

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

**Unit 3
Technology and Themes Across
Cultures**

Approximately 38 Days

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

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		

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

**Unit 4
Exploring the Interconnected World**

Approximately 33 Days

***Spring Break is April 7-11

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	

Strategies and Skills to Build Knowledge

Grade K Unit 7

		Week 1	Week 2	Week 3	Assessed Skills
Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	RF.K.1a		•	•	
	RF.K.1c		•		
	L.K.2b	•			
	RF.K.1b			•	
	RF.K.2c	•	•	•	
	RF.K.2		•	•	
	RF.K.2b	•			
	RF.K.2c	•			
	RF.K.2c	•			
	RF.K.2e	•			
	RF.2.e	•	•	•	
	RF.K.3a&d	•	•		✓
	RF.K.3a&d		•		✓
	RF.K.3a&d			•	✓
	RF.K.4a	•			
RF.K.4a		•			
RF.K.4a			•		
Metacognitive & Fix-Up	RI.K.10	•	•	•	
Comprehension to Build Knowledge	RI.K.2	•	•		✓
	RI.K.3	•	•		✓
	RI.K.9			•	
	RI.K.7	•			
	RI.K.7		•	•	✓
	RI.K.8		•	•	
Vocabulary	L.K.5b	•			✓
L.K.4.b		•	•	✓	
Writing	C.K.3	•	•	•	
Grammar	L.K.1d	•		•	
	L.K.1e, L.K.2a&b		•	•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	•	•	•	
	ILP 4	•		•	

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: End Punctuation	L.K. 2b	
	PA: Phoneme Isolation	RF.K. 2c	
	PA: Phoneme Segmentation	RF.K. 2c	
	PA: Distinguish Syllables	RF.K. 2b	
	PA: Phoneme Blending	RF.K. 2c	
	PA: Phonemic Manipulation	RF.K. 2e	
	PA: Phoneme Substitution	RF. 2e	
	Phonics: w /w/; Word Family -in	RF. 3a/d	✓
	Fluency: Confirm Word Recognition	RF.K. 4a	
Metacognitive & Fix-Up	Apply Strategies	RI.K. 10	
Comprehension to Build Knowledge	Identify Main Topic and Retell Key Details	RI.K. 2	✓
	Describe the Connection Between Two Individuals, Events, Ideas, or Information in a Text (Events)	RI.K. 3	✓
	Identify Parts and Features of a Book (Captions, Illustrations, Table of Contents)	RI.K. 7	
Vocabulary	Relate Words to Their Opposites	L.K. 5b	✓
Writing	Process Writing: Narratives	C.K. 3	
Grammar	Use Prepositions	L.K. 1d	
Speaking & Listening to Demonstrate Knowledge	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

Words with Initial w	win
	wet
	wag
	wig
	web
	wed
	have*
	are*

* 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)	"The Mother of Thanksgiving" celebrate (14) families ⁴ (15) holiday (14) law (17) valued (15)
Domain-Specific Listening & Speaking (Tier 3)	"Let's Celebrate Thomas Edison" celebrate (18) electricity ⁵ (19) holiday (18) idea ⁶ (20) solve problems (21)
Domain-Specific Listening & Speaking (Tier 3)	"Let's Celebrate Thomas Edison" inventor (18)

Week 1 Comprehensive Literacy Planner

Essential Question: Why do we celebrate people and events?

 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: Holidays and Celebrations Introduce the Blueprint	Build Reading Foundations "Mr. Turkey" C.K.2	Build Reading Foundations "Five Waiting Pumpkins" L.K.2b	Build Reading Foundations "Five Waiting Pumpkins" L.K.4b RI/RL.K.10	Build Reading Foundations: Poetry Out Loud! "November Is Upon Us" RI/RL.K.10
	Build Reading Foundations "Mr. Turkey" L.K.2	Phonics and Word Study: Focus Skill: w/w/ RF.K.2c RF.K.3.a/d	Phonics and Word Study: Focus Skill: w/w/ C.K.2 RF.K.2b	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3a/d RF.K.4a	Phonics and Word Study: Review and Monitor Progress RF.K.2c RF.K.3a/d
	Phonics and Word Study: Focus Skill: w/w/ RF.K.2c RF.K.3a/d First Reading: Apply Strategies to Learn About Holidays and Celebrations ILPH	Identify the Main Topic and Retell Key Details RI.K.2	Find Text Evidence: Describe the Connection Between Two Events in the Same Text RI.K.3 RI/RL.K.10	First Reading: Apply Strategies to Learn About Celebrating People RI/RL.K.10	Recognize Informational Text Features: Captions and Labels RI.K.7 RI/RL.K.10
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.)	Narrative Process Writing: Brainstorm Grammar: Use Prepositions C.K.3 L.K.1d	Narrative Process Writing: Plan Grammar: Identify Prepositions C.K.3 L.K.1d	Narrative Process Writing: Draft Grammar: Use Prepositions C.K.3 L.K.1d	Narrative Process Writing: Revise and Expand Grammar: Use Prepositions C.K.3 L.K.1d	Narrative Process Writing: Share Grammar: Use Prepositions C.K.3 L.K.1d
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: Directionality: Return Sweep	RF.K.1a	
	CAP: Words Separated by Spaces	RF.K.1c	
	PA: Phoneme Isolation	RF.K.2c	
	PA: Delete Syllables in Compound Words	RF.K.2	
	PA: Phoneme Substitution	RF.2.e	
	Phonics: w /w/; Word Family -in	RF.K.3a/d	
	Phonics: l /l/; Word Family -op	RF.K.3a/d	✓
	Fluency: Inflection, Intonation, and Volume	RF.K.4a	
Metacognitive & Fix-Up	Apply Strategies	RI.K.10	
Comprehension to Build Knowledge	Identify Main Topic and Retell Key Details	RI.K.2	✓
	Describe the Connection Between Two Individuals, Events, Ideas, or Information in a Text	RI.K.3	✓
	Describe the Relationship Between Illustrations and the Text	RI.K.7	✓
	Identify the Reasons an Author Gives to Support Points	RI.K.8	
Vocabulary	Use Inflections and Affixes as a Clue to the Meaning of Unknown Words	L.K.4b	✓
Writing	Process Writing: Narratives	C.K.3	
Grammar	Use Complete Sentences: Capitalization and End Punctuation	L.K.1e, L.K.2.a/b	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in 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

Words with Initial I	log
	lap
	lip
	let
	lid
	leg
	lot
	said*
	two*

* 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)	People We Celebrate celebrate (4) change ⁵ (7) holidays (4) honor (4) important ³ (4)	"February Celebration!" celebrate (8) honor (8) remember (8)
Domain-Specific Listening & Speaking (Tier 3)	People We Celebrate civil rights (7) laws (7) leader (6)	"February Celebration!" leader (9) patriotic (8)

Week 2 Comprehensive Literacy Planner

Essential Question: Why do we celebrate people and events?

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 "P-E-A-C-E!" <i>RF.K.1c</i>	Build Reading Foundations "P-E-A-C-E!" <i>C.K.2</i>	Build Reading Foundations "February Celebration!" <i>RF.K.1a</i>	Build Reading Foundations "February Celebration!" <i>RI.K.7</i>	Build Reading Foundations: Poetry Out Loud! "November Is Upon Us" <i>L.K.2b</i>
	Phonics and Word Study: Focus Skill: <i>I/II RF.K.2c</i> <i>RF.K.3a/d</i> <i>RF.K.2c</i> First Reading: Apply Strategies to Learn About People We Celebrate <i>ILP4</i>	Phonics and Word Study: Focus Skill: <i>I/II RF.K.2</i> <i>RF.K.2c</i> <i>RF.K.3a/d</i> Identify the Main Topic and Retell Key Details <i>RI.K.2</i>	Phonics and Word Study: Focus Skill: <i>I/II RF.K.2</i> <i>C.K.2</i> Find Text Evidence: Describe the Connection Between Two Individuals <i>RI/RL.K.10</i> Build Vocabulary: Use Inflections and Affixes to Understand Word Meaning <i>L.K.4b</i>	Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.K.3a/d</i> Identify the Reasons an Author Gives to Support Points <i>RI.K.8</i> <i>RI/RL.K.10</i>	Phonics and Word Study: Review and Monitor Progress <i>RF.2.e/RF.K.3a/d</i> Find Text Evidence: Describe the Relationship Between the Illustrations and Text <i>RI.K.7</i> <i>RI/RL.K.10</i> Build Knowledge: Holidays and Celebrations 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.)	Narrative Process Writing: Brainstorm <i>C.K.3</i> Grammar: Complete Sentences with Capitalization and End Punctuation <i>L.K.1e</i> <i>L.K.2a/b</i>	Narrative Process Writing: Plan <i>C.K.3</i> Grammar: Complete Sentences: Capitalization and End Punctuation <i>L.K.1e</i> <i>L.K.2a/b</i>	Narrative Process Writing: Draft <i>C.K.3</i> Grammar: Complete Sentences: Capitalization and End Punctuation <i>L.K.1e</i> <i>L.K.2a/b</i>	Narrative Process Writing: Revise and Expand <i>C.K.3</i> Grammar: Complete Sentences: Capitalization and End Punctuation <i>L.K.1e</i> <i>L.K.2a/b</i>	Narrative Process Writing: Revise and Expand <i>C.K.3</i> Grammar: Complete Sentences: Capitalization and End Punctuation <i>L.K.1e</i> <i>L.K.2a/b</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.				

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: Read Text Top to Bottom	RF.K.1b	
	PA: Phoneme Isolation	RF.K.2c	
	PA: Delete Syllables in Compound Words	RF.K.2	
	PA: Phoneme Substitution	RF.2e	
	Phonics: j /i/; Word Family -ug	RF.K.3a/d	✓
	Fluency: Rate and Pacing	RF.K.4a	
Metacognitive & Fix-Up	Apply Strategies	RI.K.10	
Comprehension to Build Knowledge	Identify Similarities/Differences Between Two Texts on the Same Topic	RI.K.9	
	Describe the Relationship Between Illustrations and the Text	RI.K.7	✓
	Identify the Reasons an Author Gives to Support Points	RI.K.8	
Vocabulary	Use Inflections and Affixes as a Clue to the Meaning of Unknown Words	L.K.4b	✓
Writing	Process Writing: Narratives	C.K.3	
Grammar	Use Prepositions	L.K.1d	
	Use Complete Sentences: Capitalization and End Punctuation	L.K.1e/L.K.2a/b	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively 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 Initial j	jam	for*
	jet	have*
	jog	jump*
	job	no*
	Jen	one*
	Jim	said*
	are*	two*

* 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>In My Opinion... These Are the Best Ways to Celebrate Holidays</i> celebrate (2) holidays (2) important ¹ (2) remember (2)
Domain-Specific Listening & Speaking (Tier 3)	<i>In My Opinion... These Are the Best Ways to Celebrate Holidays</i> patriotic (6) serve our country (8) thankful (10)

Week 3 Comprehensive Literacy Planner

Essential Question: Why do we celebrate people and events?

 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 "Happy Birthday, USA!" <i>RF.K.1b</i>	Build Reading Foundations "Happy Birthday, USA!" <i>RF.K.3ald</i> <i>C.K.2</i>	Build Reading Foundations "June Is the Best Month" <i>RF.K.1a</i>	Build Reading Foundations "June Is the Best Month" <i>RI.K.8</i>	Build Reading Foundations: Poetry Out Loud! "November Is Upon Us"
	Phonics and Word Study: Focus Skill: <i>i/j RF.K.2c</i> <i>RF.K.3ald</i> <i>RF.K.2c</i> First Reading: Apply Strategies to Learn About Holidays and Celebrations <i>ILP4</i>	Phonics and Word Study: Focus Skill: <i>i/j RF.K.2</i> <i>RF.K.3ald</i> <i>RF.K.4a</i> Find Text Evidence: Identify the Reasons an Author Gives to Support Points <i>RI.K.2</i> <i>RI.K.8</i>	Phonics and Word Study: Focus Skill: <i>i/j RF.K.2</i> <i>C.K.2</i> Find Text Evidence: Describe the Relationship Between the Illustrations and Text <i>RI.K.7</i> <i>RI.1.10</i> Build Vocabulary: Use Inflections and Affixes to Understand Word Meaning <i>L.K.4b</i>	Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.K.3ald</i> <i>RF.K.4a</i> Identify Similarities and Differences Between Two Texts on the Same Topic <i>RI.K.9</i> <i>ILP.4</i>	Phonics and Word Study: Review and Monitor Progress <i>RF.2e/RF.K.3ald</i> Demonstrate Knowledge: Holidays and Celebrations 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.)	Narrative Process Writing: Focus on Writer's Craft: Sensory Details <i>C.K.3</i> Grammar: Use Prepositions <i>L.K.1d</i>	Narrative Process Writing: Focus on Writer's Craft—Voice <i>C.K.3</i> Grammar: Use Prepositions in Sentences <i>L.K.1d</i>	Narrative Process Writing: Edit <i>C.K.3</i> Grammar: Use Prepositions <i>L.K.1d</i>	Narrative Process Writing: Publish <i>C.K.3</i> Grammar: Use Capitalization and End Punctuation <i>L.K.1d</i>	Narrative Process Writing: Share <i>C.K.3</i> Grammar: Use Capitalization and End Punctuation <i>L.K.1d</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.				

Strategies and Skills to Build Knowledge

Grade K Unit 8

		Week 1	Week 2	Week 3	Assessed Skills
Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	RF.K.1b	CAP: Words Made of Letters			
	RF.K.1a	CAP: Recognize Sequential Order of Pages			
	RF.2.b	CAP: End Punctuation			
	RF.K.2e	PA: Phoneme Deletion			
	RF.K.2e	PA: Phoneme Addition			
	RF.K.2c	PA: Phoneme Blending			
	RF.K.2c	PA: Phoneme Isolation			
	RF.K.2e	PA: Phoneme Substitution			
	RF.K.2c	PA: Phoneme Segmentation			
	RF.K.2e	PA: Phonemic Manipulation			
	RF.K.3a&d	Phonics: k /k/; Word Family -it			✓
	RF.K.3a&d	Phonics: y /y/; Word Family -ap			✓
	RF.K.3a&d	Phonics: v /v/, qu /k/ /w/; Word Family -ick			✓
	RF.K.3a	Phonics: Review j /j/			
	RF.K.4a	Fluency: Pitch			
	RF.K.4a	Fluency: Self-Monitor For Accuracy			
RF.K.4a	Fluency: Pause at Full Stops				
Metacognitive & Fix-Up	RI/RL.K.10	Apply Strategies			
Comprehension to Build Knowledge	RI.K.2	Identify Main Topic and Retell Key Details			✓
	RL.K.3	Identify and Describe Story Characters, Setting and Major Events			✓
	RL.K.2	Retell Familiar Stories Including Key Details			
	RL.K.7	Describe the Relationship Between the Illustrations and the Text			✓
	RI.K.9	Identify Similarities and Differences Between Two Texts on the Same Topic			
	RI.K.7	Identify Parts and Features of a Book (Illustrations/Captions)			✓
	RL.K.9	Compare and Contrast the Adventures and Experiences of Characters			
Vocabulary	L.K.1a	Distinguish Shades of Meaning Among Verbs			✓
Writing	C.K.5, C.K.2	Process Writing: Shared Research Report			
Grammar	L.K.1e	Produce and Expand Complete Sentences			
	L.K.1a	Use Common Verbs			
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions			
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation			

ILP- Interdisciplinary Literacy Practices

- = 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: Words Made of Letters	RF.K.1b	
	CAP: End Punctuation	RF.2b	
	PA: Phoneme Deletion	RF.K.2e	
	PA: Phoneme Isolation	RF.K.2c	
	PA: Phoneme Addition	RF.K.2e	
	PA: Phoneme Blending	RF.K.2c	
	PA: Phoneme Segmentation	RF.K.2c	
	PA: Phonemic Manipulation	RF.K.2e	
	Phonics: k /k/; Word Family -it	RF.K.3ald	✓
	Fluency: Pitch	RF.K.4a	
Phonics: Review j /j/	RF.K.3a		
Metacognitive & Fix-Up	Apply Strategies	RI/RL.K.10	
Comprehension to Build Knowledge	Identify Main Topic and Retell Key Details	RI.K.2	✓
	Identify and Describe Story Characters, Setting, and Major Events	RL.K.3	✓
	Describe the Relationship Between the Illustrations and the Text	RL.K.7	✓
Vocabulary	Distinguish Shades of Meaning Among Verbs	L.K.1a	✓
Writing	Process Writing: Shared Research Report	C.K.5 / C.K.2	
Grammar	Produce and Expand Complete Sentences	L.K.1e	
Speaking & Listening to Demonstrate Knowledge	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

Words with Initial k	kid
	kit
	kin
	Kip
	look*
	me*

* 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)	"The Coolest Vacation" cool (24) – colloquial meaning
	"The Great Blizzard" blanketed (30) remember ⁷ (31) shouted ² (31)
Domain-Specific Listening & Speaking (Tier 3)	"The Coolest Vacation" cool (24) – scientific meaning melt (27) season (27) weather (25)
	"The Great Blizzard" blizzard (28)

Week 1 Comprehensive Literacy Planner

Essential Question: How do our lives change with the seasons?

 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: Weather and Seasons Introduce the Blueprint	Build Reading Foundations "The Weather Song" C.K.2	Build Reading Foundations "Cap, Mittens, Shoes, and Socks" R.F.K.1b	Build Reading Foundations "Cap, Mittens, Shoes, and Socks" L.K.5	Build Reading Foundations: Poetry Out Loud! "Snow City" R.F.K.2a
	Build Reading Foundations "The Weather Song" R.I.K.2 R.F.K.2b	Phonics and Word Study: Focus Skill: k/k/ R.F.K.2c R.F.K.3a/d	Phonics and Word Study: Focus Skill: k/k/ R.F.K.2e C.K.2	Phonics and Word Study: Apply Phonics and Vocabulary in Context R.F.K.3a/d	Phonics and Word Study: Review and Monitor Progress R.F.K.2c
Small-Group Reading	Phonics and Word Study: Focus Skill: k/k/ R.F.K.2c R.F.K.3a/d	Identify Main Topic and Retell Key Details R.I.K.2 R.I.RL.K.10	First Reading: Apply Strategies to Learn About Weather and Seasons R.I.K.2 ILP4	Describe the Relationship Between the Illustrations and the Story R.L.K.7	Identify and Describe Story Elements: Characters, Setting, and Major Events R.L.K.3 R.I.RL.K.10
	First Reading: Apply Strategies to Learn About Weather and Seasons R.I.RL.K.10 ILP.4		Build Vocabulary: Distinguish Shades of Meaning Among Verbs L.K.1a		Build Knowledge: Weather and Seasons Begin the Blueprint
Independent Reading & Conferring	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.				
Writing and Language Lessons (20 MIN.)	Shared Research Report: Read and Analyze a Mentor Text C.K.5 C.K.2 L.K.1e	Shared Research Report: Choose a Topic and Brainstorm Ideas C.K.5 C.K.2 L.K.1e	Shared Research Report: Gather Information from Sources C.K.5 C.K.2 L.K.1e	Shared Research Report: Plan Your Report C.K.5 C.K.2 L.K.1e	Shared Research Report: Draft and Introduce Your Topic C.K.5 C.K.2 L.K.1e
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 Made of Letters	RF.K.1b	
	PA: Phoneme Segmentation	RF.K.2c	
	PA: Phoneme Addition	RF.K.2e	
	PA: Phoneme Isolation	RF.K.2c	
	PA: Phoneme Substitution	RF.K.2e	
	PA: Phonemic Manipulation	RF.K.2e	
	Phonics: k /k/; Word Family -it	RF.K.3ald	✓
	Phonics: y /y/; Word Family -ap	RF.K.3ald	✓
	Fluency: Self-Monitor for Accuracy	RF.K.4g	
Metacognitive & Fix-Up	Apply Strategies	RI/RL.K.10	
Comprehension to Build Knowledge	Identify Main Topic and Retell Key Details	RI.K.2	✓
	Describe the Relationship Between the Illustrations and the Text	RL.K.7	
	Identify Similarities and Differences Between Two Texts on the Same Topic	RI.K.9	
	Identify Parts and Features of a Book (Illustrations/Captions)	RI.K.7	✓
Vocabulary	Distinguish Shades of Meaning Among Verbs	L.K.1g	✓
Writing	Process Writing: Shared Research Report	C.K.5 / C.K.2	
Grammar	Use Common Verbs	L.K.1g	
Speaking & Listening to Demonstrate Knowledge	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

Words with Initial y	yam
	yip
	yes
	yap
	yet
	come*
	here*

* 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)	Weather and Seasons celebrate ⁷ (12) fewest (11) ruin (7) "Spring Is Coming" bloom(ing) ¹ (22)
Domain-Specific Listening & Speaking (Tier 3)	Weather and Seasons blizzard (11) cool(er) (8) seasons (4) temperatures (6) thunderstorms (7) weather (5)

Week 2 Comprehensive Literacy Planner

Essential Question: How do our lives change with the seasons?

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 "Fall" RF.K.1b	Build Reading Foundations "Fall" C.K.2	Build Reading Foundations "Spring Is Coming" RI/RL.K.10	Build Reading Foundations "Spring Is Coming"	Build Reading Foundations: Poetry Out Loud! "Snow City" RL.K.5
	Phonics and Word Study: Focus Skill: y /y/ RF.K.3ald	Phonics and Word Study: Focus Skill: y /y/ RF.K.3ald RF.K.2c	Phonics and Word Study: Focus Skill: y /y/ C.K.2 RF.K.2e	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3ald	Phonics and Word Study: Review and Monitor Progress RF.K.2c / RF.K.3ald
	First Reading: Apply Strategies to Learn About Weather and the Seasons RI/RL.K.10 ILP.4	Recognize Informational Text Features: Captions RI.K.9 RI/RL.K.10	Describe the Relationship Between the Illustrations and the Text RL.K.7 RI/RL.K.10	Find Text Evidence: Identify Main Topic and Retell Key Details RI.K.2	Identify Similarities and Differences Between Two Texts on the Same Topic RI.K.9 / ILP.4
			Build Vocabulary: Distinguish Shades of Meaning Among Verbs L.K.1a		Build Knowledge: Weather and Seasons Add to 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.)	Shared Research Report: Draft C.K.5 C.K.2 L.K.1a	Shared Research Report: Add a Title and Conclusion C.K.5 C.K.2 L.K.1a	Shared Research Report: Revise and Expand C.K.5 C.K.2 L.K.1a	Shared Research Report: Add Visual Support C.K.5 C.K.2 L.K.1a	Shared Research Report: Focus on Writer's Craft—Word Choice C.K.5 C.K.2 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: Recognize Sequential Order of Pages	RF.K.1a	
	CAP: End Punctuation	RF.2b	
	PA: Phoneme Blending	RF.K.2c	
	PA: Phoneme Isolation	RF.K.2c	
	PA: Phoneme Segmentation	RF.K.2c	
	PA: Phonemic Manipulation	RF.K.2e	
	Phonics: k /k/; Word Family -it	RF.K.3a/d	
	Phonics: y /y/; Word Family -ap	RF.K.3a/d	
	Phonics: v /v/, qu /kw/; Word Family -ick	RF.K.3a/d	✓
Fluency: Pause at Full Stops	RF.K.4a		
Metacognitive & Fix-Up	Apply Strategies	RI/RL.K.10	
Comprehension to Build Knowledge	Identify and Describe Story Characters, Setting and Major Events	RL.K.3	✓
	Retell Familiar Stories Including Key Details	RL.K.2	
	Compare and Contrast the Adventures and Experiences of Characters	RL.K.9	
Vocabulary	Distinguish Shades of Meaning Among Verbs	L.K.1a	✓
Writing	Process Writing: Shared Research Report	C.K.5 / C.K.2	
Grammar	Produce and Expand Complete Sentences; Use Common Verbs	L.K.1e / L.K.1a	
	Use Common Verbs	L.K.1a	
Speaking & Listening to Demonstrate Knowledge	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

Words with Initial v, qu	van	have*
	vet	here*
	quit	look*
	quiz	me*
	are*	said*
	come*	two*

* 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)	Two Wool Gloves grumbled ⁽⁵⁾ peeked ² (5) realized ⁴ (30) shield himself ⁽²³⁾ shivered ² (23) space ¹ (16) squeaked ⁽⁶⁾ "Rain, Rain, Stay a Day" replied ⁴ (31)
Domain-Specific Listening & Speaking (Tier 3)	Two Wool Gloves shelter ¹ (3) snowstorm ⁽³⁾

Week 3 Comprehensive Literacy Planner

Essential Question: How do our lives change with the seasons?

■ 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 "Hide-and-Seek in Fall" RF.K.1a	Build Reading Foundations "Hide-and-Seek in Fall" RF.2b / C.K.2	Build Reading Foundations "Rain, Rain, Stay a Day" RF.K.1a	Build Reading Foundations "Rain, Rain, Stay a Day" L.K.1a	Build Reading Foundations: Poetry Out Loud! "Snow City" RL.K.6
	Phonics and Word Study: Focus Skill: v /v/, q /kw/ RF.K.3a/d	Phonics and Word Study: Focus Skill: v /v/, q /kw/ RF.K.3a/d RF.K.2c	Phonics and Word Study: Focus Skill: v /v/, q /kw/ RF.K.3a/d	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3a/d	Phonics and Word Study: Review and Monitor Progress RF.K.2c / RF.K.3a/d
	First Reading: Apply Strategies to Learn About Weather and Seasons ILP4	Retell Familiar Stories Including Key Details RL.K.2	Find Text Evidence: Identify and Describe Characters, Setting, and Major Events RL.K.3	Compare and Contrast the Adventures of Characters in Stories RL.K.9	Demonstrate Knowledge: Weather and Seasons 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.)	Shared Research Report: Focus on Writer's Craft—Linking Words C.K.5 C.K.2 Grammar: Produce and Expand Complete Sentences L.K.1e	Shared Research Report: Edit C.K.5 Grammar: Produce and Expand Complete Sentences C.K.2 L.K.1e	Shared Research Report: Publish C.K.5 C.K.2 Grammar: Produce and Expand Complete Sentences L.K.1e	Shared Research Report: Publish C.K.5 C.K.2 Grammar: Use Common Verbs L.K.1e	Shared Research Report: Share C.K.5 C.K.2 Grammar: Use Common Verbs L.K.1e
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.				