Fecontial Standards .	REK.1 RLK.1 RLK.1 HWK C.K.3 LK.1	RL.K.3 RI.K.2	RF.K.3 RL.K.9 RI.K.3	RI.K.9		Supporting Standards:		RFK.4 RL.K.4 C.K.1 L.K.5	RL.K.7 RI.K.7	RL.K.10 RI.K.8	RI.K.10	
				Unit 3 Economics and Physical Sciences			Approximately 36 Days					
		ш	18	25		ш	2	6	16	23		
		F	17	24		F	1	8	15	22		
	April	Ν	16	23	Мау	Μ	30	7	14	21	28	
		F	15	22		ı	59	9	13	20	27	
		Σ	14	21		Σ	28	5	12	19	26	

Grade K Unit 9

Strategies and Skills to Build Knowledge

			Week	Week	Week	Assessed Skills
	RF.K.1b	CAP: Words Made of Letters	•			
	RF.K.1a	CAP: Directionality: Return Sweep		•		
	RF.K.1b	CAP: Relationship Between Spoken and Written Words			•	
Foundational Skills:	RF.K.2d	PA: Phoneme Isolation	•	•	•	
• Concepts	RF.K.2c	PA: Phoneme Blending	•	•	•	
About	RF.K.2c	PA: Phoneme Segmentation	•	•	•	
Print (CAP)	RF.K.2e	PA: Phoneme Substitution	•	•	•	
• Phonological	RF.K.2e	PA: Phonemic Manipulation	•	•	•	
Awareness	RF.K.3a&d	Phonics: x /ks/ (final) and z /z/; Word Family -ock	•	•	•	✓
(PA) • Phonics	RF.K.3a&d	Phonics: long a (a_e); Word Family -ame		•		✓
• Fluency	RF.K.3b&d	Phonics: long o (o_e); Word Family -ope			•	✓
-	RF.K.3a	Phonics: Review v /v/ (initial) and q /kw/	•			
	RF.K.4a	Fluency: Accuracy	•			
	RF.K.4a	Fluency: Intonation and Inflection		•		
	RF.K.4a	Fluency: Expression			•	
Metacognitive & Fix-Up	RL/RI.K.10	Apply Strategies	•	•	•	
	RL.K.3	Identify and Describe Story Characters, Setting, and Major Events	•		•	1
	RI.K.7	Describe the Relationship Between the Illustrations and the Text	•	•	•	✓
Comprehension to Build Knowledge	RI.K.7	Identify Parts and Features of a Book (Labels, Illustrations, Captions)		•		
Knowledge	RI.K.8	Identify the Reasons an Author Gives to Support Points	•	•		1
	RL.K.9	Compare and Contrast the Adventures and Experiences of Characters			•	
	RI.K.2	Identify the Main Topic and Retell Key Details of a Text		•		HEADERS ENDO SAN
Vocabulary	L.K.5a	Sort Words Into Categories	•	•	•	✓
Writing	C.K.1	Process Writing: Opinion	•	•	•	
Grammar	L.K.1e	Produce and Expand Complete Sentences	•		•	
	L.K.1c	Understand and Use Question Words		•	•	
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.

Strategies and Skills to Build Knowledge

Grade K Unit 10

			1	ı	1 1	i
			Week	Week 2	Week 3	Assessed Skills
	RF.K.1b	CAP: Words Made of Letters	•			_
	RF.K.1b	CAP: Spoken Words Match Written Words		•		
	L.K.2	CAP: End Punctuation	•			
	RF.K.1a	CAP: Directionality: Return Sweep		•		
	RF.K.1a	CAP: Pages Follow a Sequential Order			•	
Foundational Skills:	RF.K.2d	PA: Phoneme Isolation	•	•	•	
Concepts About Print	RF.K.2e	PA: Phoneme Addition	•			
(CAP)	RF.K.2c	PA: Phoneme Blending	•	•	•	
Phonological	RF.K.2c	PA: Phoneme Segmentation	•	•	•	
Awareness (PA) • Phonics	RF.K.2e	PA: Phoneme Deletion		•	•	
• Fluency	RF.K.2e	PA: Phonemic Manipulation	•	•	•	
	RF.K.2e	PA: Phoneme Substitution	•	•	•	
	RF.K.3b&d	Phonics: Long i; Word Family -ide	•	•	•	1
	RF.K.3b&d	Phonics: Long u (final -e); Words with Final _o		•	•	1
	RF.K.3b&d	Phonics: Long e (final -e); Words with Final _e			0	1
	RF.K.3b	Phonics: Review Long o	•	•	•	
	RF.K.4a	Fluency: Inflection/Intonation; Stress	•			
	RF.K.4a	Fluency: Pacing		•		
	RF.K.4a	Fluency: Expression			•	
Metacognitive & Fix-Up	RI.K.10	Apply Strategies	•	•	•	1
	RI.K.7	Describe the Relationship Between Illustrations and Text	•	•	•	1
Comprehension to	RI.K.9	Identify Similarities and Differences Between Two Texts on Same Topic	•	•	•	
Build Knowledge	RI.K.3	Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text		•		✓
	RI.K.8	Identify the Reasons an Author Gives to Support Points		•		
	RI.K.5 & 7	Identify Parts and Features of a Book		•	•	1
	L.K.5b	Relate Words to Their Opposites	•			1
Vocabulary	L.K.4c	Identify Real-Life Connections Between Words and Their Use		•	•	V
\A/-!4!	C.K.3	Process Writing: Poetry	•	•		
Writing	C.K.6	Writing Reflection			•	
	L.K.1e	Produce and Expand Complete Sentences	•		•	
Grammar	L.K.1d	Use Prepositions		•	•	
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 RF. K. 1D	
PA: Phoneme Isolation $RFK2d$	
PA: Phoneme Blending RF. K. 2C	
PA: Phoneme Substitution RF.K. Ze	
PA: Phoneme Deletion $RF, K, 2e$	
PA: Phonemic Manipulation RF. K. 2 e	
Phonics: x /ks/ (final) and z /z/; Word Family -ock RF. K 3ald	1
Phonics: v /v/ (initial) and qu /kw/ RF.K3.a.	
Fluency: Accuracy RF. K. 49	
Apply Strategies RIIRL. K.10	
Identify and Describe Story Characters, Setting, and Major Events RL,K . 3	1
Describe the Relationship Between the Illustrations and the Story $\mathcal{RI}\mathcal{K}$, 7	1
Identify the Reasons an Author Gives to Support Points \mathcal{RI} . \mathcal{KS}	1
Sort Words Into Categories 2.16.59	1
Process Writing: Opinion $C.K.I$	
Produce and Expand Complete Sentences \angle . \angle . \angle .	
Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions $ILP4$	
State, Clarify, and Support Ideas in a Constructive Conversation $ILP4$	
	PA: Phoneme Isolation RF K, 2d PA: Phoneme Blending RF. K, 2e PA: Phoneme Deletion RF. K, 2e PA: Phonemic Manipulation RF. K, 2e Phonics: x /ks/ (final) and z /z/; Word Family -ock Phonics: v /v/ (initial) and qu /kw/ RF. K3a Fluency: Accuracy Apply Strategies RI/RL, K-/O Identify and Describe Story Characters, Setting, and Major Events Describe the Relationship Between the Illustrations and the Story RI.K.7 Identify the Reasons an Author Gives to Support Points RF. K. 3 Process Writing: Opinion C. K. I Produce and Expand Complete Sentences Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions ILD 4

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

Spelling Words

	zap
	zip
	fox
	mix
Words with	six
x, z	wax
	box
	my*
	to*

^{*} 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

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)	"A Gift for Mom" prouds (41) resourceful (38) "My Choices" choice (2)
Domain-Specific Listening & Speaking (Tier 3)	"Firefighters at Work" gear (35) shift (35) "A Gift for Mom" earn (38) money (38) need (41) wanted (38) "Three Jars" money (4) save (4)

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 make choices?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended	trade book or a selection from	m the Read-Aloud Handbook.		
	Introduce the Knowledge Focus: Meeting Our Needs and Wants TLP+ Introduce the Blueprint	Build Reading Foundations "My Choices" RF.K. 3ald L.K.5b	Build Reading Foundations "Three Jars" RF. K.I C	Build Reading Foundations "Three Jars" L.K.Hb RF.K.3 ald	Build Reading Foundations: Poetry Out Loud! "Covers" 尺下、 K. みa
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency,	Build Reading Foundations "My Choices" RF. K.2C	Phonics and Word Study: Focus Skill: x/ks/, z/z/ RF.K.3add RF.K.2c Describe the	Phonics and Word Study: Focus Skill: x/ks/, z/z/ C.K. 2 RF.K. 2e	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF. K. 3a/a	Phonics and Word Study: Review and Monitor Progress P.F. K. 2C
& Phonological Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: Focus Skill: x/ks/, z/z/ RF. K. 3 a c First Reading: Apply Strategies to Learn Why People Choose the Work They Do	Describe the Relationship Between the Illustrations and Text RI.K.7 RI/RL.K./0	Identify the Reasons an Author Gives to Support Points R.I., K., 8 R.I., K., 2 Build Vocabulary: Sort Words into Categories L.K.5	First Reading: Apply Strategies to Describe Why People Work RL.K.3 TLPH	Identify and Describe Story Characters, Setting, and Major Events RL. K. 3 RL/RL, K. /O Build Knowledge: Meeting Our Needs and Wants
	RIPL.K.ID		2,10		Begin the Blueprint
Small-Group Reading	Build fluency using the Revisit complex read-alc	ors and strategies using small decodable readers or reader's	l-group texts and teacher's gu s theater scripts and Reader's		
Independent Reading & Conferring	During Independent tim • Ensure that all students • Confer with a few stude	e: read independently to build v nts on their text selections, ap	volume and stamina.	r foundational skills developme) on the Unit Foldout.	ent.
Writing and Language Lessons (20 MIN.)	Opinion Process Writing: Brainstorm C.K. Grammar: Produce and Expand Complete Sentences L.K.L.	Opinion Process Writing: Plan- C・火・/ Choose an Opinion Grammar: Produce and Expand ノ・人・/e Complete Sentences	Opinion Process Writing: Plan-List Reasons C.K./ Grammar: Produce and Expand Complete Sentences L.K.le	Opinion Process Writing: Draft C. K. / Grammar: Produce and Expand Complete Sentences L.K./e	Opinion Process Writing: Draft C., Grammar: Produce and Expand Complete Sentences L.K.
independent Writing & Conferring	Provide time for independ	dent writing and conferring d	uring the small-group reading	block.	
Assessment 🎻		ss using the informal assessm sment at the end of the week	ent opportunities in each less	on.	

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Directionality: Return Sweep $RF. K. /g$	
	PA: Phoneme Isolation $RF.K.2d$	
Foundational Chilles	PA: Phoneme Blending $RF.K.2C$	
Foundational Skills: Concepts About Print (CAP)	PA: Phoneme Deletion PF. K. 2e	
• Phonological Awareness (PA)	PA: Phoneme Substitution $RF.K.2e$	
Phonics Fluency	PA: Phonemic Manipulation RF/K 2e	
Timency	Phonics: x /ks/ (final) and z /z/; Word Family -ock RF. K. 3 ald	1
	Phonics: long a (a_e); Word Family -ame RF. K 3 ald	1
	Fluency: Intonation and Inflection $RF.R.Hg$	
Metacognitive & Fix-Up	Apply Strategies RIIRL, K.10	
	Describe the Relationship Between the Illustrations and the Story $\mathcal{RI},\mathcal{K},\mathcal{T}$	1
Comprehension	Identify Parts and Features of a Book (Labels, Illustrations, Captions) $RI.K.7$	
to Build Knowledge	Identify the Reasons an Author Gives to Support Points $RIKS$	1
	Identify the Main Topic and Retell Key Details of a Text $RI.K.2$	
Vocabulary	Sort Words Into Categories $L.K.5g$	1
Writing	Process Writing: Opinion C.K.	
Grammar	Understand and Use Question Words	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $\mathcal{T}_{1} \not P \not 4$	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

Spelling Words

Words with long a (a_e)	cake fade came	late wave rake
10118 11 (11_0)	Jane	of*
	sale	what*

^{*} 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

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

	Needs and Wants	
	afford (12)	
	choices (12)	
	communities ³ (11)	
	food ¹ (6)	
	money (10)	
	need (4)	
	price (12)	
Domain-Specific	purchase (13)	
Listening &	safe³ (7)	
Speaking	save (13)	
(Tier 3)	shelter¹ (4)	
	survive ¹ (4)	
	want (4)	
	water' (6)	
	"Meeting Needs in Different Ways"	
	needs (8)	
	water¹ (8)	

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: Why do we make choices?

***************************************	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended tr	ade book or a selection fron	n the Read-Aloud Handbook	L	
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/ Phonics Lessons (45-60 MIN.)	Build Reading Foundations "Tiny Tim" RF.K.19 Phonics and Word Study: Focus Skill: Long a (final -e) RF,K.2d First Reading: Apply Strategies to Distinguish Between Needs and Wants ILP4 RTIRL.K.10	Build Reading Foundations "Tiny Tim" RF. K. 3 ald Phonics and Word Study: Focus Skill: Long a (final-e) RF. K. 2 G Recognize Informational Text Features: Captions, Labels, and Illustrations RI. K. 7	Build Reading Foundations "Meeting Needs in Different Ways" RF.K.19 Phonics and Word Study: Focus Skill: Long a (final -e) C.K.2 Find Text Evidence: Identify the Reasons an Author Gives to Support Points RI.K.8 Build Vocabulary: Sort Words into Categories L.K.59	Build Reading Foundations "Meeting Needs in Different Ways" RF.K. Bafd Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K., 3a, Make Connections Between the Illustrations and Text RI.K.7	Build Reading Foundations: Poetry Out Loud! "Covers" RF. K. G Phonics and Word Study: Review and Monitor Progress A RF. K. 2e Identify the Main Topic and Retell Key Details RJ. K Build Knowledge: Meeting Our Needs and Wants Add to the Blueprint
Small-Group Reading	Build fluency using the do Revisit complex read-alou	rs and strategies using small ecodable readers or reader's		uides. s Theater Handbook lessons.	
Independent Reading & Conferring	Confer with a few student	ead independently to build v ss on their text selections, ap		or foundational skills develop t) on the Unit Foldout.	ment.
Writing and Language Lessons (20 MIN.)	Opinion Process Writing: Draft Grammar: Use Question Words— Who, What, Where, Why, When, How	Opinion Process Writing: Draft a Title and Conclusion Grammar: Use Question Words— Who, What, Where, Why, When, How	Opinion Process Writing: Revise and Expand C.K./ Grammar: Use Question Words— Who, What, Where, Why, When, How	Opinion Process Writing: Revise and Expand C, K, / Grammar: Use Question Words— Who, What, Where, Why, When, How	Opinion Process Writing: Revise and Expand Grammar: Use Question Words— Who, What, Where, Why, When, How
Independent Writing & Conferring	Provide time for independe		レババロC uring the small-group readin	L.K.1c g block.	L.K.Ic
Assessment		using the informal assessmonent at the end of the week	ent opportunities in each les	son.	

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Relationship Between Spoken and Written Words $RF.K./D$	
	PA: Phoneme Isolation $RF.K.2d$	
Foundational Skills:	PA: Phoneme Blending $RF, K, 2C$	
Concepts About Print (CAP)	PA: Phoneme Deletion RF. K, 2e	
Phonological Awareness (PA)	PA: Phoneme Substitution $RF, K, 2e$	
Phonics Fluency	PA: Phonemic Manipulation $RF.K.2e$	
,	Phonics: x /ks/ (final) and z /z/; Word Family -ock RF. K. 3a /d	1
	Phonics: long o (o_e); Word Family -ope RF.K. 3bd	1
	Fluency: Expression RF. K. Hg	
Metacognitive & Fix-Up	Apply Strategies RIIRL, K.10	
	Identify and Describe Story Characters, Setting, and Major Events RLR 3	1
Comprehension to Build Knowledge	Describe the Relationship Between Illustrations and the Story RIK. 7	1
•	Compare and Contrast the Adventures and Experiences of Characters $\mathcal{R} \mathcal{L}.\mathcal{K}.9$	1
Vocabulary	Sort Words Into Categories $\angle K.5g$	1
Writing	Process Writing: Opinion C , K .	
	Produce and Expand Complete Sentences L.K. /e	
Grammar	Understand and Use Question Words $\angle . K. / C$	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions $\mathcal{I} \mathcal{L} \mathcal{P} \mathcal{A}$	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation $ILP4$	

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

Spelling Words

joke me* my*

^{*} 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

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)	Jaylen's Juice Box replied ⁴ (7)
Domain-Specific Listening & Speaking (Tier 3)	Jaylen's Juice Box change (10) customers (7) business (9) orders (10) "What Do I Want?" need (10) want (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 make choices?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended	trade book or a selection fro	m the Read-Aloud Handboo	ık.	
	Build Reading Foundations "What Do I Want?" RF.K.//	Build Reading Foundations "What Do I Want?" RF. K. 3b/d	Build Reading Foundations "Choose Happiness" RF. K. /b	Build Reading Foundations "Choose Happiness"	Build Reading Foundations: Poetry Out Loud! "Covers" RF. K. 3
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency,	Phonics and Word Study: Focus Skill: Long o RF, K, 36/ RF, K, 2d	DEVOd.	Phonics and Word Study: Focus Skill: Long o (final -e) X.3	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF. K, 3b	Phonics and Word Study: Review and Monitor Progress A.F. K. 2 e
& Phonological Awareness/ Phonics Lessons (45–60 MIN.)	First Reading: Apply Strategies to Learn About Earning Money	Identify and Describe Story Characters, Setting, and Major Events	Find Text Evidence: Compare and RL K Contrast the Adventures of	Describe the	Demonstrate Knowledge: Meeting Our Needs and Wants
(43 do min.)	RL.K.3 RI/RL.K.10	The state of the s	Characters in Stories Build Vocabulary: Sort Words into Categories	and Text RI.K.7	Complete the Blueprin
Small-Group Reading	Build fluency using the c Revisit complex read-alc	ors and strategies using smal decodable readers or reader	→ K · 59 Il-group texts and teacher's p 's theater scripts and Reader	guides.	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	oplication of strategies, and/		opment.
Writing and Language Lessons (20 MIN.)	Opinion Process C, K, Writing: Focus on Writer's Craft-Voice Grammar: Produce and Expand Complete Sentences L.K.le	Writing: Edit CK./ Grammar: Produce and Expand Complete Sentences	Opinion Process Writing: Edit C. K. / Grammar: Produce and Expand Complete Sentences L. K. le	Opinion Process Writing: Publish Grammar: C.K./ Understand and Use Question Words L.K./e	Opinion Process Writing: Share C, K Grammar: Understand and Use Question Words L.K.le
Independent Writing & Conferring		ent writing and conferring d			
Assessment 🎺		s using the informal assessm sment at the end of the week		sson.	

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Words Made of Letters RF.K. /b	
Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA)	CAP: End Punctuation $\angle . K. 2$	
	PA: Phoneme Isolation $RF.K.2d$	
	PA: Phoneme Addition $RF.K.2e$	
	PA: Phoneme Blending $RF.K.2c$	
	PA: Phoneme Segmentation $RF.K.2c$	
Phonics Fluency	PA: Phonemic Manipulation $RF, K, 2e$	
- Fruency	PA: Phoneme Substitution $RF.K.2e$	
	Phonics: Long i; Word Family -ide RF, K, 3b/d	1
	Phonics: Review Long o RF. K. 3b	
	Fluency: Inflection/Intonation; Stress RF. K. Hg	
Metacognitive & Fix-Up	Apply Strategies $RIKID$	
Comprehension	Describe the Relationship Between Illustrations and Text $RIR RIR RIR RIR RIR RIR RIR RIR RIR RI$	1
to Build Knowledge	Identify Similarities and Differences Between Two Texts on Same Topic RIK. 9	
Vocabulary	Relate Words to Their Opposites L.K.5b	1
Writing	Process Writing: Poetry	
Grammar	Expand Complete Sentences L. K. Je	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions $TLP4$	
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

bike dive hide kite line nine ride time put* want*

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

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

^{*} High-Frequency Words

Week 1 Comprehensive Literacy Planner

Essential Question: What makes things move?

	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 ILPH Knowledge Focus: Forces and Motion	Build Reading Foundations "The Elephant Goes"	Build Reading Foundations "Stretching Fun"	Build Reading Foundations "Stretching Fun"	Build Reading Foundations: Poetry Out Loud! "The	
	Introduce the Blueprint	C.K.Z.	R1.K.10	RLK.2	Swing" RF.K.29	
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency,	Build Reading Foundations "The Elephant Goes" RF.K.//	Phonics and Word Study: Focus Skill: Long i (fina) -e) RF.K. RF.K.2C 3b	Phonics and Word Study: Focus Skill: Long i (final -e) R.F. K., 2d /CK. 2	Phonics and Word Study: Apply Phonics and Vocabulary in Context R.F. K. 3b/c	Phonics and Word Study: Review and Monitor Progress	
& Phonological Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: Focus Skill: Long i (final -e) R.F.K.; R.F.K. 3b/d	Describe the Relationship Between Illustrations and Text R.I. K. 7	First Reading: Apply Strategies to Learn About Forces and Motion TLR +	Describe the Relationship Between Illustrations and Text R.5/7	Identify Similarities and Differences Between Two Texts on the Same Topic	
	First Reading:	RI/RL.K.10	Build Vocabulary:		Build Knowledge:	
	Apply Strategies to Understand What		Relate Words to Their Opposites		Forces and Motion Begin the Blueprint	
	Makes Things Move		L.K.Sb		Begin the Blueprint	
Small-Group Reading Independent Reading &	Build fluency using the de Revisit complex read-alou	rs and strategies using small-gecodable readers or reader's adds. suggestions on the Unit Fold	group texts and teacher's guid theater scripts and Reader's T out.			
Conferring	Ensure that all students read independently to build volume and stamina.					
			olication of strategies, and/or desearch and Inquiry Project)		ent.	
Writing and Language Lessons (20 MIN.)	Poetry Process Writing: Introduce the Genre-Sensory Poem C, K, 3 Grammar: Produce and Expand Complete Sentences L, K, P	Poetry Process Writing: Brainstorm Ideas for a Sensory Poem C. K. 3 Grammar: Produce and Expand Complete Sentences / L/ p	Poetry Process Writing: Draft a Sensory Poem C, K, 3 Grammar: Produce and Expand Complete Sentences L.K.le	Poetry Process Writing: Revise a Sensory Poem C. K.3 Grammar: Produce and Expand Complete Sentences L.K./e	Poetry Process Writing: Publish and Share a Sensory Poem Grammar: Produce and Expand Complete Sentences	
Independent Writing & Conferring		Zinic	ring the small-group reading I		Sentences 1, K.le	
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

	CAP: Spoken Words Match Written Words; Return Sweep RF K, //		
Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	CAP: Directionality: Return Sweep RF. K. 19		
	PA: Phoneme Isolation $RF, K, 2d$		
	PA: Phoneme Deletion RF. K. 2e		
	PA: Phoneme Blending RF K.2C		
	PA: Phoneme Segmentation $RF. K. 2c$		
	PA: Phonemic Manipulation $RF.K.2e$		
riacity	PA: Phoneme Substitution RF. K. 2e		
	Phonics: Long i; Word Family -ide $RFK.35/d$	1	
	Phonics: Long u; Words with _o RF K 3bld	1	
	Fluency: Pacing RF. K. 49		
Metacognitive & Fix-Up	Apply Strategies R.I. K. 10		
	Describe the Relationship Between Illustrations and Text \mathcal{RI} . \mathcal{K} . \mathcal{I}	1	
#	Identify Similarities and Differences Between Two Texts on the Same Topic $RI.K.9$		
Comprehension to Build Knowledge	Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text RIK	3	
<u>-</u>	Identify the Reasons an Author Gives to Support Points $RI.K.8$	50	
	Identify Parts and Features of a Book (Table of Contents, Captions, Labels, Illustrations, Glossary)		
Vocabulary	Identify Real-Life Connections Between Words and Their Use \angle , K . $+C$	1	
Writing	Process Writing: Poetry $C, K, 3$		
Grammar	Prepositions \(\alphi.\times\lambda\). \(\alphi.\lambda\)		
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions $IIPH$		
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

Words with Long u (u_e)	cute dune June mute rude	tune cube saw* this*	
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^{*} 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.

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: What makes things move?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended tr	ade book or a selection from	1 the Read-Aloud Handboo	ok.	
	Build Reading Foundations "Count and Move" RF. K. Jb	Build Reading Foundations "Count and Move" C. K. 2	Build Reading Foundations "Yoga For Kids" RF. K. 19	Build Reading Foundations "Yoga For Kids" アム. K. ス	Build Reading Foundations: Poetry Out Loud! "The Swing"
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/ Phonics Lessons (45-60 MIN.)	Phonics and Word Study: Focus Skill: Long u (final -e) RF.K.2d RF.K.3b d First Reading: Apply Strategies to Learn About Forces RI.K.3 RI/RL.K.10	Phonics and Word Study: Focus Skill: Long u (final -e) RF.K. 20 Describe the Relationship Between the Illustrations and Text RI.K.7 RI/RL.K.10	Phonics and Word Study: Focus Skill: Long u (final = e) RF. K. Z Find Text Evidence: Identify the Reasons an Author Gives to Support Points RJ. K. S Build Vocabulary: Identify Real- Life Connections Between Words and Their Use RT. K. H	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3b/c Recognize Informational Text Features: Table of Contents, Introduction, Glossary, Index RI/RL, K.10	Phonics and Word Study: Review and Monitor Progress RF, K2C RF, K3C Identify Similarities and Differences Between Two Texts on the Same Topic Build Knowledge: Forces and Motion Add to the Blueprint
Small-Group Reading	Build fluency using the d Revisit complex read-alor	rs and strategies using small- ecodable readers or reader's	group texts and teacher's theater scripts and Reade	guides. r's Theater Handbook lessons.	
Independent Reading & Conferring	Confer with a few studen	ead independently to build v	plication of strategies, and	I/or foundational skills develop ect) on the Unit Foldout.	oment.
Writing and Language Lessons (20 MIN.)	Poetry Process C.K.3 Writing: Introduce the Genre–Acrostic Poems Grammar: Use Prepositions L.K.Id	Poetry Process C.K.3 Writing: Brainstorm Ideas for an Acrostic Poem Grammar: Use Prepositions L.K./d	Writing: Draft an Acrostic Poem Grammar: Use Prepositions	Poetry Process C.K.3 Writing: Revise an Acrostic Poem Grammar: Use Prepositions L.K./d	Poetry Process C. A. Writing: Publish and Share an Acrostic Poem Grammar: Use Prepositions L. K.
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.				
Assessment 🎺		using the informal assessment at the end of the week.		esson.	

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Pages Follow a Sequential Order RFK/g	
Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency	PA: Phoneme Isolation $RF, K, 2d$	
	PA: Phoneme Deletion $RFKAe$	
	PA: Phoneme Blending RF K 2C	
	PA: Phonemic Manipulation $RFK.2e$	
	PA: Phoneme Substitution RF. K. 2e	
	Phonics: Long i; Word Family -ide $RF, K, 3b/d$	1
,	Phonics: Long u; Words with _o	1
	Phonics: Long e; Words with -e RF. K. 35/0	1
	Phonics: Review Long o RF , K , $3b$	
	Fluency: Expression $RF.K.H_G$	
Metacognitive & Fix-Up	Apply Strategies RIRL, K. 10	
	Describe the Relationship Between Illustrations and Text \mathcal{RI} , \mathcal{K} . \mathcal{T}	1
Comprehension to Build Knowledge	Identify Similarities and Differences Between Two Texts on the Same Topic $RIK.9$	150
•	Identify Parts and Features of a Book (Table of Contents, Captions, Labels, Illustrations, Glossary)	7
Vocabulary	Identify Real-Life Connections Between Words and Their Use 2.K.4c	1
Writing	Writing Reflection C: K, le	
	Writing Reflection C. K. Le Prepositions L. K. Le	
Grammar	Expand Complete Sentences $2.K./e$	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	
Stratogics and chills in and are introduced for th		-

Spelling Words

Words with Long e	Pete	of*
	Steve	put*
	be	saw*
	me	this*
	he	to*
	she	want*
	my*	what*

^{*} 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.

	Motion
	change ⁵ (7)
	direction (10)
Domain-Specific	motion (4)
Listening &	path (10)
Speaking	position (6)
(Tier 3)	pull (13)
	push (13)
	speed (8)

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

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

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

Week 3 Comprehensive Literacy Planner

Essential Question: What makes things move?

	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.						
	Build Reading RF.K. Foundations "The Three Little Pigs Go Out to Play"	Build Reading Foundations C. K. 2 "The Three Little Pigs Go Out to Play"	Build Reading Foundations "The Thirsty Bird Gets a Drink" RF.K. 16	"The Thirsty Bird	Build Reading Foundations: Poetry Out Loud! "The Swing"		
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: Focus Skill: Jong e (final -e, e) KF. K. 2d RF. K. 3b/d	Phonics and Word Study: Focus Skill: long e (final -e) RF.K.2A	Phonics and Word Study: Focus Skill: long e (final -e)	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3b/c	Phonics and Word Study: Review and Monitor Progress RF, K. 2e/RF		
	First Reading: Apply Strategies to Learn About Objects in Motion	Recognize Informational Text Features: Table of Contents RI, K.5 E 7	Find Text Evidence: Identify Similarities and Differences アエん Between Two Texts on the Same Topic	Illustrations and Text	Demonstrate Knowledge: Forces and Motion Complete the Blueprint		
						,	
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.						
Independent Reading & Conferring	During independent time: • Ensure that all students read independently to build volume and stamina. • Confer with a few students on their text selections, application of strategies, and/or foundational skills development. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.						
Writing and Language Lessons (20 MIN.)	Writing Reflection: Narrative Writing Grammar: Use Prepositions L.K./d	Writing Reflection: Informative/ C, K, 2 Explanatory Writing Grammar: Use Prepositions L. K. Id	Writing Reflection: Opinion Writing Grammar: Produce and Expand Complete Sentences	Writing Reflection: Poetry Writing 16.3 Grammar: Produce and Expand Complete Sentences	Writing Reflection: Share Writing TLP Grammar: Produce and Expand Complete Sentences L.K.19		
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.						