Focus Skill: 8/8/ RF, K. ac C. K. a	Phonics and Word Study: Apply Phonics and Vocabulary in Context RE.K.3ad	Phonics and Word Study: Review and Monitor Progress RF. K. 2 C RF. K. 3 ald
& Phonological Awareness/ Phonics Lessons (45–60 MIN.)	First Reading: Make Connections to Traditional Stories that Teach Lessons	Retell Familiar Stories Including Key Details RL.K.2 RIJRL.K.10	Find Text Evidence: Describe Setting KTKLKIO Build Vocabulary: Relate Words to Their Opposites	Describe the Ha Relationship Between the Illustrations and the Story RL. K. 7	Identify and Describe Major Story Events RL K3 Build Knowledge: Stories Have a Messag
Small-Group Reading	Build fluency using the de Revisit complex read-alout	s and strategies using small-gro codable readers or reader's th ds.	eater scripts and Reader's Th		
Independent Reading & Conferring	During independent time: • Ensure that all students rec • Confer with a few students	ad independently to build volu s on their text selections, applic	me and stamina. cation of strategies, and/or fo		t.
Writing and Language Lessons (20 MIN.)	Opinion Process Writing: Brainstorm and State an Opinion Grammar: Use K. Question Words- Who, What, Where, Why, When, How	Opinion Process Writing: Plan Grammar: Use Question Words— Who, What, Where, Why, When, How	Opinion Process Writing: Draft Grammar: Use Question Words— Who, What, Where, Why, When, How	Opinion Process Writing: Revise and Expand C, K, Grammar: Use Question Words— Who, What, Where, Why, When, How L, K,	Opinion Process Writing: Revise and Expand C.K. Grammar: Use Question Words— Who, What, Where, Why, When, How
ndependent Writing & Conferring		nt writing and conferring durin			L.K.
Assessment 🗸	Monitor students' progress Administer the Unit Assessm	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: Directionality: Return Sweep RFK . Ig	
	CAP: End Marks L. K. 2h	
	PA: Phoneme Isolation $RF, K, 2d$	
Foundational Skills:	PA: Phoneme Blending RTK, 20	
• Concepts About Print (CAP)	PA: Phoneme Segmentation RF. K. 2C	
 Phonological Awareness (PA) 	PA: Phoneme Substitution RFK 2e	
• Phonics	PA: Phonemic Manipulation RF. K. 2e	
• Fluency	Phonics: e /e/; Word Family -et RF. K 3bld	4
	Phonics: g/g/; Word Family -ot RF. K. 3a/d	1
	Phonics: d /d/; Word Family -an RF. R. 3a/d	1
	Fluency: Expression RF. K.49	
Metacognitive & Fix-Up	Summarize and Synthesize $RL.K.10$	
Comprehension	Identify and Describe Story Characters, Setting, and Major Events $RL.K.3$	1
Comprehension to Build Knowledge	Compare and Contrast the Adventures and Experiences of Characters $\mathcal{RL}.\mathcal{K} g$	
	Retell Familiar Stories Including Key Details $RL.K.2$	1
Vocabulary	Identify New Meanings for Familiar Words 1.K.4	1
Writing	Process Writing: Opinion Texts $C.K.I$	
Grammar	Question Words L.K./C	
Speaking & Listening	Engage Effectively in Whole-Class, Small-Group, and Peer Discussions $ILP H$	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation $\mathcal{T} / \mathcal{P} \mathcal{A}$	

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

Spelling Words

	dog	jump*
	red	one*
Words with d	dig	you*
	dip	for*
	fed	no*
	dot	big*
	sad	with*
	and*	

^{*} 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

General Academic Listening & Speaking (Tier 2)	The Boy Who Fed His People brave (16)	
	"Chicken Little"* joined³ (24)	
Domain- Specific Listening & Speaking (Tier 3)	The Boy Who Fed His People game (4) snares (8) tipi (9)	***************************************
	"Chicken Little"* den¹ (27)	
		l

⁼ 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: How do we know what is right?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/ Phonics Lessons (45–60 MIN.)	Build Reading Foundations "Chicken Little" RLLRL, KID Phonics and Word Study: Focus Skill: d/d/ RF.K.2d RF. K, 3a/d First Reading: Summarize and Synthesize RL/RL.K.10 RL.K.7	Build Reading Foundations "Chicken Little" L.K.S Phonics and Word Study: Focus Skill: d/d/ RF.K. 3a/d RF.K. 3a/d RF.K. 49 Retell Familiar Stories Including Key Details RL.K.3 L.K.4 RL.K.2	Build Reading RIR Foundations K.10 "Do What's Right!" L.K.2D Phonics and Word Study: Focus Skill: d/d/ RF.K.3a/q C.K.2 Find Text Evidence: Describe Story RLK Characters RIRL K.10 Build Vocabulary: Identify New L.K. Meanings for Familiar Words	Foundations "Do What's Right!" RL. K. + Phonics and Word Study: Apply Phonics and Vocabulary in Context RF. K. + RF. K. 3 Ad Compare and	Build Reading Foundations: Poetry Out Loud! "Sharing" C, K, 2 Phonics and Word Study: Review and Monitor Progress RF. K, 3 and Demonstrate Knowledge: Stories Have a Message Complete the Blueprint
Small-Group Reading Independent Reading & Conferring	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. 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.)	Opinion Process Writing: Focus on Writer's Craft— Linking Words C. K. Grammar: Use Regular Plural Nouns L. K. Ib	Opinion Process Writing: Focus on Writer's Craft—Word / Choice C.K./ Grammar: Use Regular Plural Nouns L.K.//	Opinion Process Writing: Edit CK./ Grammar: Use Regular Plural Nouns L,K./b	Opinion Process Writing: Publish Grammar: Use Question Words— Who, What, Where, Why, When, How L.K./b	Opinion Process Writing: Share C.K Grammar: Use Question Words— Who, What, Where, Why, When, How L.K./b
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment 🎺	Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				