		L.1.1	L.1.2	0.00	L.1.4										L.1.1	L.1.2	1 4 4	1.1.4			ı		Ι	T	7	
		C.1.3					10000	:.·	L.1.5						C.1.1					<u>.</u>		L.1.5				
5	tandards	HW.1						standard		10				tandards	HW.1					Standard	Grandar	C.1.2	C.1.6			
	Essential Standards :	RI.1.1	RI.1.2		RI.1.4			Supporting Standards:	3 RI.1.5	9 RI.1.10	+	0		Essential Standards:	RI.1.1	RI.1.2	0146	Ni.i.3	RI.1.8	Supporting Standards.	Sim lod	RI.1.4	RI.1.7	DI 1 10	21:12	
:	Es	RL.1.1	RL.1.3		RL.1.4	RL.1.7		ns	RL.1.6	RL.1.9		RL.1.10		Es	RL.1.1	RL.1.3	DI 16	NE. 1.0		S. I.	ho	RL.1.4	RL.1.5	DI 1 10	20.1.1.10	
		RF.1.1	RF.1.2		RF.1.3										RF.1.1	RF.1.2	DE 4.3	2								1
			Unit 1	Characters and Life Sciences			Approximately 31 Days			***Fall Break is September 30 - October 4			1		Unit 2  Exploring Government Citizenship	and Diverse Perspectives			Approximately 36 Days	Approximately of Days				*** I hanksgiving Break is November 27-29		1
		Н	16	23	30		Ŧ	9	13	20	27	4			Щ	11	18	25	-		Щ	8	15	22	29	
		T	15	22	29		1	2	12	19	26	3			T	10	17	24	31		1	7	14	21	28	
	August	Μ	14	21	28	September	W	4	11	18	25	2		October	W	6	16	23	30	November	۸	9	13	20	27	
		T		20	27		Т	3	10	17	24	-			_	8	15	22	29		Τ	5	12	19	26	
		Σ		19	26		M	2	6	16	23	30			Σ	7	14	21	28		Μ	4	11	18	25	

# Skills and Strategies To Build Knowledge

#### **Grade 1 Unit 3**

Week Week Week Accessed

#### Foundational Skills:

- Concepts About Print (CAP)
- Phonological Awareness (PA)

Metacognitive &

Comprehension to Build Knowledge

Vocabulary Writing

Grammar

Fix-Up

- Phonics and Structural Analysis (PSA)
- Fluency

State of the state		Week	Week 2	Week 3	Assessed Skills
RF.1.1a	CAP: End Punctuation	•	•	•	
RF.K.1d	CAP: Uppercase Letters	•	•	•	
RF.1.2	PA: Phoneme Categorization	•	•	•	
RF.1.2.b	PA: Phoneme Blending	•	•	•	
RF.K.2e	PA: Phoneme Substitution		•	•	
RF.K.2a	PA: Recognize and Produce Rhyming Words			•	
RF.1.2c	PA: Phoneme Deletion	•			
RF.1.2c	PA: Phoneme Segmentation	•	•	•	
RF.1.2c	PA: Phonemic Manipulation	•	•	•	
RF.1.2.b, L.1.2	PSA: r-blends; Abbreviations	•	•	•	1
RF.1.2.b, L.1.2	PSA: s-blends; Contractions		•	•	1
RF.1.2b, RF.1.3f	PSA: Final Consonant Blends; Inflectional Endings -ed			•	1
RF.1.2a	PSA: Short Vowels	•	•	•	
RF.1.2b	PSA: I-blends	•	•		
RF.1.4	Fluency: Pitch and Intonation	•			
RF.1.4	Fluency: Pausing		•		
RF.1.4	Fluency: Expression			•	
RF.1.4	Fluency: Self-Correcting	•	•	•	
RF.1.4	Fluency: Features of a Sentence		•	•	
RI/RL.1.10	Make Connections	•	•		
RI/RL.1.10	Summarize and Synthesize	•		•	
RI.RL.1.10	Fix-Up: Read More Slowly and Think About Words		•	•	
RI.1.5	Use Text Features to Locate Key Facts or Information: Table of Contents				
RI.1.8	Identify the Reasons an Author Gives to Support Points		•	•	1
RI.1.6	Answer Questions About Relevant Details Using Photographs	•	•	•	1
RI.1.1	Ask and Answer Questions				
RI.1.7, RI.1.8	Find Text Evidence: Identify Relevant Details	•	•	•	J
L.1.4a	Identify and Use Context Clues	•	•	•	1
C.1.2	Informative Process Writing	•	•	•	
L.1.1a	Personal and Possessive Pronouns		•		
L.1.1c	Indefinite Pronouns			•	
L.1.1b,c	Noun-Verb Agreement with Singular and Plural Nouns/Pronouns	•		•	
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

Speaking and Listening to Demonstrate Knowledge

\*Not aligned to a grade-level skill.

- = Strategy or skill introduced for the first time.
- = Previously taught strategy or skill.
- ✓= Strategy and skill assessed on the Unit Assessment.

#### **Grade 1 Unit 4**

Week Week Week Assessed

### Skills and Strategies To Build Knowledge

Found	lation	al Skil	ls:

- Concepts About Print (CAP)
- Phonological Awareness (PA)

- **Phonics and Struc** Analysis (PSA)
- Fluency

			1	2	3	Skills
	Not KAS aligned	CAP: Punctuation in Context: Dashes, Commas, Quotation Marks	•	•	•	
	RF.1.1	CAP: Punctuation: Periods, Exclamation Marks, Question Marks	•			
	RF.1.1	CAP: Uppercase Letters		•		
	RF.1.2a	PA: Phoneme Identification	•		•	
	RF.1.2c	PA: Phoneme Categorization		•		
Foundational Skills: Concepts About	RF.1.2b	PA: Phoneme Blending	•	•		
Print (CAP)	RF.K.2e	PA: Phoneme Substitution	•			
Phonological     Awareness (PA)	RF.1.2c	PA: Phoneme Addition			•	
<ul> <li>Phonics and Structural</li> </ul>	RF.1.2c	PA: Phoneme Segmentation	•	•	•	
Analysis (PSA) • Fluency	RF.1.2c	PA: Phonemic Manipulation	•	•	•	
	RF.1.2c	PA: Phoneme Segmentation			•	
	RF.1.3a,f	PSA: Consonant Digraphs th, sh, ng; Inflectional Ending -ing	•	•		<b>y</b>
	RF.1.3a	PSA: Consonant Digraphs ch, tch, wh; Closed Syllables		•	•	1
	RF.1.2b, <b>L.K.1b</b>	PSA: Three-Letter Blends; Plural Ending -es			0	1
	RF.1.2a	PSA: Short Vowels	•	•	•	-
	RF.1.2b	PSA: Consonant Blends	•	•	•	
	RF.1.4	Fluency: Self-Correction	•	•	•	
	RF.1.4	Fluency: Rate: Pausing	•			-
	RF.1.4	Fluency: Expression		•	•	
Metacognitive &	RI/RL.1.10	Ask Questions	•	•		
Fix-Up	RI/RL.1.1	Create Mental Images	•		•	
	RI/RL.1.1	Fix-Up: Read Out Loud to Support Comprehension	•	•	•	
	RL.1.6	Identify Who Is Telling the Story	•	•		1
Comprehension to Build Knowledge	RL.1.1	Ask and Answer Questions About Key Details		•	•	<b>V</b>
Dana raiomougo	RL.1.3	Describe Characters, Settings, and Major Events Using Key Details	•	•	•	1
	RL.1.4	Identify Words and Phrases That Appeal to the Senses	•		•	1
	L.1.4.c	Identify Root Words and Their Inflectional Forms	•			
Vocabulary	L.1.5b	Define Words by Category and Key Attributes		•		-
	L.1.4a	Use Context as a Clue to Word Meaning			•	<b>y</b>
Writing	C.1.1	Write Opinion Texts	•	•	•	
Grammar	L.1.1c	Adjectives	•		•	
	L.1.2c	Use Commas in Dates and to Separate Words in a Series		•	•	
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

\*Not aligned to a grade-level skill.

- = Strategy or skill introduced for the first time.
- = Previously taught strategy or skill.
- $\checkmark$  = Strategy and skill assessed on the Unit Assessment.

#### Skills and Strategies to Build Knowledge

CAP: End Punctuation $RF_{1}$	
CAP: Uppercase Letters RFK1d	
PA: Phoneme Categorization	
PA: Phoneme Blending RF1.2b	
PA: Phoneme Deletion	
PA: Phoneme Segmentation RF. 1. 7. C.	
PA: Phonemic Manipulation R.F. 1, 2, C.	
PSA: r-Blends; Abbreviations RF. 1, 2b, L. 1, 2	1
PSA: Short Vowels RF. 17a	
PSA: I-Blends RF, 1, 2b	
Fluency: Pitch and Intonation RF. 1. 4	
Fluency: Self-Correcting	
Make Connections RURI.1.10	
Summarize and Synthesize  RURI.1.10	
Fix-Up: Read More Slowly and Think About Words RLIRI.	
Use Illustrations and Details to Describe Key Ideas $RI.I.7$	1
Ask and Answer Questions About Key Details RI.I.I. RI.I.6	1
Use Context to Help Determine or Clarify the Meaning of Words and Phrases	1
Informative Process Writing	
Noun-Verb Agreement with Singular and Plural Nouns	
Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $ ext{TLP } ext{4}$	
State, Clarify, and Support Ideas in a Constructive Conversation ILP 4	
	CAP: Uppercase Letters  PA: Phoneme Categorization  PA: Phoneme Blending  PA: Phoneme Blending  PA: Phoneme Deletion  PA: Phoneme Segmentation  RF.   2 C  PA: Phonemic Manipulation  RF.   2 C  PA: Phonemic Manipulation  RF.   2 C  PSA: r-Blends; Abbreviations  RF.   2 b  PSA: I-Blends  PSA: I-Blends  RF.   2 b  Fluency: Pitch and Intonation  RF.   4  Fluency: Self-Correcting  Make Connections  Summarize and Synthesize  Fix-Up: Read More Slowly and Think About Words  RC   RI   I   D  Summarize and Synthesize  Fix-Up: Read More Slowly and Think About Words  RC   RI   I   D  Use Illustrations and Details to Describe Key Ideas  RI   I   RI   I   D  Use Context to Help Determine or Clarify the Meaning of Words and Phrases  Informative Process Writing  Noun-Verb Agreement with Singular and Plural Nouns  Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions  ILP 4

#### **Spelling Words**

Words with r-Blends	dress drip drill	grim grab grass
1000000	drill truck	grass which*
	trim	went*

<sup>\*</sup> High-frequency words

#### Vocabulary

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

My Reading & Writing Words	"In the Neighborhood" trash (2) park (3) seed¹ (3)  "Neighbors, Neighbors" bus driver (4) fire truck (5)  "Safe to Go" driver (26)
Domain- Specific Listening & Speaking (Tier 3)	"Hello Community Garden!" plot (24) vacant (24) community (24)  "Safe to Go" inventor (26) signal (27)

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.

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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 I Comprehensive Literacy Planner

**Essential Question:** Why do people get involved in their communities?

Choose a recommended tr	ade book or a selection from	the Read-Aloud Handbook.		
Introduce the				
Knowledge Focus: Being a Good Community Member	Build Reading Foundations: "In the Neighborhood"	Build Reading Foundations: "Neighbors, Neighbors"	Build Reading Foundations: "Neighbors, Neighbors",	Build Reading Foundations: Poetry Out Loud! "We Have a Little Garden"
Introduce the Blueprint エレア イ	RF.1.4	RF.1.4	KF. 1.4 RI. 1.10	RF.1.4
Build Reading Foundations: "In the RF.\.\\\alpha Neighborhood"	Phonics and Word Study: Focus Skill: r-Blends; Abbreviations	Phonics and Word Study: Focus Skill: r-Blends; Abbreviations	Phonics and Word Study: Apply Phonics and Vocabulary in	Phonics and Word Study: Review and Monitor Progress
Phonics and Word Study: Focus Skill:	Ask and Answer Questions About Key Details	KF.1.2b, L.1.2 Use Photographs and Details to Describe Key Ideas RI.1.7	First Reading: Summarize and Synthesize to Learn	RF.1.4  Ask and Answer  Questions About Key  Details RI.1.1
First Reading: Make Connections to Learn About Communities	RI.1.1	Build Vocabulary: Use Context Clues	About Communities	Build Knowledge: Being a Good I
RI.1.10		L.1.4a	RI.1.10	Begin the Blueprint
<ul> <li>Scaffold reading behavior</li> <li>Build fluency using the de</li> <li>Revisit complex read-alou</li> </ul>	rs and strategies using small- ecodable readers or reader's ids.	theater scripts and Reader's	Theater Handbook lessons.	
• Ensure that all students re • Confer with a few student	ead independently to build vo	olication of strategies, and/or		nent.
Informative Process Writing: Brainstorm Grammar: Singular and Plural Nouns	Informative Process Writing: Draft Grammar: Noun-Verb Agreement	Informative Process Writing: Draft Grammar: Noun-Verb Agreement	Informative Process Writing: Revise Grammar: Subjects and Predicates	Informative Process Writing: Publish and Share Grammar: Subjects and Predicates
			block.	
	Introduce the Blueprint  ILP  Build Reading Foundations: "In the RF. 1.14 Neighborhood"  Phonics and Word Study: Focus Skill: r-Blends F. 1.2 b, L.1.2 First Reading: Make Connections to Learn About Communities  RI.1.10  Meet with small groups of Scaffold reading behavior Build fluency using the defense additional small-group During Independent time Ensure that all students re Confer with a few students See additional independent Informative Process Writing: Brainstorm Grammar: Singular and Plural Nouns  Provide time for independent  Monitor students' progress	Introduce the Blueprint ILP 4  Build Reading Foundations: "In the RF.   .   a	Build Reading Foundations: "In the RF. 1.   Q Neighborhood"  Phonics and Word Study: Focus Skill: r-Blends; Abbreviations RF. 1.   Q Neighborhood"  Ask and Answer Questions About Key Details Photographs and Details to Describe Key Ideas RT. 1.   RF. 1.   Q Details to Describe Key Ideas RT. 1.   RF. 1.   Q Details to Describe Key Ideas RT. 1.   RF. 1.   Q Details to Describe Rey Ideas RT. 1.   RF. 1.   Q Details to De	Introduce the Blueprint TLP 4  TLP 4  Build Reading Foundations:  "In the RF.

#### Skills and Strategies to Build Knowledge

·		
	CAP: End Punctuation RF. 1.1a	
	CAP: Uppercase Letters R.F. K. J.d	
	PA: Phoneme Categorization RF. 1.2	
	PA: Phoneme Blending RF. 1.2b	
Foundational Skills:	Phoneme Substitution R.F. K. Ze	
Concepts About Print (CAP)     Phonological Awareness (PA)	PA: Phoneme Segmentation RF. 1.2c	
Phonics and Structural	PA: Phonemic Manipulation RF. 1.2C	
Analysis (PSA)	PSA: r-Blends; Abbreviations RF. 1. 2b, L.1. 2	1
• Fluency	PSA: Short Vowels R.F. 1.2a	
	PSA: I-Blends RF. 1.2b	
	PSA: s-Blends; Contractions RF. 1.2b, L.1.2	1
	Fluency: Self-Correcting $RF. 1.4$	
	Fluency: Features of Sentence R.F. J. 4	
Metacognitive & Fix-Up	Make Connections RLIRT.I.ID	
	Fix-Up: Read More Slowly and Think About Words RLIRI.1.10	
	Use Text Features to Locate Key Facts or Information: Table of Contents $RI.1.5$	
Comprehension	Identify the Reasons an Author Gives to Support Points RI.1.8	1
to Build Knowledge	Use Illustrations and Details to Describe Key Ideas $RI.1.7$	1
	Ask and Answer Questions About Key Details RI. 1.10	1
Vocabulary	Use Context to Help Determine or Clarify the Meaning of Words and Phrases L.1. 4a	1
Writing	Informative Process Writing C. 1. 2	
Grammar	Personal and Possessive Pronouns  L. [. ]	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $ILP4$	

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.

#### **Spelling Words**

words with skip swim smell was* smug out*	9000000 00	smell	was*
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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.

	"Can You Keep Earth Clean?" clean (6)	"Reduce, Reuse, Recycle" trash (8)
My Reading & Writing Words	help (7) little <sup>2</sup> (7)	Being a Responsible Citizen help (10)
		park (13)
General Academic Listening & Speaking (Tier 2)	Being a Responsible Citizen honest (6) respect (8) decision (12) responsible (5)	
Domain-Specific Listening & Speaking (Tier 3)	Being a Responsible Citizen citizen (2) community (4)	

## Week 2 Comprehensive Literacy Planner

Essential Question: Why do people get involved in their communities?

	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 Handboo	ok.	
	Build Reading Foundations: "Can You Keep Earth Clean?" RF. 1.4	Build Reading Foundations: "Can You Keep Earth Clean?"  RF.1.4	Build Reading Foundations: "Reduce, Reuse, Recycle" KF. 1. 4	Build Reading Foundations: "Reduce, Reuse, Recycle" KF. 1.4	Build Reading Foundations: Poetry Out Loud! "We Have a Little Garden" RF. 1. 4
Metacognitive, Comprehension, Jocabulary, Concepts About Print, Fluency,	Phonics and Word Study: s-Blends RF. 1. 2b, L.1. 2	Phonics and Word Study: s-Blends; Contractions RF.1.26, L.1.2	Phonics and Word Study: s-Blends; Contractions RF.1.2b, L.1.2	Phonics and Word Study: Apply Phonics and Vocabulary in Context KF.). 2C	Phonics and Word Study: Review and Monitor Progress RF.1.4
& Phonological Awareness/ Phonics Lessons (45–60 MIN.)	First Reading: Make Connections to Learn About Responsible Citizenship	Find Text Evidence: Use Photographs and Details to Describe Key Ideas	Find Text Evidence: Identify Reasons That Support Key Points RT.18 Build Vocabulary: Use Context Clues	Find Text Evidence: Use Text Features: Table of Contents  KI.1.5	Find Text Evidence: Ask and Answer Questions About Key Details KT.I.I. RT.I.G Build Knowledge: Being a Good TL
	RI.1.10	RI.1.7	L.1.4a		Community Member  Add to the Blueprint
small-Group Reading	<ul><li>Build fluency using the</li><li>Revisit complex read-al</li></ul>	iors and strategies using sma decodable readers or reader	s's theater scripts and Reade	guides. er's Theater Handbook lesson .   Rエ. 1.10	S.
ndependent Reading & Conferring	Confer with a few students	read independently to build	pplication of strategies, and	/or foundational skill developect) on the Unit Foldout.	pment.
Writing and anguage essons	Informative Process Writing: Brainstorm Grammar: Introduce Pronouns	Informative Process Writing: Draft Grammar: Personal Pronouns . 1. 2	Informative Process Writing: Draft Grammar: Personal Pronouns	Informative Process Writing: Draft Grammar: Possessive Pronouns	Informative Process Writing: Revise and Expand Grammar: Possessive Pronouns
ndependent Vriting & Conferring	Provide time for indepen	dent writing and conferring o		ing block.	
Assessment 🎺		ss using the informal assessn sment at the end of the weel		esson.	

#### Skills and Strategies to Build Knowledge

	CAP: End Punctuation $RF.1.1a$	
	CAP: Uppercase Letters R. F. K. 1d	
	PA: Phoneme Categorization R F. J. 2	
	PA: Phoneme Blending R.F. 1.2b	
	PA: Phoneme Substitution RF. K. 2e	
Foundational Skills:	PA: Recognize and Produce Rhyming Words RF. K. 2a	
Concepts About Print (CAP)	PA: Phoneme Segmentation RF. 1-2C	
Phonological Awareness (PA)	PA: Phonemic Manipulation RF. 1.2c	
<ul> <li>Phonics and Structural Analysis (PSA)</li> </ul>	PSA: r-Blends; Abbreviations RF. 1.2 b, RF1.3 f	1
• Fluency	PSA: Short Vowels RF. 1. 2a	
	PSA: s-Blends; Contractions RF. 1.2b, F L.1.2	1
	PSA: Final Consonant Blend; Inflectional Ending -ed $RF. 1.2b$ , $RF.13f$	1
	Fluency: Expression $RF.1.4$	
	Fluency: Self-Correcting $RF.1.4$	
	Fluency: Features of a Sentence $RF$ , $J$ , $4$	
Matasaguitina o Fiu IIa	Summarize and Synthesize RURI.1.10	
Metacognitive & Fix-Up	Fix-Up: Read More Slowly and Think About Words RLIRI.1.10	
	Identify the Reasons an Author Gives to Support Points RI. 1.8	1
Comprehension to Build Knowledge	Use Illustrations and Details to Describe Key Ideas RI. 1. 7	1
to build knowledge	Ask and Answer Questions About Key Details RI.1.1, RI.1.6	1
Vocabulary	Use Context to Help Determine or Clarify the Meaning of Words and Phrases	1
Writing	Informative Process Writing C.1.2	
C	Indefinite Pronouns	
Grammar	Noun-Verb Agreement with Singular and Plural Nouns	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $ILP4$ State, Clarify, and Support Ideas in a Constructive Conversation $ILP4$	
o Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation $TLP4$	

#### **Spelling Words**

#### jump bland Words clamp send with Final mist wind Consonant west who\* **Blends** trust good\*

#### 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.

My Reading & Writing Words	"Firefighters" truck (10) fire (11) help (11)  "Firefighters to the Rescue" work (13) save (13) fire truck (12) fast² (12)	People Who Made Contributions helped (5) worked (14)
General Academic Listening & Speaking (Tier 2)	People Who Made Contributions contribution (4)	
Domain-Specific Listening & Speaking (Tier 3)	People Who Made Contributions enslaved (8) abolitionist (9) rights (13)	

<sup>\*</sup> High-frequency words

### Week 3 Comprehensive Literacy Planner

**Essential Question:** Why do people get involved in their communities?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended t	rade book or a selection fro	m the Read-Aloud Handboo	k.	
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/	Build Reading Foundations: "Firefighters RF.1.4 Phonics and Word Study: Focus Skill: Final Consonant Blends RF.1.26, RF.1.3f	Build Reading Foundations: RF.1.4 "Firefighters" RF.1.3f RF.1.2b Phonics and Word Study: Focus Skill: Final Consonant Blends; Inflectional Endings RF.1.2b	Build Reading Foundations: RF.1.4 "Firefighters to the Rescue" KF.1.2b Phonics and Word Study: Focus Skill: Final Consonant Blends; Inflectional Endings RF.K.2a	Build Reading Foundations:  "Firefighters to the Rescue" RF.1.2b Phonics and Word Study: Apply Phonics and Vocabulary in Context  RF. 1. 2C	Build Reading Foundations: Poetry Out Loud! "We Have a Little Garden" RF. 1. 2 b Phonics and Word Study: Review and Monitor Progress RF. 1. 4
Phonics Lessons (45–60 MIN.)	First Reading: Summarize and Synthesize to Learn How People Help	Find Text Evidence: Use Photographs and Details to Describe Key Ideas	Find Text Evidence: Identify Reasons That Support Key Points RT.1.8	Find Text Evidence: Ask and Answer Questions About Key Details	Demonstrate Knowledge: Being a Good Community Member
	Communities RI.1.10	RI.1.7	Build Vocabulary: Use Context Clues L . 1.4a	KI.1.1	T LP 4
Small-Group Reading	<ul><li>Build fluency using the c</li><li>Revisit complex read-alo</li></ul>	ors and strategies using sma lecodable readers or reader	Il-group texts and teacher's g	guides. r's Theater Handbook lesson: して、しょし	s.
Independent Reading & Conferring	Confer with a few studer	read independently to build nts on their text selections, a		or foundational skills develo ct) on the Unit Foldout.	pment.
Writing and Language Lessons (20 MIN.)	Informative Process Writing: Focus on Writer's Craft Grammar: Indefinite Pronouns	Informative Process Writing: Focus on Writer's Craft Grammar: Indefinite -Rrono(ans	Informative Process Writing: Edit Grammar: Noun-Verb Agreement	Informative Process Writing: Publish Grammar: Noun- Verb Agreement	Informative Process Writing: Share Grammar: Noun- Verb Agreement
Independent Writing & Conferring	Provide time for independ		luring the small-group readi		
Assessment 🗸		s using the informal assessn ment at the end of the wee	nent opportunities in each le k.	sson.	

#### Skills and Strategies to Build Knowledge

Foundational Skills:	CAP: Punctuation in Context: Dashes, Commas, Quotation Marks WOT MAS aliq	ned
	CAP: Punctuation: Periods, Exclamation Marks, Question Marks RF. 1.	
	PA: Phoneme Identification R.F. 1. 2a	
	PA: Phoneme Blending RF. 1.2b	
Concepts About Print (CAP)	PA: Phoneme Substitution RF. K. 2e	
• Phonological Awareness (PA)	PA: Phoneme Segmentation $RF. 1.2C$	
<ul> <li>Phonics and Structural</li> </ul>	PA: Phonemic Manipulation RF. 1.2C	
Analysis (PSA)	PSA: Consonant Digraphs th, sh, -ng; Inflectional Ending -ing RF. 1.3 a, f	1
• Fluency	PSA: Short Vowels RF. 1.2a	
	PSA: Consonant Blends RF. 1.2 b	1
	Fluency: Self-Correction RF. 1. 4	
	Fluency: Rate: Pausing RF. J. 4	
	Ask Questions RILRT LIO	
Metacognitive & Fix-Up	Create Mental Images RLIRT. 1.10	1
	Fix-Up: Read Out Loud to Support Comprehension RL/RI 1.10	
	Identify Who Is Telling the Story  RL.1.6	1
Comprehension to Build Knowledge	Describe Characters, Settings, and Major Events Using Key Details $RL.1.3$	1
to Build Kilowiedge	Identify Words and Phrases That Appeal to the Senses RL.1.4	1
Vocabulary	Identify Root Words and Their Inflectional Forms	
Writing	Write Opinion Texts	
Grammar	Adjectives / / / / C	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $ILP4$	4
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation  14	Contract the Print Law Code Street Street Code of the

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

#### **Spelling Words**

	sing	shut
Words with	bring	this
Consonant	thing	than
Digraphs: th, sh, ng	shop	our*
311, 11g	ship	these*

<sup>\*</sup> 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.

	"Fairy Tale Song"	"Lavender's Blue"	
My Reading	once (16)	work <sup>3</sup> (19)	
& Writing Words	wolf <sup>2</sup> (16)		
	frog1 (16)		
	"The City Mouse and th	e Country Mouse"	
	boring (31)		
	peaceful (33)		
General Academic	worked <sup>3</sup> (31)		
Listening &	"A Quiet Camping Trip"		
Speaking	lumbered (36)		
(Tier 2)	peered (35)		
	said (34)		
	bear1 (36)		

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

### Week I Comprehensive Literacy Planner

**Essential Question:** How do people create stories?

***************************************	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended tra	de book or a selection from	he Read-Aloud Handbook.		
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological	Introduce the Knowledge Focus: Stories Have a Narrator Introduce the Blueprint  Build Reading Foundations: "Fairy Tale Song"  RF.1.4	Build Reading Foundations: "Fairy Tale Song"  RF.1.4  Phonics and Word, F.1. Study: Consonant Digraphs th, sh, ng; Inflectional Ending -ing RF.1.3a.f	Build Reading Foundations: "Lavender's Blue"  RF. 1 - 1 ,  RF. 1 - 4  Phonics and Word  Study: Consonant  Digraphs th, sh, ng;  Inflectional Ending  -ing RF.1.3a, f	Build Reading Foundations: "Lavender's Blue"  RF.1.4  RU.1.10  Phonics and Word  Study: Apply Phonics and Vocabulary in  Context RF.1.4  RF.1.3a.f	Build Reading Foundations: Poetry Out Loud! "Old King Cole" RF. 1. 4  Phonics and Word Study: Review and Monitor Progress  RF. 1. 4
Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: Consonant Digraphs th, sh, ng RF. 1.3a, f	Identify Who Is Telling the Story	Describe Setting Using Key Details	First Reading: Create Mental Images to Learn Different Perspectives	Identify Words and Phrases That Appeal to the Senses RL.I.4
	First Reading: Ask Questions to Learn About Genre	RL.1.6	Build Vocabulary: Identify Root Words and Their Inflectional	RL-1.10	Build Knowledge: Stories Have a Narrato Begin the Blueprint
	RL.1.1		Forms L.1.4c		ILP 4
Small-Group Reading	Build fluency using the de     Revisit complex read-aloue	and strategies using small-g codable readers or reader's t	roup texts and teacher's guideneater scripts and Reader's TI $R L / R$		
Independent Reading & Conferring	Confer with a few students	ad independently to build vol s on their text selections, appl		oundational skills developme on the Unit Foldout.	nt.
Writing and Language Lessons (20 MIN.)	Opinion Process Writing: Brainstorm Grammar: Introduce Adjectives	Opinion Process Writing: Draft Grammar: Adjectives	Opinion Process Writing: Draft Grammar: Adjectives	Opinion Process Writing: Revise Grammar: Adjectives	Opinion Process Writing: Publish and Share Grammar: Adjectives
Independent Writing & Conferring			ng the small-group reading b	lock.	
Assessment 🗸	Monitor students' progress Administer the unit assessm		t opportunities in each lessor	1.	

#### Skills and Strategies to Build Knowledge

	CAP: Punctuation in Context: Dashes, Commas, Quotation Marks Not HAS alique	1
	CAP: Uppercase Letters RF. 1.1	
	PA: Phoneme Categorization R.F. 1.2c	
	PA: Phoneme Blending RF. 1. 2b	
Foundational Skills:	PA: Phoneme Addition RF. 1.2c	
Concepts About Print (CAP)	PA: Phoneme Segmentation RF. 1.2C.	
• Phonological Awareness (PA)	PA: Phonemic Manipulation RF. 1.2C	
Phonics and Structural	PA: Phoneme Addition R.F. 1.26	
Analysis (PSA)	PSA: Consonant Digraphs th, sh, ng; Inflectional Ending -ing $RF. 1.3 a_1 f$	1
• Fluency	PSA: Consonant Digraphs ch, tch, wh; Closed Syllables $RF$ , 1, 3 $\alpha$	1
	PSA: Short Vowels RF. 1-2a	
	PSA: Consonant Blends RF. 1.2b	
	Fluency: Self Correction RF. 1.4	
	Fluency: Expression RF. 1.4	
Metacognitive & Fix-Up	Ask Questions RLIRI. 1.10	
metacognitive & rix-op	Fix-Up: Read Out Loud to Support Comprehension RURI. 1.10	
Comprehension	Identify Who Is Telling the Story	1
Comprehension to Build Knowledge	Ask and Answer Questions About Key Details $RL.1.1$	1
	Describe Characters, Settings, and Major Events Using Key Details $RL.1.3$	1
Vocabulary	Define Words by Category and Key Attributes L.1.56	
Writing	Write Opinion Texts	
Grammar	Use Commas in Dates and to Separate Words in a Series $L \cdot 1 \cdot 2c$	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $\mathcal{I}\mathcal{L}\mathcal{P}\mathcal{A}$	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation  TLP 4	

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

#### **Spelling Words**

Words with	chop	match
Consonant	check	clutch
Digraphs: ch,	chill	pitch
tch, wh	whim	once*
	which	hurt*

<sup>\*</sup> 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

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

	"Once I Saw a	"Once I Saw a Little Bird"		Meadow"
My Reading & Writing Words	cried (20) watched (20)	once (20) chirped¹ (20)	said (22) frog¹ (22) old² (22)	mother <sup>2</sup> (22) little <sup>2</sup> (23) chirped <sup>1</sup> (23)
	Mother Bruce watched (26)	mother <sup>2</sup> (17)		
	Mother Bruce		"Over in the	e Meadow"
General Academic Listening & Speaking (Tier 2)	stern (17) watched (26) bears¹ (5) mother² (17)	grumpy (18) pesky (26) eggs¹ (5) hatch¹ (37) explained² (28)	mother <sup>2</sup> (22	)
Domain- Specific Listening & Speaking (Tier 3)	Mother Bruce migrated (36)			

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 people create stories?

	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 Handbool	k.	
	Build Reading Foundations: "Once I Saw a Little Bird" RF. 1. 4	Build Reading Foundations: "Once I Saw a Little Bird" RF. 1. 4 RF. 1. 39	Build Reading Foundations: "Over in the Meadow" RF.1.1	Build Reading Foundations: "Over in the Meadow" RF.1.4 RF.1.3a	Build Reading Foundations: Poetry Out Loud! "Old King Cole" RF. J. +
Metacognitive, Comprehension, Vocabulary, Concepts About	Phonics and Word Study: Consonant Digraphs ch, tch, wh RF, 1.3a	Phonics and Word Study: Cvh, tch, wh; Closed Syllables RF. 1. 3a	Phonics and Word Study: Consonant Digraphs ch, tch, wh; Closed Syllables	Phonics and Word Study: Apply Phonics and Vocabulary in Context	Phonics and Word Study: Review and Monitor Progress RF. 1. 4
Print, Fluency, & Phonological Awareness/ Phonics Lessons	First Reading: Ask Questions	Describe Characters and Major Events Using Key Details	Find Text Evidence: Ask and Answer Questions About Key	RF. 1.2C Find Text Evidence: Describe Setting Using Key Details	Find Text Evidence: Identify Who Is Telling the Story
(45-60 min.)	RL.I.I	RL.1.3	Details RL.I.1 Build Vocabulary: Define Words by Category and Key Attributes L.1.56	RL.1.3	RC-1. 3 Build Knowledge: Stories Have a Narrator ILP4 Add to the Blueprint
Small-Group Reading	Build fluency using the     Revisit complex read-al	iors and strategies using sma decodable readers or reade	nll-group texts and teacher's g r's theater scripts and Reader		
Independent Reading & Conferring	Confer with a few stude	read independently to build ents on their text selections, a		or foundational skill develop	
Writing and Language Lessons (20 MIN.)	Opinion Process Writing: Brainstorm Grammar: Introduce Commas	Opinion Process Writing: Draft Grammar: Commas	Opinion Process Writing: Draft Grammar: Commas	Opinion Process Writing: Revise and Expand Grammar: Use	Opinion Process Writing: Revise and Expand Grammar: Commas
Independent Writing & Conferring	Provide time for indepen		during the small-group readin		
Assessment 🎺		ss using the informal assessi ssment at the end of the wee	ment opportunities in each le ek.	sson.	

#### Skills and Strategies to Build Knowledge

	CAP: Punctuation in Context: Dashes, Commas, Quotation Marks Not KAS augus	d
	PA: Phoneme Identification RF. 1.2a	-,
	PA: Phoneme Blending RF. 1.2b	
Foundational Skills:	PA: Phoneme Segmentation $RF.1.2c$	
Concepts About Print (CAP)	PA: Phonemic Manipulation $RF. 1.2c$	
Phonological Awareness (PA)     Phonics and Structural	PSA: Three-Letter Blends; Plural Ending -es RF. J. 2b, L.K. 1b	1
Analysis (PSA)	PSA: Consonant Digraphs ch, tch, wh; Closed Syllables $RF.1.3a$	1
• Fluency	PSA: Short Vowels RF. 1. 2a	
	PSA: Consonant Blends RF. J. 2b	
	Fluency: Self-Correction RF. 1.4	
	Fluency: Expression RF. 1. 4	
Metacognitive & Fix-Up	Create Mental Images RLIRI.1.10	
metatoginare a rix-op	Fix-Up: Read Out Loud to Support Comprehension RLIRI-1.10	
Camanahanalan	Ask and Answer Questions About Key Details RL././	1
Comprehension to Build Knowledge	Describe Characters, Settings, and Major Events Using Key Details $RL.1.3$	1
	Identify Words and Phrases That Appeal to the Senses RL.1. 4	1
Vocabulary	Use Context as a Clue to Word Meaning L. 1. 4a	1
Writing	Write Opinion Texts	
Cuamman	Adjectives L.1.1C	70 × 14 (270, 200
Grammar	Use Commas in Dates and to Separate Words in a Series $L.1.2c$	
Speaking & Listening	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions $\mathcal{ILP}\mathcal{A}$	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation $ extstyle  extstyle$	,

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

#### **Spelling Words**

Words with Three Letter Blends	splash split strap stretch	squint sprint spring when*
	squid	because*

<sup>\*</sup> High-frequency words

KEY
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.

My Reading & Writing Words	"The Fox and the Hen" hungry (24) tired (26) little <sup>2</sup> (25)	"The Secret"  know(s) (28)  afraid (29)  little² (29)  secret² (28)
General Academic Listening & Speaking (Tier 2)	The Lost Kitten exclaimed (2) said (2) gobbled (7) responsible (6) claimed (20)	
Domain- Specific Listening & Speaking (Tier 3)	The Lost Kitten saffron (6)	

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:** How do people create stories?

	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.)  Foundatio "The Fox a the Hen"  Phonics as Study: For Three-Let CF,     First Read Create Me Images to About Rea	Build Reading Foundations: "The Fox and the Hen" RF.1.4 Phonics and Word Study: Focus Skill: Three-Letter Blends RF.1.39	Build Reading Foundations: "The Fox and the Hen" RF. 1. 4 Phonics and Word Study: Focus Skill: Three-Letter Blends RF. 1. 2, b, c	Build Reading Foundations: "The Secret" RF.1.1 RF.1.4 Phonics and Word Study: Focus Skill: Three-Letter Blends RF.1.2c RF.1.4	RUILIO Phonics and Word Study: Apply Phonics	Build Reading Foundations: Poetry Out Loud! "Old King Cole" RF. 1. 4 Phonics and Word Study: Review and Monitor Progress RF. 1. 4			
	First Reading: Create Mental Images to Learn About Realistic	Find Text Evidence: Identify Words and Phrases That Appeal to the Senses	Text Evidence: Find Text Evidence: atify Words and Describe Characters and Major Events be Senses Using Key Details	Find Text Evidence: Ask and Answer Questions About Key Details	Demonstrate Knowledge: Stories Have a Narrator Complete the Blueprin			
	Fiction RL.1.1	RL.1.4	RL./. 3 Build Vocabulary: Use Context as a Clue to Meaning	RL.1.1	ILP4			
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.)	Opinion Process Writing: Focus on Writer's Craft Grammar: Commas	Opinion Process Writing: Focus on Writer's Craft Grammar: Commas	Opinion Process Writing: Edit Grammar: Adjectives	Opinion Process Writing: Publish Grammar: Adjectives	Opinion Process Writing: Share Grammar: Adjectives and Commas			
Independent Writing & Conferring	Provide time for independent writing and conferring during the small-group reading block.							
Assessment 🗸		s using the informal assessn sment at the end of the wee	nent opportunities in each les k.	sson.				