| | | | 7 | 4 | 7 | | | | | | | | | | 1 16.4 | | L.K.2 | L.K.4 | | | | | | | | | | | |
|-----------------------|----------|---|----------|------------------------------|----------|-----------------------|----|-----------------------|--------|------------------------------------|----------|---------|---|-----------------------|---------------------------------------|------|--------|--------|------------------------------------|-------|-----------------------|-----------------------|--------|---------|-------------------------------|---------|---|----|--|
| | L.K.1 | + | L.K.2 | L.K.4 | | | | | | | | | | | | _ | | j | | | | | | | | Γ | 1 | | |
| <u>v</u> | C.K.2 | | | | | :sp | | C.K.1 | C.K.4 | C.K.5 | | | | ٠ | . C K 2 | | | | | | :sp: | | C.K.5 | | | | | | |
| ndard | HW.K | | | | | andar | | | | - | + | _ | | ndare | HWK | | | | | | andar | - | | 100 | | | | | |
| Essential Standards : | RI.K.1 | + | RI.K.8 | | | Supporting Standards: | , | RI.K.4 | RI.K.9 | RI.K.10 | | | | Fesential Standards . | 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 | | RI.K.2 | RI.K.3 | RI.K.9 | | Supporting Standards: | | RI.K.4 | RI.K.7 | RI.K.8 | RI.K.10 | | | |
| ssent | <u> </u> | + | \dashv | 3 | | poddr | : | RL.K.4 | RL.K.7 | RL.K.9 | | RL.K.10 | | tuoss | | - 10 | | | | + | noaar | - | 4 | 0 | | | | | |
| Ш | RL.K.1 | : | RL.K.2 | RL.K.3 | | ง | | ٦ ا | Ŗ | 뷥 | | R | | Ц | P K 1 | 1 | RL.K.2 | RL.K.3 | RL.K.9 | | ช | | RL.K.4 | RL.K.10 | | | | | |
| | RF.K.1 | | RF.K.2 | RF.K.3 | | | | | | | | | | | DEK 1 | | RF.K.2 | RF.K.3 | | | | L | | | | | _ | | |
| | T | | Unit 3 | Technology and Themes Across | Cultures | | | Approximately 38 Days | | ***Winter Break is Dec. 23 - Jan 3 | | | | Γ | | | | Unit 4 | Exploring the Interconnected World | | - | Approximately 33 Days | | | ***Spring Break is April 7-11 | | | | |
| ı | т (| ٥ | 13 | 20 | | Н | 10 | 17 | 24 | 31 | | ш | 7 | | | ட | 14 | 21 | 28 | | щ | 7 | 14 | 21 | 28 | | н | 4 | |
| 1 | - u | ۵ | 12 | 19 | | T | 6 | 16 | 23 | 30 | | F | 9 | | | ⊢ | 13 | 20 | 27 | | ⊢ | 9 | 13 | 20 | 27 | | T | 3 | |
| December | > 4 | 4 | 1 | 18 | January | M | 8 | 15 | 22 | 59 | February | * | 5 | | February | 8 | 12 | 19 | 26 | March | Α | 5 | 12 | 19 | 26 | April | M | 2 | |
| | - c | n | 10 | 17 | | T | 7 | 14 | 21 | 28 | | - | 4 | | | T | 11 | 18 | 25 | | F | 4 | 11 | 18 | 25 | | T | ٢ | |
| | ≥ (| 7 | 6 | 16 | | Σ | 9 | 13 | 20 | 27 | | Σ | က | | | Σ | 10 | 17 | 24 | | Σ | က | 10 | 17 | 24 | | Σ | 31 | |

Strategies and Skills to Build Knowledge

Grade K Unit 7

| | | | Week | Week | Week | Assessed Skills |
|---|---------------------|--|------|------|------|--------------------|
| | RF.K.1a | CAP: Directionality: Return Sweep | | • | • | |
| | RF.K.1c | CAP: Words Separated by Spaces | | • | | |
| | L.K.2b | CAP: End Punctuation | • | | | |
| | RF.K.1b | CAP: Read Text Top to Bottom | | | • | |
| Foundational Skills: | RF.K.2c | PA: Phoneme Isolation | • | • | • | |
| Concepts | RF.K.2 | PA: Delete Syllables in Compound Words | | • | • | |
| About Print | RF.K.2b | PA: Distinguish Syllables | • | | | |
| (CAP) | RF.K.2c | PA: Phoneme Segmentation | • | | | |
| Phonological Awareness (PA) | RF.K.2c | PA: Phoneme Blending | • | | | |
| • Phonics | RF.K.2e | PA: Phonemic Manipulation | • | | | |
| Fluency | RF.2.e | PA: Phoneme Substitution | • | • | • | |
| | RF.K.3a&d | Phonics: w /w/; Word Family -in | • | • | | V |
| | RF.K.3a&d | Phonics: I /l/; Word Family -op | | • | | 4 |
| | RF.K.3a&d | Phonics: j /j/; Word Family -ug | | | • | / |
| | RF.K.4a | Fluency: Confirm Word Recognition | • | | | |
| | RF.K.4a | Fluency: Inflection, Intonation, and Volume | | • | | |
| | RF.K.4a | Fluency: Rate and Pacing | | | • | |
| Metacognitive & Fix-Up | RI.K.10 | Apply Strategies | • | • | • | |
| | RI.K.2 | Identify Main Topic and Retell Key Details | • | • | | 1 |
| Comprehension | RI.K.3 | Describe the Connection Between Two Individuals, Events, Ideas, or Information in a Text | • | • | | y |
| to Build | RI.K.9 | Identify Similarities/Differences Between Two Texts on the Same Topic | | | • | |
| Knowledge | RI.K.7 | Identify Book Parts & Features (Captions, Illustrations, Table of Contents) | • | | | |
| | RI.K.7 | Describe the Relationship Between Illustrations and the Text | | • | • | ✓ |
| | RI.K.8 | Identify the Reasons an Author Gives to Support Points | | • | • | |
| Vocabulary | L.K.5b | Relate Words to Their Opposites | • | | | 1 |
| | L.K.4.b | Use Inflections and Affixes as a Clue to the Meaning of Unknown Words | | • | • | 1 |
| Writing | C.K.3 | Process Writing: Narratives | • | • | • | |
| Grammar | L.K.1d | Use Prepositions | • | | • | |
| J. allillal | L.K.1e, L.K.2a&b | Use Complete Sentences: Correct Capitalization and End Punctuation | | • | • | |
| Speaking and Listening to | ILP 4 | Engage Effectively in Whole-Class and Peer Discussions | • | • | • | |
| Demonstrate Knowledge | ILP 4 | State, Clarify, and Support Ideas in a Constructive Conversation | • | | • | |

ILP- Interdisciplinary Literacy Practices

ullet = Strategy or skill introduced for the first time.

^{• =} Previously taught strategy or skill.

[✓]Strategy and skill assessed on the Unit Assessment.

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

| | CAP: End Punctuation $\angle . K. 2b$ | |
|--|---|----|
| Foundational Skills: Concepts About Print (CAP) Phonological Awareness (PA) Phonics Fluency | PA: Phoneme Isolation RF. K. 2C | |
| | PA: Phoneme Segmentation RF. K. 2C | |
| | PA: Distinguish Syllables RFK 2 D | |
| | PA: Phoneme Blending $RF.K2C$ | |
| | PA: Phonemic Manipulation RF K. 2P | |
| | PA: Phoneme Substitution RF. 2e | |
| | Phonics: w/w/; Word Family -in RF. 3 a ld | 1 |
| | Fluency: Confirm Word Recognition $RF.K4q$ | |
| Metacognitive & Fix-Up | Apply Strategies RIK. 10 | |
| | Identify Main Topic and Retell Key Details $RI, K, 2$ | 1 |
| Comprehension to Build Knowledge | Describe the Connection Between Two Individuals, Events, Ideas, or Information in a Text (Events) | 31 |
| A STATE OF THE STA | Identify Parts and Features of a Book (Captions, Illustrations, Table of Contents) RIR | |
| Vocabulary | Relate Words to Their Opposites (1.15) | 1 |
| Writing | Process Writing: Narratives C.K. 3 | |
| Grammar | Use Prepositions L, K. I d | |
| Speaking & Listening | Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions | |
| to Demonstrate Knowledge | State, Clarify, and Support Ideas in a Constructive Conversation 1194 | |

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 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) | "The Mother of Thanksgiving" celebrate (14) families¹ (15) holiday (14) law (17) valued (15) "Let's Celebrate Thomas Edison" celebrate (18) electricity⁵ (19) holiday (18) idea⁵ (20) solve problems (21) |
|---|--|
| Domain-Specific Listening & Speaking (Tier 3) | "Let's Celebrate Thomas Edison" inventor (18) |

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: Why do we celebrate people and events?

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|--|---|---|--|
| Read-Aloud (10 min.) | Choose a recommended tr | ade book or a selection from | the Read-Aloud Handbook. | | |
| | Introduce the Knowledge Focus: Holidays and Celebrations | Build Reading Foundations "Mr. Turkey" | Build Reading Foundations "Five Waiting Pumpkins" | Build Reading Foundations "Five Waiting Pumpkins", / | Build Reading Foundations: Poetry Out Loud! "November Is Upon Us" |
| | Introduce the Blueprint | O I C J | L.K.2b | L.K.4b RIJRL.K.10 | RIJRL.K.10 |
| Metacognitive, Comprehension, /ocabulary, Concepts About Print, Fluency, | Build Reading Foundations "Mr. Turkey" L.K.2 | Phonics and Word Study: Focus Skill: w/w/ RF.K.2 c 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/a RF. K. 4a | Phonics and Word Study: Review and Monitor Progress R.F. K. 2 C R.F. K. 3 a.ld |
| k Phonological Awareness/ Phonics Lessons | Phonics and Word Study: Focus Skill: w/w/ RF.K.2c | Identify the Main Topic and Retell Key Details | Find Text Evidence: Describe the R.J. K. 3 Connection Between | First Reading: Apply Strategies to Learn About Celebrating | Recognize Informational Text Features: Captions |
| (45-60 min.) | RF. K.2C | RI.KZ | Two Events in the | People V IA | and Labels RI, K RF/RL, K.10 |
| | RF, K, 3 a/d First Reading: Apply Strategies to Learn About Holidays and | | Build Vocabulary: Relate Words to Their Opposites L.K.55 | 10 RIJRL.K.10 | Build Knowledge: Holidays and Celebrations |
| | Celebrations ILP4 | | | | Begin the Blueprint |
| mall-Group Reading | Build fluency using the de Revisit complex read-alou | s and strategies using small-g codable reade <mark>r</mark> s or reader's t | group texts and teacher's guid heater scripts and Reader's T out. | | |
| ndependent leading & Conferring | Confer with a few student | ad independently to build vo s on their text selections, app | | foundational skills developme on the Unit Foldout. | nt. |
| Vriting and anguage essons | Narrative Process Writing: Brainstorm Grammar: Use CK, 3 Prepositions L.K./d | Narrative Process Writing: Plan C. K. 3 Grammar: Identify Prepositions L.K.1d | Narrative Process Writing: Draft C.K.3 Grammar: Use Prepositions L.K.Id | Narrative Process Writing: Revise and Expand C,K,3 Grammar: Use Prepositions L,K,1d | Narrative Process Writing: Share C.K. Grammar: Use Prepositions |
| ndependent Vriting & Conferring | | nt writing and conferring dur | ing the small-group reading b | | |
| Assessment 🎺 | Monitor students' progress Administer the Unit Assessn | | nt opportunities in each lesso | n. | |

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

| | CAP: Directionality: Return Sweep RF, K, Ja | |
|--|---|---|
| | CAP: Words Separated by Spaces RF. K. /c | |
| Foundational Skills: | PA: Phoneme Isolation $RF.K.2c$ | |
| Concepts About Print (CAP) Phonological Awareness (PA) | PA: Delete Syllables in Compound Words RF. K. 2 | |
| Phonics | PA: Phoneme Substitution RF, a, e | |
| • Fluency | Phonics: w /w/; Word Family -in RF. K. 3a/d | |
| | Phonics: 1/1/; Word Family -op RF. K. 3ald | 1 |
| | Fluency: Inflection, Intonation, and Volume RF , K , Hq | |
| Metacognitive & Fix-Up | Apply Strategies RT , K. 10 | |
| | Identify Main Topic and Retell Key Details $\mathcal{RI}.\mathcal{K}$, \mathcal{A} | 1 |
| Comprehension | Describe the Connection Between Two Individuals, Events, Ideas, or Information in a Text $\mathcal{RI}.\mathcal{K}.3$ | 1 |
| to Build Knowledge | Describe the Relationship Between Illustrations and the Text \mathcal{RI} , \mathcal{K} , \mathcal{I} | 1 |
| | Identify the Reasons an Author Gives to Support Points RI, K, S | |
| Vocabulary | Use Inflections and Affixes as a Clue to the Meaning of Unknown Words \angle , \angle . \angle | 1 |
| Writing | Process Writing: Narratives $C.K.3$ | |
| Grammar | Use Complete Sentences: Capitalization and End Punctuation $\angle .K. /e \angle .K. 2.a/b$ | |
| Speaking & Listening | Engage Effectively in Whole-Class, Small-Group, and Partner Discussions | |
| to Demonstrate Knowledge | ILP4 | |

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

Spelling Words

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

^{*} 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) | People We Celebrate celebrate (4) change ^s (7) holidays (4) honor (4) important ³ (4) | "February Celebration!" celebrate (8) honor (8) remember (8) |
|---|---|--|
| | "P-E-A-C-E!"* respect ³ (6) | |
| Domain-Specific Listening & Speaking (Tier 3) | People We Celebrate civil rights (7) laws (7) leader (6) "February Celebration!" leader (9) patriotic (8) | |

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 celebrate people and events?

| Build Reading Foundations "P-E-A-C-E!" RF.K./C Phonics and Word Study: Focus Skill: 1/V RF.K.2C RF.K.34/d First Reading: Apply Strategies to Learn About People We | Build Reading Foundations "P-E-A-C-E!" C.K.2 Phonics and Word Study: Focus Skill: 1/IJ RF.K.2 RF.K.3afd Identify the Main Topic and Retell Key Details RT.K.2 | Build Reading Foundations "February Celebration!" Phonics and Word Study: Focus Skill: 1/I/ RF. K. 2 C. K. 2 Find Text Evidence: Describe the PT K. 3 Connection Between Two Individuals RE/RE. K. 10 Build Vocabulary: | Build Reading Foundations RI. K7 February Celebration!" Phonics and Word Study: Apply Phonics and Vocabulary in Context RF. K. 3a/c Identify the Reasons an Author Gives to Support Points RI.K.8 | Build Reading Foundations: Poetry Out Loud! "November Is Upon Us" L.K.2b Phonics and Word Study: Review and Monitor Progress RE.2.e/RE. Find Text Evidence: Describe the /27 Relationship Between the Illustrations and Text |
|--|--|--|---|---|
| Foundations "P-E-A-C-E!" RF.K./C Phonics and Word Study: Focus Skill: 1/V. RF.K. 2C RF.K. 3 Jd Riff Reading: Apply Strategies to Learn About People We | Phonics and Word Study: Focus Skill: 1/IJ RF. K. 2 RF. K. 32 Identify the Main Topic and Retell Key Details | Foundations "February Celebration!" Phonics and Word Study: Focus Skill: 1/I/ RF. K. 2 C. K. 2 Find Text Evidence: Describe the RT K. 3 Connection Between Two Individuals RT/RL. K. 10 | Phonics and Word Study: Apply Phonics and Vocabulary in Context RF, K, 3n/c Identify the Reasons an Author Gives to Support Points RI.K.8 | Foundations: Poetry Out Loud! "November Is Upon Us" \(\lambda, \lambda \). Phonics and Word Study: Review and Monitor Progress \(\lambda \), Find Text Evidence: Describe the \(\lambda \), Relationship Retween the |
| Study: Focus Skill: 1/1/ R.F. K. 2C R.F. K. 3 J.d R.F. K. 3 J.d Rirst Reading: Apply Strategies to Learn About People We | Study: Focus Skill: I/I/ RF. K. 2 RF. K. 36 Identify the Main Topic and Retell Key Details | Study: Focus Skill: 1/1/ RF. K. 2 C.K. 2 Find Text Evidence: Describe the PTK: Connection Between Two Individuals RT/RL.K./O | Study: Apply Phonics and Vocabulary in Context RF, K, 3n/c Identify the Reasons an Author Gives to Support Points RI.K.8 | Study: Review and Monitor Progress RF. 2. C RF. 3. C RF. 4. C RF. 4. C RF. 5. C Relationship RIM. Between the |
| Strategies to Learn About People We | Topic and Retell Key Details | Describe the RTK, 3 Connection Between Two Individuals RT/RL, K, 10 | Identify the Reasons an Author Gives to Support Points RI.K.8 | Find Text Evidence: Describe the /CI Relationship RI/ |
| | | Ruild Vocabulary | ntin, 1111 | |
| | | Use Inflections and Affixes to Understand Word Meaning | RI/RL,K.10 | Build Knowledge: Holidays and Celebrations Add to the Blueprint |
| Scaffold reading behavior Build fluency using the de Revisit complex read-alou | rs and strategies using small ecodable readers or reader' ids. | s theater scripts and Reader's | | |
| Ensure that all students reConfer with a few student | ead independently to build vason their text selections, ap | pplication of strategies, and/or | | ient. |
| Narrative Process Writing: Brainstorm Grammar: Complete Sentences with Capitalization and End Punctuation L.K.le | Narrative Process Writing: Plan, K3 Grammar: Complete Sentences: Capitalization and End Punctuation L.K./L/L/ | Narrative Process Writing: Draft C.K.3 Grammar: Complete Sentences: Capitalization and End Punctuation L.K./e | Narrative Process Writing: Revise and Expand C.K3 Grammar: Complete Sentences: Capitalization and End Punctuation | Narrative Process Writing: Revise and Expand C.K. Grammar: Complete Sentences: Capitalization and End Punctuation |
| LK. 2a/b Provide time for independe | LK, 2a/b ent writing and conferring di | L. K . | block L.K. 2alb | L.K.1e L.K.2a |
| · · · · · · · · · · · · · · · · · · · | Scaffold reading behavior Build fluency using the de Revisit complex read-alou See additional small-group During independent time Ensure that all students re Confer with a few student See additional independent Narrative Process Writing: Brainstorm Grammar: Complete Sentences with Capitalization and End Punctuation L.K. Le L.K. 2a/b Provide time for independent Monitor students' progress | Build fluency using the decodable readers or reader's Revisit complex read-alouds. See additional small-group suggestions on the Unit Follouring independent time: Ensure that all students read independently to build to Confer with a few students on their text selections, applied additional independent suggestions (including the Narrative Process Writing: Brainstorm Grammar: Complete Sentences with Capitalization and End Punctuation L.K. & Capb Conferming of Conferming dispersion of the Unit Follows Independent writing and conferring dispersions (including the Sentences: Capitalization and End Punctuation L.K. & Capb Conferming dispersions (including the Sentences: Capitalization and End Punctuation L.K. & Capb Conferming dispersions (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming dispersions (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming dispersions (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming dispersions (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming dispersions (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming dispersions (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming (including the Sentences) Capitalization and End Punctuation L.K. & Capb Conferming (including the Sentences) Capitalization and End Punctuation L.K | Meet with small groups of students to: Scaffold reading behaviors and strategies using small-group texts and teacher's guestion in Build fluency using the decodable readers or reader's theater scripts and Reader's 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 see additional independent suggestions (including the Research and Inquiry Project) Narrative Process Writing: Brainstorm Grammar: Complete Sentences Writing: Plan, K.3 Grammar: Complete Sentences: Capitalization and End Punctuation L.K./e L.K., 2a/b Provide time for independent writing and conferring during the small-group reading | Meet with small groups of students to: Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. See additional small-group suggestions on the Unit Foldout. 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 developm see additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. Narrative Process Writing: Brainstorm Grammar: Complete Sentences: Writing: Plan, K3 Grammar: Complete Sentences: Capitalization and End Punctuation L.K.le L.K.le L.K.le L.K.le L.K.le Drovide time for independent writing and conferring during the small-group reading block. Monitor students' progress using the informal assessment opportunities in each lesson. |

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

| | CAP: Directionality: Return Sweep RF. Kila | |
|--|---|---|
| Foundational Skills: | CAP: Read Text Top to Bottom | |
| Concepts About Print (CAP) | PA: Phoneme Isolation RF. K2C | |
| Phonological Awareness (PA) | PA: Delete Syllables in Compound Words RF. K. 2 | |
| Phonics Fluency | PA: Phoneme Substitution RF, 2e | |
| Thuchey | Phonics: j /j/; Word Family -ug RF. K. 3a/a | 1 |
| | Fluency: Rate and Pacing RF. K. 4a | |
| Metacognitive & Fix-Up | Apply Strategies RI, K, 10 | |
| | Identify Similarities/Differences Between Two Texts on the Same Topic $RI.K.9$ | |
| Comprehension to Build Knowledge | Describe the Relationship Between Illustrations and the Text | 1 |
| (100) 1700 (100) 170 - 21 30 00 00 00 00 00 00 00 00 00 00 00 00 | 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 | 1 |
| Writing | Process Writing: Narratives C.K.3 | |
| | Use Prepositions L.K. a | |
| Grammar | Use Complete Sentences: Capitalization and End Punctuation L , K , le/L . $K2a/b$ | |
| Speaking & Listening | Engage Effectively in Whole-Class, Small-Group, and Partner Discussions | |
| to Demonstrate Knowledge | State, Clarify, and Support Ideas in a Constructive Conversation | |

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

Spelling Words

| | jam | for* |
|------------|------|-------|
| | jet | have* |
| | jog | jump* |
| Words with | job | no* |
| Initial j | Jen | one* |
| | Jim | said* |
| | are* | two* |

^{*} 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) | In My Opinion These Are the Best Ways to Celebrate Holidays celebrate (2) holidays (2) important ³ (2) remember (2) |
|--|--|
| Domain-Specific Listening & Speaking (Tier 3) | In My Opinion These Are the Best Ways to Celebrate Holidays patriotic (6) serve our country (8) thankful (10) |

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 celebrate people and events?

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|---|--|---|--|
| Read-Aloud (10 MIN.) | Choose a recommended t | rade book or a selection from | n the Read-Aloud Handbook. | , | |
| | Build Reading Foundations "Happy Birthday, USA!" RF. K. Lb | Build Reading Foundations "Happy Birthday, USA!" RF.K. 3ald C.K. 2 | Build Reading Foundations "June Is the Best Month" RF. K. 19 | Build Reading Foundations "June Is the Best Month" RT.K.8 | Build Reading Foundations: Poetry Out Loud! "November Is Upon Us" |
| Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, | Phonics and Word Study: Focus Skill: j/j/ RF.K. 2C RF.K. 3a/d | Phonics and Word Study: Focus Skill: i/j RF.K.2 RF.K.3a/d | Phonics and Word Study: Focus Skill: i/J RF.K. 2 C.K. 2 | Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3ak RF.K.49 | Phonics and Word Study: Review and Monitor Progress RF, Ze/RF, k |
| & Phonological Awareness/ Phonics Lessons (45–60 MIN.) | First Reading: Apply Strategies to Learn About Holidays and Celebrations ILP4 | Find Text Evidence: Identify the Reasons an Author Gives to Support Points R.T. K. 2 | Find Text Evidence: Describe the RI.K.*7 Relationship RIJRL. Between the K.10 Illustrations and Text | Identify Similarities and Differences Between Two Texts | Demonstrate Knowledge: Holidays and Celebrations Complete the Blueprint |
| | Thr | RI.K.8 | Build Vocabulary: Use Inflections, K) and Affixes to Understand Word Meaning | 16 I.P.4 | |
| Small-Group Reading | Build fluency using the c Revisit complex read-alo | ors and strategies using small lecodable readers or reader's | s theater scripts and Reader's | | |
| Independent Reading & Conferring | Confer with a few studer | e: read independently to build v nts on their text selections, ap nt suggestions (including the | plication of strategies, and/o | | ment. |
| Writing and Language Lessons (20 MIN.) | Narrative Process Writing: Focus on Writer's Craft: Sensory Details Grammar: Use Prepositions | Narrative Process Writing: Focus on Writer's Craft-Voice Grammar: Use C. K.3 Prepositions in Sentences L.K.1d | Narrative Process Writing: Edit C.K.3 Grammar: Use Prepositions L.K. | Narrative Process Writing: Publish Grammar: UseCK.3 Capitalization and End Punctuation L.K.Id | Narrative Process Writing: Share Grammar: Use Capitalization and End Punctuation |
| Independent Writing & Conferring | Provide time for independ | ent writing and conferring du | iring the small-group reading | | |
| Assessment 🎺 | | s using the informal assessme ment at the end of the week | | on. | |

Grade K Unit 8

Strategies and Skills to Build Knowledge

| | | | Week | Week 2 | Week | Assessed Skills |
|--|--------------|---|------|-----------|------|--------------------|
| | 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 | • | | | |
| Foundational | RF.K.2e | PA: Phoneme Addition | • | • | | |
| Skills: • Concepts | RF.K.2c | PA: Phoneme Blending | • | • | • | |
| About Print | RF.K.2c | PA: Phoneme Isolation | • | • | • | |
| (CAP) | RF.K.2e | PA: Phoneme Substitution | | • | | |
| Phonological Awareness | RF.K.2c | PA: Phoneme Segmentation | • | • | • | |
| (PA) | RF.K.2e | PA: Phonemic Manipulation | • | • | • | |
| • Phonics | RF.K.3a&d | Phonics: k /k/; Word Family -it | • | • | • | > |
| • Fluency | 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 | • | • | • | |
| | RI.K.2 | Identify Main Topic and Retell Key Details | • | • | | 1 |
| | RL.K.3 | Identify and Describe Story Characters, Setting and Major Events | • | | • | 4 |
| Comprehensien | RL.K.2 | Retell Familiar Stories Including Key Details | | | • | |
| Comprehension to Build | RL.K.7 | Describe the Relationship Between the Illustrations and the Text | • | • | | √ |
| Knowledge | 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) | | • | | 1 |
| | RL.K.9 | Compare and Contrast the Adventures and Experiences of Characters | | | • | |
| Vocabulary | L.K.1a | Distinguish Shades of Meaning Among Verbs | • | • | • | 1 |
| 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 | ILP 4 | Engage Effectively in Whole-Class 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

| | CAP: Words Made of Letters RL, L | |
|---|---|---|
| | CAP: End Punctuation RF, 2b | |
| | PA: Phoneme Deletion RF. K. Ze | |
| Foundational Skills: | PA: Phoneme Isolation RF. K. 2 C | |
| Concepts About Print (CAP) | PA: Phoneme Addition RF. K. 2e | |
| Phonological Awareness (PA) Phonics Fluency | PA: Phoneme Blending RE, K, 2C | |
| | PA: Phoneme Segmentation Rt, K, 2c | |
| | PA: Phonemic Manipulation RF, K, 2e | |
| | Phonics: k/k/; Word Family -it RF, K, 3ald | 1 |
| | Fluency: Pitch RF. K. Ha | |
| | Phonics: Review j /j/ RF, K, 39 | |
| Metacognitive & Fix-Up | Apply Strategies RIIRL, K. 10 | |
| | Identify Main Topic and Retell Key Details | 1 |
| Comprehension to Build Knowledge | Identify and Describe Story Characters, Setting, and Major Events $RL.K.3$ | 1 |
| | Describe the Relationship Between the Illustrations and the Text RL. K. 7 | 1 |
| Vocabulary | Distinguish Shades of Meaning Among Verbs \mathcal{L} , \mathcal{K} , \mathcal{A} | 1 |
| Writing | Process Writing: Shared Research Report $C, K, 5/C.K.2$ | |
| Grammar | Produce and Expand Complete Sentences L. K. Le | |
| Speaking & Listening | Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $IDP4$ | |
| to Demonstrate Knowledge | State, Clarify, and Support Ideas in a Constructive Conversation | |

Spelling Words

^{*} 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) | "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) |

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

--
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

| ssentiai Q | uestion: How d | o our lives change | with the seasons? | | Phonics and Word Stu 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 fro | om the Read-Aloud Handbook. | | |
| | Introduce the TP4 Knowledge Focus: Weather and Seasons Introduce the Blueprint | Build Reading Foundations "The Weather Song" | Build Reading Foundations RF. K, Ib "Cap, Mittens, Shoes, and Socks" | Build Reading Foundations "Cap, Mittens, Shoes, and Socks" L. K.5 | Build Reading Foundations: Poetry Out Loud! "Snow City" RF. K. 29 |
| Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological | Build Reading Foundations "The Weather Song" RT. K. 2 RF. K. 2b | Phonics and Word Study: Focus Skill: k/k/RF.K.2c RF.K,3a p | Phonics and Word Study: Focus Skill: k/k/ RF. K. 2e C. K. 2 | Phonics and RF.K. Word Study: 3abd Apply Phonics and Vocabulary in Context | |
| Awareness/ Phonics Lessons (45–60 MIN.) | Phonics and Word Study: Focus Skill: k/k/ RF. K. 2c RF. K. 3a/d | Identify Main Topic and Retell Key Details R.J.K.2 R.J.RL.K.10 | First Reading: Apply Strategies to Learn About Weather and Seasons RIKA | Describe the Relationship Between the Illustrations and the Story | Identify and Describe Story Elements: Characters, Setting, and Major Events |
| | First Reading: Apply Strategies to Learn About Weather and Seasons RTR | | Build Vocabulary: Distinguish Shades of Meaning Among Verbs | RL.K.T | Build Knowledge: Weather and Seasons Begin the Blueprint |
| Small-Group Reading Independent Reading & Conferring | Meet with small groups Scaffold reading behavior Build fluency using the or Revisit complex read-alco See additional small-grout During Independent time Ensure that all students Confer with a few students | ors and strategies using sma decodable readers or reade ouds. p suggestions on the Unit Fore: read independently to build nts on their text selections, a | | heater Handbook lessons. foundational skills developm | ient. |
| Writing and Language Lessons (20 MIN.) | Shared Research Report: Read and Analyze a Mentor Text C , K , 5 Grammar: Produce and Expand Complete Sentences | Shared Research Report: Choose a Topic and Brainstorm Ideas C. K. 5 Grammar: Produce and Expand Complete Sentences | Shared Research Report: Gather Information from Sources C. K.2 Grammar: Produce and Expand Complete Sentences L.K.le | Shared Research Report: Plan Your Report C. K. S Grammar: Produce and Expand Complete Sentences L. K. Le | Shared Research Report: Draft and C. k Introduce Your Topic, k Grammar: Produce and Expand Complete Sentences |
| Independent Writing & Conferring | Provide time for independ | L.K.le dent writing and conferring | during the small-group reading I | block. | |
| Assessment 🌙 | | ss using the informal assess | ment opportunities in each lesso | n. | |

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) | CAP: Words Made of Letters RF. K. Ib | |
|---|---|---|
| | PA: Phoneme Segmentation RF, K, AC | |
| | PA: Phoneme Addition $RF, K, \lambda e$ | |
| | PA: Phoneme Isolation RF. K. 2C | |
| • Phonological Awareness (PA) | PA: Phoneme Substitution RF. K. 2e | |
| Phonics Fluency | PA: Phonemic Manipulation RF. K. 2e | |
| · · · · · · · · · · · · · · · · · · · | Phonics: k /k/; Word Family -it RFK 3a/d | 1 |
| | Phonics: y /y/; Word Family -ap RF. K. 3ald | 1 |
| | Fluency: Self-Monitor for Accuracy RT. K. 49 | |
| Metacognitive & Fix-Up | Apply Strategies RTIRL, K, 10 | |
| | Identify Main Topic and Retell Key Details $RI, K2$ | 1 |
| Comprehension | Describe the Relationship Between the Illustrations and the Text RLR | |
| to Build Knowledge | Identify Similarities and Differences Between Two Texts on the Same Topic $RIK.9$ | |
| | Identify Parts and Features of a Book (Illustrations/Captions) | 1 |
| Vocabulary | Distinguish Shades of Meaning Among Verbs | 1 |
| Writing | Process Writing: Shared Research Report $C.K.5$ $/ C.K.2$ | |
| Grammar | Use Common Verbs L. K. q | |
| Speaking & Listening | Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $ILP4$ | |
| to Demonstrate Knowledge | State, Clarify, and Support Ideas in a Constructive Conversation | |

Spelling Words

| | yam | |
|------------|-------|--|
| | yip | |
| | yes | |
| Words with | yap | |
| Initial y | yet | |
| 1.0 | come* | |
| | here* | |

^{*} High-Frequency Words

word = where a word is explicitly taught word1 = unit number in which a word was previously taught word = subsequent appearance/s of a word (1) = page number on which word appears in selection

Vocabulary

| General Academic Listening & Speaking | Weather and Seasons celebrate ⁷ (12) fewest (11) ruin (7) |
|--|---|
| (Tier 2) | "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) |

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 2 Comprehensive Literacy Planner

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

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|--|---|--|---|
| Read-Aloud (10 min.) | Choose a recommended | trade book or a selection fror | n the Read-Aloud Handbool | k. | |
| | Build Reading Foundations "Fall" RF. K. Ib | Build Reading Foundations "Fall" C.K.2 | Build Reading Foundations "Spring Is Coming" RIRL.K.10 | Build Reading Foundations "Spring Is Coming" | Build Reading Foundations: Poetry Out Loud! "Snow City" RL. K |
| Metacognitive, Comprehension, Vocabulary, Concepts About | Phonics and Word Study: Focus Skill: y /y/ RF. K. 3ald | Phonics and Word Study: Focus Skill: y/y/ RF.K.3a/d 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 | Phonics and Word Study: Review and Monitor Progress RF.K.ac RF. |
| Print, Fluency, & Phonological Awareness/ Phonics Lessons (45–60 MIN.) | First Reading: Apply Strategies to Learn About Weather and the Seasons | Recognize Informational Text Features: Captions RI.K.9 | Describe the RL K Relationship Between the Illustrations and the Text RL RL.K | and Retell Key Details | Identify Similarities and Differences Between Two Texts on the Same Topic RT.K.9/TL |
| (45 66 iiiii.) | TLP.4 | RI.K.9 RIIRL, K.10 | Build Vocabulary: Distinguish Shades of Meaning Among Verbs | 10 RI.K.2 | Build Knowledge: Weather and Seasons Add to the Blueprint |
| Small-Group Reading | Build fluency using the Revisit complex read-ale | ors and strategies using small decodable readers or reader's | s theater scripts and Reader | | |
| Independent Reading & Conferring | Confer with a few stude | e: read independently to build v nts on their text selections, ap nt suggestions (including the | pplication of strategies, and/ | | oment. |
| Writing and Language Lessons (20 MIN.) | Shared Research Report: Draft CK.5 Grammar: Use C.K.2 Common Verbs L.K.19 | Shared Research Report: Add a Title and Conclusion C. K.5 Grammar: Use C. K.2 Common Verbs L. K.19 | Shared Research Report: Revise and Expand C.K.5 Grammar: Use K.2 Common Verbs L.K.19 | Shared Research Report: Add Visual Support C. K.5 Grammar: Use Common Verbs L.K. Q | Shared Research Report: Focus on Writer's Craft—Word Choice Grammar: Use Common Verbs |
| Independent Writing & Conferring | Provide time for independ | dent writing and conferring d | | ng block. | |
| Assessment 🗸 | | ss using the informal assessm sment at the end of the week | | sson. | |

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

| | CAP: Recognize Sequential Order of Pages RF. K. G | |
|---|--|------------------------------------|
| Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency | CAP: End Punctuation RF, 2b | |
| | PA: Phoneme Blending RF. K2C | |
| | 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/a | |
| | Phonics: y /y/; Word Family -ap | |
| | Phonics: v /v/, qu /kw/; Word Family -ick RF, K, 3 a la | 1 |
| | Fluency: Pause at Full Stops RF. K. 49 | |
| Metacognitive & Fix-Up | Apply Strategies RIRL, K, 10 | |
| | Identify and Describe Story Characters, Setting and Major Events | 1 |
| Comprehension to Build Knowledge | Retell Familiar Stories Including Key Details | |
| | Compare and Contrast the Adventures and Experiences of Characters RL.K.9 | |
| Vocabulary | Distinguish Shades of Meaning Among Verbs | 1 |
| Writing | Process Writing: Shared Research Report | |
| | Produce and Expand Complete Sentences; Use Common Verbs L.K.le /L.K.la | |
| Grammar | Use Common Verbs | |
| Speaking & Listening | Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions | |
| to Demonstrate Knowledge | State, Clarify, and Support Ideas in a Constructive Conversation | |
| | | The garden and control of the con- |

Spelling Words

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

^{*} High-Frequency Words

word = where a word is explicitly taught word1 = unit number in which a word was previously taught

word = subsequent appearance/s of a word in a unit

word (1) = page number on which word appears in selection

Vocabulary

| General Academic Listening & Speaking (Tier 2) | Two Wool Gloves grumbled (5) peeked² (5) realized⁴ (30) shield himself (23) shivered² (23) space¹ (16) squeaked (6) "Rain, Rain, Stay a Day" replied⁴ (31) |
|---|---|
| Domain-Specific Listening & Speaking (Tier 3) | Two Wool Gloves shelter¹ (3) snowstorm (3) |

Week 3 Comprehensive Literacy Planner

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

| | 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 | Build Reading Foundations "Hide- and-Seek in Fall" RF. K. 19 | Build Reading Foundations "Hide- and-Seek in Fall" RF, 2b / C. K. 2 | Build Reading Foundations "Rain, Rain, Stay a Day" RF. K. q | Build Reading Foundations "Rain, Rain, Stay a Day" L.K. Q | Build Reading Foundations: Poetry Out Loud! "Snow City" | | |
| | 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. Kr3a/d | 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/a | Phonics and Word Study: Review and Monitor Progress | | |
| | First Reading: Apply Strategies to Learn About Weather and Seasons | Retell Familiar Stories Including Key Details | Find Text Evidence: Identify and Describe Characters, Setting, and Major Events | Compare and Contrast the Adventures of Characters in Stories | Demonstrate Knowledge: Weather and Seasons | | |
| | TLP4 | RL.K.2 | RL, K.3 | RL.K.9 | Complete the Blueprint | | |
| | _1-1-1 | | Build Vocabulary: Distinguish Shades of Meaning Among Verbs L.K. 9 | | | | |
| Small-Group Reading | Meet with small groups of students to: Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. See additional small-group suggestions on the Unit Foldout. 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. | | | | | | |
| Independent Reading & Conferring | | | | | | | |
| Writing and Language Lessons (20 MIN.) | Shared Research Report: Focus on Writer's Craft— Linking Words Grammar: Produce and Expand Complete Sentences | Complete Sentences | Shared Research C.K. Report: Publish C.K. Grammar: Produce and Expand Complete Sentences L.K.le | Shared Research CK! Report: Publish CK! Grammar: Use Common Verbs | Shared Research Report: Share C.K. Grammar: Use C.I Common Verbs L.K.le | | |
| 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. | | | | | | |