

| April | | | | |
|-------|----|----|----|----|
| M | T | W | T | F |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| May | | | | |
| M | T | W | T | F |
| 28 | 29 | 30 | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | | |

**Unit 5
Economics and Physical Sciences**

Approximately 36 Days

Essential Standards :

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

Supporting Standards:

| | | | | |
|--------|---------|---------|-------|-------|
| RF.K.4 | RL.K.4 | RI.K.4 | C.K.1 | L.K.5 |
| | RL.K.7 | RI.K.7 | | |
| | RL.K.10 | RI.K.8 | | |
| | | RI.K.10 | | |

Strategies and Skills to Build Knowledge

Grade K Unit 9

| | | | 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: Directionality: Return Sweep | | • | | |
| | RF.K.1b | CAP: Relationship Between Spoken and Written Words | | | • | |
| | RF.K.2d | PA: Phoneme Isolation | • | • | • | |
| | RF.K.2c | PA: Phoneme Blending | • | • | • | |
| | RF.K.2c | PA: Phoneme Segmentation | • | • | • | |
| | RF.K.2e | PA: Phoneme Substitution | • | • | • | |
| | RF.K.2e | PA: Phonemic Manipulation | • | • | • | |
| | RF.K.3a&d | Phonics: x /ks/ (final) and z /z/; Word Family -ock | • | • | • | ✓ |
| | RF.K.3a&d | Phonics: long a (a_e); Word Family -ame | | • | | ✓ |
| | 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 | • | • | • | |
| Comprehension to Build Knowledge | RL.K.3 | Identify and Describe Story Characters, Setting, and Major Events | • | | • | ✓ |
| | RI.K.7 | Describe the Relationship Between the Illustrations and the Text | • | • | • | ✓ |
| | RI.K.7 | Identify Parts and Features of a Book (Labels, Illustrations, Captions) | | • | | |
| | RI.K.8 | Identify the Reasons an Author Gives to Support Points | • | • | | ✓ |
| | 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 | | • | | |
| 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 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.

Strategies and Skills to Build Knowledge

Grade K Unit 10

| | | 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.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 | | | • | |
| | RF.K.2d | PA: Phoneme Isolation | • | • | • | |
| | RF.K.2e | PA: Phoneme Addition | • | | | |
| | RF.K.2c | PA: Phoneme Blending | • | • | • | |
| | RF.K.2c | PA: Phoneme Segmentation | • | • | • | |
| | RF.K.2e | PA: Phoneme Deletion | | • | • | |
| | RF.K.2e | PA: Phonemic Manipulation | • | • | • | |
| | RF.K.2e | PA: Phoneme Substitution | • | • | • | |
| | RF.K.3b&d | Phonics: Long i; Word Family -ide | • | • | • | ✓ |
| | RF.K.3b&d | Phonics: Long u (final -e); Words with Final _o | | • | • | ✓ |
| | RF.K.3b&d | Phonics: Long e (final -e); Words with Final _e | | | • | ✓ |
| | 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 | • | • | • | |
| Comprehension to Build Knowledge | RI.K.7 | Describe the Relationship Between Illustrations and Text | • | • | • | ✓ |
| | RI.K.9 | Identify Similarities and Differences Between Two Texts on Same Topic | • | • | • | |
| | 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 | | • | • | ✓ |
| Vocabulary | L.K.5b | Relate Words to Their Opposites | • | | | ✓ |
| | L.K.4c | Identify Real-Life Connections Between Words and Their Use | | • | • | ✓ |
| Writing | C.K.3 | Process Writing: Poetry | • | • | | |
| | C.K.6 | Writing Reflection | | | • | |
| Grammar | L.K.1e | Produce and Expand Complete Sentences | • | | • | |
| | L.K.1d | Use Prepositions | | • | • | |
| 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 | |
| | PA: Phoneme Isolation | RF.K.2d | |
| | PA: Phoneme Blending | RF.K.2c | |
| | PA: Phoneme Substitution | 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 | RF.K.3a/d | ✓ |
| | Phonics: v /v/ (initial) and qu /kw/ | RF.K.3a | |
| | Fluency: Accuracy | 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 | ✓ |
| | Describe the Relationship Between the Illustrations and the Story | RI.K.7 | ✓ |
| | Identify the Reasons an Author Gives to Support Points | RI.K.8 | ✓ |
| Vocabulary | Sort Words Into Categories | L.K.5a | ✓ |
| Writing | Process Writing: Opinion | C.K.1 | |
| 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 Peer Discussions | ILP4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation | ILP4 | |

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

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

Spelling Words

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

* 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) | "A Gift for Mom" proud ⁶ (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) |

Week 1 Comprehensive Literacy Planner

Essential Question: Why do we make choices?

Phonics and Word Study
Comprehension
Writing & Language

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|---|---|---|---|
| Read-Aloud (10 MIN.) | Choose a recommended trade book or a selection from the Read-Aloud Handbook. | | | | |
| Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/ Phonics Lessons (45–60 MIN.) | <p>Introduce the Knowledge Focus: Meeting Our Needs and Wants ILP4</p> <p>Introduce the Blueprint</p> <p>Build Reading Foundations "My Choices" RF.K.2c</p> <p>Phonics and Word Study: Focus Skill: x /ks/, z /z/ RF.K.3a/d RF.K.2c</p> <p>First Reading: Apply Strategies to Learn Why People Choose the Work They Do RI/RL.K.10</p> | <p>Build Reading Foundations "My Choices" RF.K.3a/d L.K.5b</p> <p>Phonics and Word Study: Focus Skill: x /ks/, z /z/ RF.K.3a/d RF.K.2c</p> <p>Describe the Relationship Between the Illustrations and Text RI.K.7 RI/RL.K.10</p> | <p>Build Reading Foundations "Three Jars" RF.K.1c</p> <p>Phonics and Word Study: Focus Skill: x /ks/, z /z/ C.K.2 RF.K.2e</p> <p>Identify the Reasons an Author Gives to Support Points RI.K.8 RI.K.2</p> <p>Build Vocabulary: Sort Words into Categories L.K.5</p> | <p>Build Reading Foundations "Three Jars" L.K.4b RF.K.3a/d</p> <p>Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.K.3a/d</p> <p>First Reading: Apply Strategies to Describe Why People Work RL.K.3 ILP4</p> | <p>Build Reading Foundations: Poetry Out Loud! "Covers" RF.K.2a</p> <p>Phonics and Word Study: Review and Monitor Progress RF.K.2c</p> <p>Identify and Describe Story Characters, Setting, and Major Events RL.K.3 RI/RL.K.10</p> <p>Build Knowledge: Meeting Our Needs and Wants</p> <p>Begin the Blueprint</p> |
| Small-Group Reading | <p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. <p>See additional small-group suggestions on the Unit Foldout.</p> | | | | |
| Independent Reading & Conferring | <p>During Independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skills development. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p> | | | | |
| Writing and Language Lessons (20 MIN.) | <p>Opinion Process Writing: Brainstorm C.K.1</p> <p>Grammar: Produce and Expand Complete Sentences L.K.1e</p> | <p>Opinion Process Writing: Plan—Choose an Opinion C.K.1</p> <p>Grammar: Produce and Expand Complete Sentences L.K.1e</p> | <p>Opinion Process Writing: Plan—List Reasons C.K.1</p> <p>Grammar: Produce and Expand Complete Sentences L.K.1e</p> | <p>Opinion Process Writing: Draft C.K.1</p> <p>Grammar: Produce and Expand Complete Sentences L.K.1e</p> | <p>Opinion Process Writing: Draft C.K.1</p> <p>Grammar: Produce and Expand Complete Sentences L.K.1e</p> |
| Independent Writing & Conferring | Provide time for independent writing and conferring during the small-group reading block. | | | | |
| Assessment ✓ | Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week. | | | | |

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

| | | | |
|--|--|------------|---|
| Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency | CAP: Directionality: Return Sweep | RF.K.1a | |
| | PA: Phoneme Isolation | RF.K.2d | |
| | PA: Phoneme Blending | RF.K.2c | |
| | PA: Phoneme Deletion | RF.K.2e | |
| | PA: Phoneme Substitution | RF.K.2e | |
| | PA: Phonemic Manipulation | RF.K.2e | |
| | Phonics: x /ks/ (final) and z /z/; Word Family -ock | RF.K.3a/d | ✓ |
| | Phonics: long a (a_e); Word Family -ame | RF.K.3a/d | ✓ |
| | Fluency: Intonation and Inflection | RF.K.4g | |
| Metacognitive & Fix-Up | Apply Strategies | RI/RL.K.10 | |
| Comprehension to Build Knowledge | Describe the Relationship Between the Illustrations and the Story | RI.K.7 | ✓ |
| | Identify Parts and Features of a Book (Labels, Illustrations, Captions) | RI.K.7 | |
| | Identify the Reasons an Author Gives to Support Points | RI.K.8 | ✓ |
| | Identify the Main Topic and Retell Key Details of a Text | RI.K.2 | |
| Vocabulary | Sort Words Into Categories | L.K.5g | ✓ |
| Writing | Process Writing: Opinion | C.K.1 | |
| Grammar | Understand and Use Question Words | L.K.1c | |
| 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 long a (a_e) | cake | late |
| | fade | wave |
| | came | rake |
| | Jane | of* |
| | sale | 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.

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

Week 2 Comprehensive Literacy Planner

Essential Question: Why do we make choices?

| |
|------------------------|
| 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 “Tiny Tim” <i>RF.K.1g</i> Phonics and Word Study: Focus Skill: Long a (final -e) <i>RF.K.2d</i> <i>RF.K.2c</i> First Reading: Apply Strategies to Distinguish Between Needs and Wants <i>ILP4</i> <i>RI/RL.K.10</i> | Build Reading Foundations “Tiny Tim” <i>RF.K.3a/d</i> Phonics and Word Study: Focus Skill: Long a (final -e) <i>RF.K.2c</i> <i>RF.K.4g</i> Recognize Informational Text Features: Captions, Labels, and Illustrations <i>RI.K.7</i> | Build Reading Foundations “Meeting Needs in Different Ways” <i>RF.K.1g</i> Phonics and Word Study: Focus Skill: Long a (final -e) <i>C.K.2</i> Find Text Evidence: Identify the Reasons an Author Gives to Support Points <i>RI.K.8</i> Build Vocabulary: Sort Words into Categories <i>L.K.5g</i> | Build Reading Foundations “Meeting Needs in Different Ways” <i>RF.K.3a/d</i> Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.K.3a/d</i> Make Connections Between the Illustrations and Text <i>RI.K.7</i> | Build Reading Foundations: Poetry Out Loud! “Covers” <i>RF.K.2a</i> Phonics and Word Study: Review and Monitor Progress <i>RF.K.2e</i> Identify the Main Topic and Retell Key Details <i>RI.K.2</i> Build Knowledge: Meeting Our Needs and Wants Add to the Blueprint |
| Small-Group Reading | Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. Build fluency using the decodable readers or reader’s theater scripts and Reader’s Theater Handbook lessons. Revisit complex read-alouds. See additional small-group suggestions on the Unit Foldout. | | | | |
| Independent Reading & Conferring | During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skills development. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | |
| Writing and Language Lessons (20 MIN.) | Opinion Process Writing: Draft <i>C.K.1</i> Grammar: Use Question Words—Who, What, Where, Why, When, How <i>L.K.1c</i> | Opinion Process Writing: Draft a Title and Conclusion <i>C.K.1</i> Grammar: Use Question Words—Who, What, Where, Why, When, How <i>L.K.1c</i> | Opinion Process Writing: Revise and Expand <i>C.K.1</i> Grammar: Use Question Words—Who, What, Where, Why, When, How <i>L.K.1c</i> | Opinion Process Writing: Revise and Expand <i>C.K.1</i> Grammar: Use Question Words—Who, What, Where, Why, When, How <i>L.K.1c</i> | Opinion Process Writing: Revise and Expand <i>C.K.1</i> Grammar: Use Question Words—Who, What, Where, Why, When, How <i>L.K.1c</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: Relationship Between Spoken and Written Words | RF.K.1b | |
| | PA: Phoneme Isolation | RF.K.2d | |
| | PA: Phoneme Blending | RF.K.2c | |
| | PA: Phoneme Deletion | RF.K.2e | |
| | PA: Phoneme Substitution | RF.K.2e | |
| | PA: Phonemic Manipulation | RF.K.2e | |
| | Phonics: x /ks/ (final) and z /z/; Word Family -ock | RF.K.3a/d | ✓ |
| | Phonics: long o (o_e); Word Family -ope | RF.K.3b/d | ✓ |
| | Fluency: Expression | RF.K.4g | |
| 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 | ✓ |
| | Describe the Relationship Between Illustrations and the Story | RI.K.7 | ✓ |
| | Compare and Contrast the Adventures and Experiences of Characters | RL.K.9 | ✓ |
| Vocabulary | Sort Words Into Categories | L.K.5a | ✓ |
| Writing | Process Writing: Opinion | C.K.1 | |
| Grammar | Produce and Expand Complete Sentences | L.K.1e | |
| | Understand and Use Question Words | L.K.1c | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions | ILP4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation | ILP4 | |

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

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

Spelling Words

| | | |
|--------------------------------|-------|-------|
| Words with Long o (o_e) | rope | here* |
| | home | look* |
| | joke | me* |
| | note | my* |
| | tote | of* |
| | woke | to* |
| | come* | 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.

| | |
|---|--|
| General Academic Listening & Speaking (Tier 2) | Jaylen's Juice Box replied ¹ (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) |

Week 3 Comprehensive Literacy Planner

Essential Question: Why do we make choices?

| |
|------------------------|
| 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 “What Do I Want?” <i>RF.K.1b</i> Phonics and Word Study: Focus Skill: Long o <i>RF.K.3b/d</i> <i>RF.K.2d</i> First Reading: Apply Strategies to Learn About Earning Money <i>RL.K.3</i> <i>RI/RL.K.10</i> | Build Reading Foundations “What Do I Want?” <i>RF.K.3b/d</i> Phonics and Word Study: Focus Skill: Long o (final -e) <i>RF.K.2a</i> <i>RF.K.3b/d</i> Identify and Describe Story Characters, Setting, and Major Events <i>RL.K.3</i> | Build Reading Foundations “Choose Happiness” <i>RF.K.1b</i> Phonics and Word Study: Focus Skill: Long o (final -e) <i>RF.K.3</i> <i>RF.K.2e/b/d</i> Find Text Evidence: Compare and Contrast the Adventures of Characters in Stories <i>RL.K.9</i> Build Vocabulary: Sort Words into Categories <i>L.K.4c</i> <i>L.K.5a</i> | Build Reading Foundations “Choose Happiness” <i>L.K.5</i> Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.K.3b/d</i> Describe the Relationship Between the Illustrations and Text <i>RI.K.7</i> <i>RI/RL.K.10</i> | Build Reading Foundations: Poetry Out Loud! “Covers” <i>RF.K.3a/d</i> Phonics and Word Study: Review and Monitor Progress <i>RF.K.2e</i> Demonstrate Knowledge: Meeting Our Needs and Wants Complete the Blueprint |
| Small-Group Reading | Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. Build fluency using the decodable readers or reader’s theater scripts and Reader’s Theater Handbook lessons. Revisit complex read-alouds. See additional small-group suggestions on the Unit Foldout. | | | | |
| Independent Reading & Conferring | During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skills development. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | |
| Writing and Language Lessons (20 MIN.) | Opinion Process <i>C.K.1</i> Writing: Focus on Writer’s Craft—Voice Grammar: Produce and Expand Complete Sentences <i>L.K.1e</i> | Opinion Process <i>C.K.1</i> Writing: Edit Grammar: Produce and Expand Complete Sentences <i>L.K.1e</i> | Opinion Process <i>C.K.1</i> Writing: Edit Grammar: Produce and Expand Complete Sentences <i>L.K.1e</i> | Opinion Process <i>C.K.1</i> Writing: Publish Grammar: Understand and Use Question Words <i>L.K.1e</i> | Opinion Process <i>C.K.1</i> Writing: Share Grammar: Understand and Use Question Words <i>L.K.1e</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 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 | L.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 | |
| | PA: Phonemic Manipulation | RF.K.2e | |
| | PA: Phoneme Substitution | RF.K.2e | |
| | Phonics: Long i; Word Family -ide | RF.K.3b/d | ✓ |
| | Phonics: Review Long o | RF.K.3b | |
| Fluency: Inflection/Intonation; Stress | RF.K.4a | | |
| Metacognitive & Fix-Up | Apply Strategies | RI.K.10 | |
| Comprehension to Build Knowledge | Describe the Relationship Between Illustrations and Text | RI.K.7 | ✓ |
| | Identify Similarities and Differences Between Two Texts on Same Topic | RI.K.9 | |
| Vocabulary | Relate Words to Their Opposites | L.K.5b | ✓ |
| Writing | Process Writing: Poetry | C.K.3 | |
| Grammar | Expand Complete Sentences | L.K.1e | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions | ILP4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation | ILP4 | |

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

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

Spelling Words

| | |
|--------------------------------|-------|
| Words with Long i (i_e) | bike |
| | dive |
| | hide |
| | kite |
| | line |
| | nine |
| | ride |
| | time |
| | put* |
| | want* |

* 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.

| | |
|--|--|
| Domain-Specific Listening & Speaking (Tier 3) | "The True Story of Balto, the Sled Dog" blizzard ¹ (44) dogsled (44) force (45) relay (44) |
| | "Up in the Air" cool ¹ (47) important ¹ (46) rise (47) sink (47) |

Week 1 Comprehensive Literacy Planner

Essential Question: What makes things move?

- 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: Forces and Motion <i>ILPH</i> | Build Reading Foundations "The Elephant Goes" <i>C.K.2</i> | Build Reading Foundations "Stretching Fun" <i>RL.K.10</i> | Build Reading Foundations "Stretching Fun" <i>RL.K.2</i> | Build Reading Foundations: Poetry Out Loud! "The Swing" <i>RF.K.29</i> |
| | Build Reading Foundations "The Elephant Goes" <i>RF.K.1b</i> | Phonics and Word Study: Focus Skill: Long i (final -e) <i>RF.K.2c 3b</i> | Phonics and Word Study: Focus Skill: Long i (final -e) <i>RF.K.2d/jk.2</i> | Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.K.3b/d</i> | Phonics and Word Study: Review and Monitor Progress <i>RF.K.2c</i> |
| | Phonics and Word Study: Focus Skill: Long i (final -e) <i>RF.K.3b/d</i> | Describe the Relationship Between Illustrations and Text <i>RI.K.7</i> | First Reading: Apply Strategies to Learn About Forces and Motion <i>ILR4</i> | Describe the Relationship Between Illustrations and Text <i>RI.K.5/7</i> | Identify Similarities and Differences Between Two Texts on the Same Topic <i>RI.K.9</i> |
| | First Reading: Apply Strategies to Understand What Makes Things Move | <i>RI/RL.K.10</i> | Build Vocabulary: Relate Words to Their Opposites <i>L.K.5b</i> | | Build Knowledge: Forces and Motion Begin 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.) | Poetry Process Writing: Introduce the Genre—Sensory Poem <i>C.K.3</i> | Poetry Process Writing: Brainstorm Ideas for a Sensory Poem <i>C.K.3</i> | Poetry Process Writing: Draft a Sensory Poem <i>C.K.3</i> | Poetry Process Writing: Revise a Sensory Poem <i>C.K.3</i> | Poetry Process Writing: Publish and Share a Sensory Poem <i>C.K.3</i> |
| | Grammar: Produce and Expand Complete Sentences <i>L.K.1e</i> | Grammar: Produce and Expand Complete Sentences <i>L.K.1e</i> | Grammar: Produce and Expand Complete Sentences <i>L.K.1e</i> | Grammar: Produce and Expand Complete Sentences <i>L.K.1e</i> | Grammar: Produce and Expand Complete Sentences <i>L.K.1e</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 2 Learning Goals

Skills and Strategies to Build Knowledge

| | | | |
|--|--|-----------|---|
| Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency | CAP: Spoken Words Match Written Words; Return Sweep | RF.K.1b | |
| | CAP: Directionality: Return Sweep | RF.K.1a | |
| | 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 | |
| | PA: Phoneme Substitution | RF.K.2e | |
| | Phonics: Long i; Word Family -ide | RF.K.3b/d | ✓ |
| | Phonics: Long u; Words with _o | RF.K.3b/d | ✓ |
| Fluency: Pacing | RF.K.4g | | |
| Metacognitive & Fix-Up | Apply Strategies | RI.K.10 | |
| Comprehension to Build Knowledge | Describe the Relationship Between Illustrations and Text | RI.K.7 | ✓ |
| | Identify Similarities and Differences Between Two Texts on the Same Topic | RI.K.9 | |
| | Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text | RI.K.3 | |
| | Identify the Reasons an Author Gives to Support Points | RI.K.8 | |
| | Identify Parts and Features of a Book (Table of Contents, Captions, Labels, Illustrations, Glossary) | RI.K.5, 7 | ✓ |
| Vocabulary | Identify Real-Life Connections Between Words and Their Use | L.K.4c | ✓ |
| Writing | Process Writing: Poetry | C.K.3 | |
| Grammar | Prepositions | L.K.1d | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions | ILP 4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation | ILP 4 | |

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

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

Spelling Words

| | | |
|--------------------------------|------|-------|
| Words with Long u (u_e) | cute | tune |
| | dune | cube |
| | June | saw* |
| | mute | this* |
| | rude | |

* 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.

| | |
|--|------------------------------|
| Domain-Specific Listening & Speaking (Tier 3) | Forces |
| | electricity ⁵ (9) |
| | force (6) |
| | friction (11) |
| | gravity (10) |
| | machines (8) |
| | motion (6) |
| | opposite (5) |
| | pull (5) |
| | push (4) |

Week 2 Comprehensive Literacy Planner

Essential Question: What makes things move?

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 “Count and Move” <i>RF.K.1b</i> | Build Reading Foundations “Count and Move” <i>C.K.2</i> | Build Reading Foundations “Yoga For Kids” <i>RF.K.1a</i> | Build Reading Foundations “Yoga For Kids” <i>RL.K.2</i> | Build Reading Foundations: Poetry Out Loud! “The Swing” <i>RL.K.4</i> |
| | Phonics and Word Study: Focus Skill: Long u (final -e) <i>RF.K.2d</i> <i>RF.K.3b/d</i> First Reading: Apply Strategies to Learn About Forces <i>RI.K.3</i> <i>RI/RL.K.10</i> | Phonics and Word Study: Focus Skill: Long u (final -e) <i>RF.K.2d</i> <i>RF.K.3b/d</i> Describe the Relationship Between the Illustrations and Text <i>RI.K.7</i> <i>RI/RL.K.10</i> | Phonics and Word Study: Focus Skill: Long u (final -e) <i>RF.K.2e</i> <i>C.K.2</i> Find Text Evidence: Identify the Reasons an Author Gives to Support Points <i>RI.K.8</i> Build Vocabulary: Identify Real-Life Connections Between Words and Their Use <i>RI.K.4</i> | Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.K.3b/d</i> Recognize Informational Text Features: Table of Contents, Introduction, Glossary, Index <i>RI/RL.K.10</i> | Phonics and Word Study: Review and Monitor Progress in Context <i>RF.K.2e</i> <i>RF.K.3b/d</i> Identify Similarities and Differences Between Two Texts on the Same Topic <i>RI.K.9</i> Build Knowledge: Forces and Motion <i>ILP.4</i> 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.) | Poetry Process <i>C.K.3</i> Writing: Introduce the Genre—Acrostic Poems Grammar: Use Prepositions <i>L.K.1d</i> | Poetry Process <i>C.K.3</i> Writing: Brainstorm Ideas for an Acrostic Poem Grammar: Use Prepositions <i>L.K.1d</i> | Poetry Process <i>C.K.3</i> Writing: Draft an Acrostic Poem Grammar: Use Prepositions <i>L.K.1d</i> | Poetry Process <i>C.K.3</i> Writing: Revise an Acrostic Poem Grammar: Use Prepositions <i>L.K.1d</i> | Poetry Process <i>C.K.3</i> Writing: Publish and Share an Acrostic Poem Grammar: Use Prepositions <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. | | | | |

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

| | | | |
|--|--|------------|---|
| Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics • Fluency | CAP: Pages Follow a Sequential Order | RF.K.1g | |
| | PA: Phoneme Isolation | RF.K.2d | |
| | PA: Phoneme Deletion | RF.K.2e | |
| | PA: Phoneme Blending | RF.K.2c | |
| | PA: Phonemic Manipulation | RF.K.2e | |
| | PA: Phoneme Substitution | RF.K.2e | |
| | Phonics: Long i; Word Family -ide | RF.K.3b/d | ✓ |
| | Phonics: Long u; Words with _o | RF.K.3b/d | ✓ |
| | Phonics: Long e; Words with -e | RF.K.3b/d | ✓ |
| | Phonics: Review Long o | RF.K.3b | |
| Fluency: Expression | RF.K.4g | | |
| Metacognitive & Fix-Up | Apply Strategies | RI/RL.K.10 | |
| Comprehension to Build Knowledge | Describe the Relationship Between Illustrations and Text | RI.K.7 | ✓ |
| | Identify Similarities and Differences Between Two Texts on the Same Topic | RI.K.9 | |
| | Identify Parts and Features of a Book (Table of Contents, Captions, Labels, Illustrations, Glossary) | RI.K.5, 7 | ✓ |
| Vocabulary | Identify Real-Life Connections Between Words and Their Use | L.K.4c | ✓ |
| Writing | Writing Reflection | C.K.6 | |
| Grammar | Prepositions | L.K.1d | |
| | Expand Complete Sentences | L.K.1e | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in a Range of Whole-Class, Small-Group, and Peer Discussions | ILP4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation | ILP4 | |

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

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

Spelling Words

| | | |
|--------------------------|-------|-------|
| Words with 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.

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

Week 3 Comprehensive Literacy Planner

Essential Question: What makes things move?

Phonics and Word Study
Comprehension
Writing & Language

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|--|--|
| Read-Aloud (10 MIN.) | Choose a recommended trade book or a selection from the Read-Aloud Handbook. | | | | |
| Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/ Phonics Lessons (45–60 MIN.) | Build Reading Foundations "The Three Little Pigs Go Out to Play" <i>RF.K.1a</i> | Build Reading Foundations "The Three Little Pigs Go Out to Play" <i>C.K.2</i> | Build Reading Foundations "The Thirsty Bird Gets a Drink" <i>RF.K.1a</i> | Build Reading Foundations "The Thirsty Bird Gets a Drink" <i>RF.K.1a</i> | Build Reading Foundations: Poetry Out Loud! "The Swing" <i>RF.K.4</i> |
| | Phonics and Word Study: Focus Skill: long e (final -e, e) <i>RF.K.2d</i> <i>RF.K.3b/d</i> First Reading: Apply Strategies to Learn About Objects in Motion <i>ILP.4</i> | Phonics and Word Study: Focus Skill: long e (final -e) <i>RF.K.2d</i> <i>RF.K.2c</i> Recognize Informational Text Features: Table of Contents <i>RF.K.5e/7</i> | Phonics and Word Study: Focus Skill: long e (final -e) <i>RF.K.2e/RF.K.2c</i> Find Text Evidence: Identify Similarities and Differences Between Two Texts on the Same Topic <i>RI.K.9</i> | Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.K.3b/d</i> Describe the Relationship Between the Illustrations and Text <i>RI.K.7</i> | Phonics and Word Study: Review and Monitor Progress <i>RF.K.2e/RF.K.3b/d</i> Demonstrate Knowledge: Forces and Motion Complete the Blueprint |
| Small-Group Reading | Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. See additional small-group suggestions on the Unit Foldout. | | | | |
| Independent Reading & Confering | 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.) | Writing Reflection: Narrative Writing <i>C.K.3</i> Grammar: Use Prepositions <i>L.K.1d</i> | Writing Reflection: Informative/ Explanatory Writing <i>C.K.2</i> Grammar: Use Prepositions <i>L.K.1d</i> | Writing Reflection: Opinion Writing <i>C.K.1</i> Grammar: Produce and Expand Complete Sentences <i>L.K.1d</i> | Writing Reflection: Poetry Writing <i>C.K.3</i> Grammar: Produce and Expand Complete Sentences <i>L.K.1d</i> | Writing Reflection: Share Writing <i>ILP.4</i> Grammar: Produce and Expand Complete Sentences <i>L.K.1d</i> |
| Independent Writing & Confering | Provide time for independent writing and confering 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. | | | | |