

December				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
January				
M	T	W	T	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
February				
M	T	W	T	F
3	4	5	6	7

Essential Standards :

RF.K.1	RL.K.1	RI.K.1	HW.K	C.K.2	L.K.1
RF.K.2	RL.K.2	RI.K.8			L.K.2
RF.K.3	RL.K.3				L.K.4

Supporting Standards:

RL.K.4	RI.K.4	C.K.1
RL.K.7	RI.K.9	C.K.4
RL.K.9	RI.K.10	C.K.5
RL.K.10		

**Unit 3
Technology and Themes Across
Cultures**

Approximately 38 Days

***Winter Break is Dec. 23 - Jan 3

February				
M	T	W	T	F
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
March				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
April				
M	T	W	T	F
31	1	2	3	4

Essential Standards :

RF.K.1	RL.K.1	RI.K.1	HW.K	C.K.2	L.K.1
RF.K.2	RL.K.2	RI.K.2			L.K.2
RF.K.3	RL.K.3	RI.K.3			L.K.4
	RL.K.9	RI.K.9			

Supporting Standards:

RL.K.4	RI.K.4	C.K.5
RL.K.10	RI.K.7	
	RI.K.8	
	RI.K.10	

**Unit 4
Exploring the Interconnected World**

Approximately 33 Days

***Spring Break is April 7-11

Strategies and Skills to Build Knowledge

Grade K Unit 5

			Week 1	Week 2	Week 3	Assessed Skills
Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	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	•	•		
	RF.K.a	CAP: Directionality: Read Left to Right		•	•	
	L.K.2	CAP: End Marks			•	
	RF.K.2d	PA: Phoneme Isolation	•	•	•	
	RF.K.2c	PA: Phoneme Blending	•	•	•	
	RF.K.2c	PA: Phoneme Segmentation	•	•	•	
	RF.K.2e	PA: Phoneme Addition	•	•		
	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/	•	•	•	✓
	RF.K.3b&d	Phonics: u /u/; Word Family -un		•	•	✓
	RF.K.3a&d	Phonics: r /r/; Word Family -ip			•	✓
	RF.K.4	Fluency: Characterization/Feelings	•			
	RF.K.4	Fluency: Pacing; Inflection		•		
	RF.K.4	Fluency: Self-Correct			•	
	Metacognitive & Fix-Up	RI.K.1	Draw Inferences	•	•	
RL.K.2, RI.K.2		Distinguish Between Important and Unimportant Information	•		•	
Comprehension to Build Knowledge	RI.K.8	Identify the Reasons an Author Gives to Support Points	•	•		✓
	RI.K.7	Identify Parts and Features of a Book (Illustrations/Captions)	•	•		✓
	RL.K.3	Identify and Describe Characters, Setting, and Major Events	•		•	✓
	RL.K.7	Describe the Relationship Between Illustrations and the Text		•	•	✓
	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			•	
Vocabulary	L.K.4c	Identify New Meanings for Familiar Words	•	•		✓
	L.K.5a	Sort Words into Categories			•	
Writing	C.K.2	Process Writing: Informative/Explanatory Texts	•	•	•	
Grammar	L.K.1a	Use Pronouns I and Me in Sentences	•		•	
	L.K.1a	Use Common Being Verbs in Sentences		•	•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage in 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

Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Written Words Match Spoken Words	RF.K.1b	
	CAP: Sentences Represented by Words	L.K.2	
	CAP: Words Represented by Letters	RF.K.1b	
	PA: Phoneme Isolation	RF.K.2d	
	PA: Phoneme Blending	RF.K.2c	
	PA: Phoneme Segmentation	RF.K.2c	
	PA: Phoneme Addition	RF.K.2e	
	PA: Phonemic Manipulation	RF.K.2e	
	PA: Phoneme Deletion	RF.K.2e	
	Phonics: b /b/; Word Family -at; Review h /h/	RF.K.3a/d	✓
Fluency: Characterization/Feelings	RF.K.4		
Metacognitive & Fix-Up	Draw Inferences	RI.K.1	
	Distinguish Between Important and Unimportant Information	RI/RL.K.2	
Comprehension to Build Knowledge	Identify the Reasons an Author Gives to Support Points	RI.K.8	✓
	Identify Parts and Features of a Book (Illustrations/Captions)	RI.K.7	✓
	Identify and Describe Characters, Setting, and Major Events	RL.K.3	✓
Vocabulary	Identify New Meanings for Familiar Words	L.K.4c	✓
Writing	Process Writing: Informative/Explanatory Texts	C.K.2	
Grammar	Use Pronouns I and Me in Sentences	L.K.1g	
Speaking & Listening to Demonstrate Knowledge	Engage in 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

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

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

Week 1 Comprehensive Literacy Planner

Essential Question: Why do we use technology?

Phonics and Word Study
Comprehension
Writing & Language

	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.)	<p>Introduce Knowledge Focus: Technology at Home and School</p> <p>Introduce the Blueprint ILP4</p> <p>Build Reading Foundations "A Little Piggy Named Bob" RF.K.1D RLK.2, RIK.2 Phonics and Word Study: Focus Skill: b /b/; Review h /h/ 2C RF.K. 2g RF.K. 3ald</p> <p>First Reading: Draw Inferences to Learn About Technology RI/RL.K.10</p>	<p>Build Reading Foundations "A Little Piggy Named Bob" L.K.2 / C.K.2</p> <p>Phonics and Word Study: Focus Skill: b /b/ RF.K.2d RF.K. 2c</p> <p>Identify the Reasons an Author Gives to Support Points RI.K.8</p>	<p>Build Reading Foundations "Technology at School" RL/RI.K.2 L.K.2</p> <p>Phonics and Word Study: Focus Skill: b /b/ RF.K.2c C.K.2</p> <p>Recognize Features of Informational Text: Photographs and Captions RIK.7</p> <p>Build Vocabulary: Identify New Meanings for Familiar Words L.K.4c</p>	<p>Build Reading Foundations "Technology at School" RF.K.3ald</p> <p>Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3ald</p> <p>First Reading: Distinguishing Between Important and Unimportant Information to Learn About Technology RL/RI.K.2</p>	<p>Build Reading Foundations: Poetry Out Loud! "Deep in Our Refrigerator" RF.K.2g</p> <p>Phonics and Word Study: Review and Monitor Progress RF.K.2e</p> <p>Identify Characters, Setting, and Major Events RL.K.3</p> <p>Build Knowledge: Technology at Home and School</p> <p>Begin the Blueprint</p>
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> 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. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During Independent time:</p> <ul style="list-style-type: none"> 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. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
Writing and Language Lessons (20 MIN.)	<p>Draw and Write an Informative/ Explanatory Text C.K.2</p> <p>Grammar: Introduce Pronouns I and Me L.K.1a</p>	<p>Draft an Informative/ Explanatory Text C.K.2</p> <p>Grammar: Use Pronouns I and Me L.K.1a</p>	<p>Draft an Informative/ Explanatory Text C.K.2</p> <p>Grammar: Use Pronouns I and Me L.K.1a</p>	<p>Revise an Informative/ Explanatory Text C.K.2</p> <p>Grammar: Use Pronouns I and Me L.K.1a</p>	<p>Share an Informative/ Explanatory Text C.K.2</p> <p>Grammar: Use Pronouns I and Me L.K.1a</p>
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.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Page Sequence RF.K.1a	
	CAP: Words Represented by Letters RF.K.1b	
	CAP: Directionality: Read Left to Right RF.K.9	
	PA: Phoneme Isolation RF.K.2d	
	PA: Phoneme Blending RF.K.2c	
	PA: Phoneme Addition RF.K.2e	
	PA: Phonemic Manipulation RF.K.2e	
	PA: Phoneme Segmentation RF.K.2e	
	Phonics: b /b/; Word Family -at; Review h /h/ RF.K.3a/d	✓
	Phonics: u /u/; Word Family -un RF.K.3b/d	✓
Fluency: Pacing; Inflection RF.K.4		
Metacognitive & Fix-Up	Draw Inferences RI.K.1	
Comprehension to Build Knowledge	Identify the Reasons an Author Gives to Support Points RI.K.8	✓
	Identify Parts and Features of a Book (Illustrations/Captions) RI.K.7	✓
	Describe the Relationship Between Illustrations and the Text RL.K.7	✓
	Identify Similarities and Differences Between Two Texts on Same Topic RI.K.9	
Vocabulary	Identify New Meanings for Familiar Words L.K.4c	✓
Writing	Process Writing: Informative/Explanatory Texts C.K.2	
Grammar	Use Common Being Verbs in Sentences L.K.1a	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions ILPH	

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

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

Spelling Words

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

* 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)	"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)

Week 2 Comprehensive Literacy Planner

Essential Question: Why do we use technology?

Phonics and Word Study
Comprehension
Writing & Language

	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 “The Wheels on the Bus” RF.K.1a Phonics and Word Study: Focus Skill: u/w RF.K.3b/d RF.K.2c First Reading: Draw Inferences to Learn About Technology RI/RL.K.10	Build Reading Foundations “The Wheels on the Bus” RF.K.4 RF.K.1b Phonics and Word Study: Focus Skill: u/w RF.K.2d RF.K.3b/d Recognize Informational Text Features: Illustrations and Captions RI.K.7	Build Reading Foundations “Getting to School” RF.K.a Phonics and Word Study: Focus Skill: u/w RF.K.2c Find Text Evidence: Identify the Reasons an Author Gives to Support Points RI.K.8 Build Vocabulary: Identify New Meanings for Familiar Words L.K.4c	Build Reading Foundations “Getting to School” RI/RL.K.10 Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3b Describe the Relationship Between the Illustrations and the Text RL.K.7	Build Reading Foundations: Poetry Out Loud! “Deep in Our Refrigerator” RF.K.3b/d Phonics and Word Study: Review and Monitor Progress RF.K.2e Identify Similarities and Differences Between Two Texts on the Same Topic RI.K.9 Build Knowledge: Technology at Home and School Add to the Blueprint
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.)	Brainstorm Ideas for an Informative/ Explanatory Text C.K.2 Grammar: Introduce Common Being Verbs L.K.1a	Choose Topic and Draft an Informative/ Explanatory Text C.K.2 Grammar: Use Common Being Verbs L.K.1a	Draft an Informative/ Explanatory Text C.K.2 Grammar: Use Common Being Verbs L.K.1a	Revise and Expand an Informative/ Explanatory Text C.K.2 Grammar: Use Common Being Verbs L.K.1a	Revise and Expand an Informative/ Explanatory Text C.K.2 Grammar: Use Common Being Verbs L.K.1a
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.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Directionality: Read Left to Right	RF.K.9	
	CAP: End Marks	L.K.2	
	PA: Phoneme Isolation	RF.K.2d	
	PA: Phoneme Blending	RF.K.2c	
	PA: Phonemic Manipulation	RF.K.2e	
	PA: Phoneme Segmentation	RF.K.2c	
	PA: Phoneme Substitution	RF.K.2e	
	Phonics: b /b/; Word Family -at; Review h /h/	RF.K.3a/d	✓
	Phonics: u /u/; Word Family -un	RF.K.3a/d	✓
Phonics: r /r/; Word Family -ip	RF.K.3a/d	✓	
Fluency: Self-Correct	RF.K.4		
Metacognitive & Fix-Up	Distinguish Between Important and Unimportant Information	RI/RL.K.2	
Comprehension to Build Knowledge	Identify and Describe Characters, Setting, and Major Events	RL.K.3	✓
	Describe the Relationship Between Illustrations and the Text	RL.K.7	✓
	Compare/Contrast Adventures and Experiences of Characters in Stories	RL.K.9	
Vocabulary	Sort Words into Categories	L.K.5a	
Writing	Process Writing: Informative/Explanatory Texts	C.K.2	
Grammar	Use Pronouns I and Me in Sentences	L.K.1a	
	Use Common Being Verbs in Sentences	L.K.1a	
Speaking & Listening to Demonstrate Knowledge	Engage in 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

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

* High-Frequency Words

Vocabulary

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

Domain-Specific Listening & Speaking (Tier 3)	<i>The No-Tech Day of Play</i>
	charge (6)
	computer (5)
	electricity (3)
	games (2)
	plug in (4)
text (6)	

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

Week 3 Comprehensive Literacy Planner

Essential Question: Why do we use technology?

Phonics and Word Study
Comprehension
Writing & Language

	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 "The Toaster" RI RL.K.10 L.K.2	Build Reading Foundations "The Toaster" RF.K.4	Build Reading Foundations "My Noisy House" RF.K.9	Build Reading Foundations "My Noisy House" RF.K.4	Build Reading Foundations: Poetry Out Loud! "Deep in Our Refrigerator" ILPH
	Phonics and Word Study: Focus Skill: r /r/ RF.K.2d RF.K.3a	Phonics and Word Study: Focus Skill: r /r/ RF.K.2c RF.K.3d	Phonics and Word Study: Focus Skill: r /r/ RF.K.2c C.K.2	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3a/d	Phonics and Word Study: Review and Monitor Progress RF.K.2e RF.K.3a/d
	First Reading: Distinguishing Between Important and Unimportant Information RI RL.K.2	Identify Characters, Setting, and Major Events RL.K.3	Describe the Relationship Between the Illustrations and the Text RL.K.7 Build Vocabulary: Sort Words into Categories LK.5a	Find Text Evidence: Compare and Contrast the Experiences of Characters in Stories RL.K.9	Demonstrate Knowledge: Technology at Home and School Complete the Blueprint
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> 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. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> 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. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
Writing and Language Lessons (20 MIN.)	Informative/ Explanatory Text: Writer's Craft C.K.2 Grammar: Use Pronouns I and Me L.K.1a	Focus on Writer's Craft: Informative/ Explanatory Text C.K.2 Grammar: Use Pronouns I and Me L.K.1a	Edit an Informative/ Explanatory Text C.K.2 Grammar: Use Pronouns I and Me L.K.1a	Publish an Informative/ Explanatory Text C.K.2 Grammar: Use Common Being Verbs L.K.1a	Share an Informative/ Explanatory Text C.K.2 Grammar: Use Common Being Verbs L.K.1a
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.				

Strategies and Skills to Build Knowledge

Grade K Unit 6

			Week 1	Week 2	Week 3	Assessed Skills
Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	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			.	
	RF.K.2d	PA: Phoneme Isolation	.	.	.	
	RF.K.2d	PA: Phoneme Blending	.	.	.	
	RF.K.2c	PA: Phoneme Segmentation	.	.	.	
	RF.K.2e	PA: Phoneme Substitution		.	.	
	RF.K.2e	PA: Phonemic Manipulation	.	.	.	
	RF.K.2e	PA: Phoneme Deletion		.		
	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 & Fix-Up	RL.K.10	Make Connections	.	.		
	RL.K.10	Summarize and Synthesize	.		.	
Comprehension to Build Knowledge	RL.K.3	Identify and Describe Story 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	.		.	
	RL.K.2	Retell Familiar Stories Including Key Details	.	.	.	✓
Vocabulary	L.K.4	Identify New Meanings for Familiar Words			.	✓
	L.K.5b	Relate Words to Their Opposites	.	.		✓
Writing	C.K.1	Process Writing: Opinion Texts	.	.	.	
Grammar	L.K.1b	Regular Plural Nouns	.		.	
	L.K.1c	Question Words		.	.	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class, Small-Group, and Peer 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

Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Directionality: Read Top to Bottom RF.K.1a	
	CAP: Directionality: Return Sweep RF.K.1a	
	PA: Phoneme Isolation RE.K.2d	
	PA: Phoneme Blending RE.K.2d	
	PA: Phoneme Segmentation RE.K.2c	
	PA: Phonemic Manipulation RE.K.2e	
	Phonics: e /e/; Word Family -et RF.K.3b1d	✓
	Phonics: Review r /r/ RF.K.3a	
	Fluency: Inflection/Intonation RF.K.4a	
	Fluency: Expression RF.K.4a	
Metacognitive & Fix-Up	Make Connections RI.RL.K.10	
	Summarize and Synthesize RI.RL.K.10	
Comprehension to Build Knowledge	Identify and Describe Story Characters, Setting, and Major Events RL.K.3	✓
	Compare and Contrast the Adventures and Experiences of Characters RL.K.9	
	Retell Familiar Stories Including Key Details RL.K.2	✓
Vocabulary	Relate Words to Their Opposites L.K.5b	✓
Writing	Process Writing: Opinion C.K.1	
Grammar	Regular Plural Nouns L.K.1b	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class, Small-Group, and Peer Discussions ILP4	
	State, Clarify, and Support Ideas in a Constructive Conversation ILP4	

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

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

Spelling Words

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

* High-Frequency Words

KEY
word = where a word is explicitly taught
word ¹ = 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)	"All Together Now" idea (5) looming (7) roar ² (7) shrieked ² (5) trembling ² (7)
	"A House for Max" enormous ³ (8) grinned (9) idea (9) planned (10)
	"Fox and Crow"* idea (18) spotted ⁴ (18)

Week 1 Comprehensive Literacy Planner

Essential Question: How do we know what is right?

Phonics and Word Study
Comprehension
Writing & Language

	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.)	Introduce the Knowledge Focus: Stories Have a Message Introduce the Blueprint ILPH	Build Reading Foundations “Goldilocks Learns a Lesson” C.K.2	Build Reading Foundations “Fox and Crow” RF.K.19	Build Reading Foundations “Fox and Crow” L.K.4	Build Reading Foundations: Poetry Out Loud! “Sharing” RF.K.29
	Build Reading Foundations “Goldilocks Learns a Lesson” RF.K.19 RL.K.10	Phonics and Word Study: Focus Skill: e /e/ RF.K.2d RF.K.3b/d RF.K.4d	Phonics and Word Study: Focus Skill: e /e/ RF.K.2d C.K.2	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3b/d RF.K.4g	Phonics and Word Study: Review and Monitor Progress RF.K.2c/d
	Phonics and Word Study: Focus Skill: e /e/; Review r /r/ RF.K.2d RF.K.3 b/d	Retell Familiar Stories Including Key Details RL.K.2	First Reading: Summarize and Synthesize to Understand the Importance of Working Together RI/RL.K.10	Retell Familiar Stories Including Key Details RL.K.3 RI/RL.K.10	Compare and Contrast the Experiences of Characters in Stories RL.K.9 RI/RL.K.10
First Reading: Make Connections to Stories That Teach About Working Together RI/RL.K.10		Build Vocabulary: Relate Words to Their Opposites L.K.5b		Build Knowledge: Stories Have a Message Begin the Blueprint	
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: Brainstorm an Opinion C.K.1	Opinion Process Writing: Draft C.K.1 Grammar: Use Regular Plural Nouns L.K.1b	Opinion Process Writing: Draft C.K.1 Grammar: Use Regular Plural Nouns L.K.1b	Opinion Process Writing: Revise and Publish C.K.1 Grammar: Use Regular Plural Nouns L.K.1b	Opinion Process Writing: Share C.K.1 Grammar: Use Regular Plural Nouns L.K.1b
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.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Words Separated by Spaces	RF.K.1c	
	CAP: Words Convey Meaning	RL.K.4	
	PA: Phoneme Isolation	RF.K.2d	
	PA: Phoneme Substitution	RF.K.2e	
	PA: Phoneme Segmentation	RF.K.2c	
	PA: Phoneme Deletion	RF.K.2e	
	PA: Phonemic Manipulation	RF.K.2e	
	Phonics: e /e/; Word Family -et	RF.K.3b/d	✓
	Phonics: g /g/; Word Family -ot	RF.K.3a/d	✓
	Fluency: Pacing	RF.K.4g	
Fluency: Expression	RF.K.4g		
Metacognitive & Fix-Up	Make Connections	RL.K.10	
Comprehension to Build Knowledge	Identify and Describe Story Characters, Setting, and Major Events	RL.K.3	✓
	Describe the Relationship Between the Illustrations and the Story	RL.K.7	
	Retell Familiar Stories Including Key Details	RL.K.2	✓
Vocabulary	Relate Words to Their Opposites	L.K.5b	✓
Writing	Process Writing: Opinion	C.K.1	
Grammar	Question Words	L.K.1c	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class, Small-Group, and Peer 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

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

* 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)	<i>The Legend of the Coqui</i>
	appeared ⁵ (18)
	ignored (7)
	leaped ⁴ (9)
	notice (8)
	practiced (9)
	represent (8)
rules ³ (11)	

Week 2 Comprehensive Literacy Planner

Essential Question: How do we know what is right?

Phonics and Word Study
Comprehension
Writing & Language

	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 “Good, Better, Best” RF.K.1c Phonics and Word Study: Focus Skill: g/g/ RF.K.2d RF.K.3a/d First Reading: Make Connections to Traditional Stories that Teach Lessons ILP4 RI/RL.K.10	Build Reading Foundations “Good, Better, Best” C.K.2 Phonics and Word Study: Focus Skill: g/g/ RF.K.2d RF.K.3a/d Retell Familiar Stories Including Key Details RL.K.2 RI/RL.K.10	Build Reading Foundations “Live Happily Ever After” RL.K.4 Phonics and Word Study: Focus Skill: g/g/ RF.K.2c C.K.2 Find Text Evidence: Describe Setting RL.K.3 RI/RL.K.10 Build Vocabulary: Relate Words to Their Opposites L.K.5b RI/RL.K.10	Build Reading Foundations “Live Happily Ever After” RL.K.4 Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3a/d RF.K.4a Describe the Relationship Between the Illustrations and the Story RL.K.7 RL.K.2	Build Reading Foundations: Poetry Out Loud! “Sharing” RI/RL.K.10 Phonics and Word Study: Review and Monitor Progress RF.K.2c RF.K.3a/d Identify and Describe Major Story Events RL.K.3 RI/RL.K.10 Build Knowledge: Stories Have a Message Add to the Blueprint
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: Brainstorm and State an Opinion Grammar: Use C.K.1 Question Words—Who, What, Where, Why, When, How L.K.1c	Opinion Process Writing: Plan C.K.1 Grammar: Use Question Words—Who, What, Where, Why, When, How L.K.1c	Opinion Process Writing: Draft C.K.1 Grammar: Use Question Words—Who, What, Where, Why, When, How L.K.1c	Opinion Process Writing: Revise and Expand C.K.1 Grammar: Use Question Words—Who, What, Where, Why, When, How L.K.1c	Opinion Process Writing: Revise and Expand C.K.1 Grammar: Use Question Words—Who, What, Where, Why, When, How L.K.1c
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.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Directionality: Return Sweep	RF.K.1a	
	CAP: End Marks	L.K.2b	
	PA: Phoneme Isolation	RF.K.2d	
	PA: Phoneme Blending	RF.K.2d	
	PA: Phoneme Segmentation	RF.K.2c	
	PA: Phoneme Substitution	RF.K.2e	
	PA: Phonemic Manipulation	RF.K.2e	
	Phonics: e /e/; Word Family -et	RF.K.3b/d	✓
	Phonics: g /g/; Word Family -ot	RF.K.3a/d	✓
	Phonics: d /d/; Word Family -an	RF.K.3a/d	✓
Fluency: Expression	RF.K.4g		
Metacognitive & Fix-Up	Summarize and Synthesize	RL.K.10	
Comprehension to Build Knowledge	Identify and Describe Story Characters, Setting, and Major Events	RL.K.3	✓
	Compare and Contrast the Adventures and Experiences of Characters	RL.K.9	
	Retell Familiar Stories Including Key Details	RL.K.2	✓
Vocabulary	Identify New Meanings for Familiar Words	L.K.4	✓
Writing	Process Writing: Opinion Texts	C.K.1	
Grammar	Question Words	L.K.1c	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class, Small-Group, and Peer Discussions	ILP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILP 4	

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

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

Spelling Words

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

* 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)	<i>The Boy Who Fed His People</i> brave (16) "Chicken Little" joined ³ (24)
Domain-Specific Listening & Speaking (Tier 3)	<i>The Boy Who Fed His People</i> game (4) snares (8) tipi (9) "Chicken Little" den ¹ (27)

Week 3 Comprehensive Literacy Planner

Essential Question: How do we know what is right?

 Phonics and Word Study
 Comprehension
 Writing & Language

	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” <i>RI.L.K.10</i> Phonics and Word Study: Focus Skill: <i>d/d/ RF.K.2d RF.K.3ald</i> First Reading: Summarize and Synthesize <i>RI.L.K.10 RL.K.7</i>	Build Reading Foundations “Chicken Little” <i>L.K.5</i> Phonics and Word Study: Focus Skill: <i>d/d/ RF.K.2d RF.K.3ald RF.K.49</i> Retell Familiar Stories Including Key Details <i>RL.K.3 L.K.4 RL.K.2</i>	Build Reading Foundations “Do What’s Right!” <i>RI.L.K.10 L.K.2b</i> Phonics and Word Study: Focus Skill: <i>d/d/ RF.K.3ald C.K.2</i> Find Text Evidence: Describe Story Characters <i>RI.L.K.10 RL.K.3</i> Build Vocabulary: Identify New Meanings for Familiar Words <i>L.K.4</i>	Build Reading Foundations “Do What’s Right!” <i>RL.K.4</i> Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.K.4a RF.K.3ald</i> Compare and Contrast the Experiences of Characters in Stories <i>RL.K.9 RL.K.3 RI.L.K.10</i>	Build Reading Foundations: Poetry Out Loud! “Sharing” <i>C.K.2</i> Phonics and Word Study: Review and Monitor Progress <i>RF.K.3ald RF.K.3c</i> Demonstrate Knowledge: Stories Have a Message Complete the Blueprint
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <i>C.K.1</i> Grammar: Use Regular Plural Nouns <i>L.K.1b</i>	Opinion Process Writing: Focus on Writer’s Craft—Word Choice <i>C.K.1</i> Grammar: Use Regular Plural Nouns <i>L.K.1b</i>	Opinion Process Writing: Edit <i>C.K.1</i> Grammar: Use Regular Plural Nouns <i>L.K.1b</i>	Opinion Process Writing: Publish <i>C.K.1</i> Grammar: Use Question Words—Who, What, Where, Why, When, How <i>L.K.1b</i>	Opinion Process Writing: Share <i>C.K.1</i> Grammar: Use Question Words—Who, What, Where, Why, When, How <i>L.K.1b</i>
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.				