

August						
M	T	W	T	F	S	S
		14	15	16		
19	20	21	22	23		
26	27	28	29	30		
September						
M	T	W	T	F	S	S
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	1	2	3	4		

Unit 1
Characters and Life Sciences

Approximately 31 Days

***Fall Break is September 30 - October 4

Essential Standards:

RF.1.1	RL.1.1	RI.1.1	HW.1	C.1.3	L.1.1
RF.1.2	RL.1.3	RI.1.2			L.1.2
RF.1.3	RL.1.4	RI.1.4			L.1.4
	RL.1.7				

Supporting Standards:

RL.1.6	RI.1.5	L.1.5
RL.1.9	RI.1.10	
RL.1.10		

October						
M	T	W	T	F	S	S
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31	1		
November						
M	T	W	T	F	S	S
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

Unit 2
Exploring Government, Citizenship,
and Diverse Perspectives

Approximately 36 Days

***Thanksgiving Break is November 27-29

Essential Standards:

RF.1.1	RL.1.1	RI.1.1	HW.1	C.1.1	L.1.1
RF.1.2	RL.1.3	RI.1.2			L.1.2
RF.1.3	RL.1.6	RI.1.5			L.1.4
		RI.1.8			

Supporting Standards:

RL.1.4	RI.1.4	C.1.2	L.1.5
RL.1.5	RI.1.7	C.1.6	
RL.1.10	RI.1.10		

Skills and Strategies To Build Knowledge

Grade 1 Unit 3

- Foundational Skills:**
- Concepts About Print (CAP)
 - Phonological Awareness (PA)
 - Phonics and Structural Analysis (PSA)
 - Fluency

		Week 1	Week 2	Week 3	Assessed Skills
	RF.1.1a	•	•	•	
	RF.K.1d	•	•	•	
	RF.1.2	•	•	•	
	RF.1.2.b	•	•	•	
	RF.K.2e		•	•	
	RF.K.2a			•	
	RF.1.2c	•			
	RF.1.2c	•	•	•	
	RF.1.2c	•	•	•	
	RF.1.2.b, L.1.2	•	•	•	✓
	RF.1.2.b, L.1.2		•	•	✓
	RF.1.2b, RF.1.3f			•	✓
	RF.1.2a	•	•	•	
	RF.1.2b	•	•		
	RF.1.4	•			
	RF.1.4		•		
	RF.1.4			•	
	RF.1.4	•	•	•	
	RF.1.4		•	•	
Metacognitive & Fix-Up	RI/RL.1.10	•	•		
	RI/RL.1.10	•		•	
	RI.RL.1.10	•	•	•	
Comprehension to Build Knowledge	RI.1.5		•		
	RI.1.8		•	•	✓
	RI.1.6	•	•	•	✓
	RI.1.1				
	RI.1.7, RI.1.8	•	•	•	✓
Vocabulary	L.1.4a	•	•	•	✓
Writing	C.1.2	•	•	•	
Grammar	L.1.1a		•		
	L.1.1c			•	
	L.1.1b,c	•		•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	•	•	•	
	ILP 4	•		•	

ILP- Interdisciplinary Literacy Practices

**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.

Skills and Strategies To Build Knowledge

Grade 1 Unit 4

		Week 1	Week 2	Week 3	Assessed Skills
	Not KAS aligned				
	CAP: Punctuation in Context: Dashes, Commas, Quotation Marks	•	•	•	
	RF.1.1	•			
	RF.1.1		•		
	RF.1.2a	•		•	
	RF.1.2c		•		
	RF.1.2b	•	•		
	RF.K.2e	•			
	RF.1.2c		•	•	
	RF.1.2c	•	•	•	
	RF.1.2c	•	•	•	
	RF.1.2c			•	
	RF.1.3a,f	•	•		✓
	RF.1.3a		•	•	✓
	RF.1.2b, L.K.1b			•	✓
	RF.1.2a	•	•	•	
	RF.1.2b	•	•	•	
	RF.1.4	•	•	•	
	RF.1.4	•			
	RF.1.4		•	•	
Metacognitive & Fix-Up	RI/RL.1.10	•	•		
	RI/RL.1.1	•		•	
	RI/RL.1.1	•	•	•	
Comprehension to Build Knowledge	RL.1.6	•	•		✓
	RL.1.1		•	•	✓
	RL.1.3	•	•	•	✓
	RL.1.4	•		•	✓
Vocabulary	L.1.4.c	•			
	L.1.5b		•		
	L.1.4a			•	✓
Writing	C.1.1	•	•	•	
Grammar	L.1.1c	•		•	
	L.1.2c		•	•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	•	•	•	
	ILP 4	•		•	

ILP- Interdisciplinary Literacy Practices

***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.

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	CAP: End Punctuation	RF.1.1a	
	CAP: Uppercase Letters	RF.K.1d	
	PA: Phoneme Categorization	RF.1.2	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Deletion	RF.1.2c	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PSA: r-Blends; Abbreviations	RF.1.2b, L.1.2	✓
	PSA: Short Vowels	RF.1.2a	
	PSA: l-Blends	RF.1.2b	
	Fluency: Pitch and Intonation	RF.1.4	
	Fluency: Self-Correcting	RF.1.4	
	Metacognitive & Fix-Up	Make Connections	RL.1.10
Summarize and Synthesize		RL.1.10	
Fix-Up: Read More Slowly and Think About Words		RL.1.10	
Comprehension to Build Knowledge	Use Illustrations and Details to Describe Key Ideas	RI.1.7	✓
	Ask and Answer Questions About Key Details	RI.1.1, RI.1.6	✓
Vocabulary	Use Context to Help Determine or Clarify the Meaning of Words and Phrases	L.1.4a	✓
Writing	Informative Process Writing	C.1.2	
Grammar	Noun-Verb Agreement with Singular and Plural Nouns	L.1.1b,c	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner 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 r-Blends	dress	grim
	drip	grab
	drill	grass
	truck	which*
	trim	went*

* 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) seed ¹ (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)

Week 1 Comprehensive Literacy Planner

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

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: Being a Good Community Member Introduce the Blueprint ILP 4	Build Reading Foundations: "In the Neighborhood" RF.1.4	Build Reading Foundations: "Neighbors, Neighbors" RF.1.4	Build Reading Foundations: "Neighbors, Neighbors" RF.1.4 RI.1.10	Build Reading Foundations: Poetry Out Loud! "We Have a Little Garden" RF.1.4
	Build Reading Foundations: "In the Neighborhood" RF.1.1a	Phonics and Word Study: Focus Skill: r-Blends; Abbreviations RF.1.2b, L.1.2	Phonics and Word Study: Focus Skill: r-Blends; Abbreviations RF.1.2b, L.1.2	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.1.2b	Phonics and Word Study: Review and Monitor Progress RF.1.4
	Phonics and Word Study: Focus Skill: r-Blends RF.1.2b, L.1.2	Ask and Answer Questions About Key Details *RI.1.1	Use Photographs and Details to Describe Key Ideas RI.1.7	First Reading: Summarize and Synthesize to Learn About Communities	Ask and Answer Questions About Key Details RI.1.1
	First Reading: Make Connections to Learn About Communities RI.1.10	Build Vocabulary: Use Context Clues RI.1.6	Build Vocabulary: Use Context Clues L.1.4a		Build Knowledge: Being a Good Community Member ILP 4 Begin 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.)	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
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 and Structural Analysis (PSA) • Fluency	CAP: End Punctuation	RF.1.1a	
	CAP: Uppercase Letters	RF.K.1d	
	PA: Phoneme Categorization	RF.1.2	
	PA: Phoneme Blending	RF.1.2b	
	Phoneme Substitution	RF.K.2e	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PSA: r-Blends; Abbreviations	RF.1.2b, L.1.2	✓
	PSA: Short Vowels	RF.1.2a	
	PSA: l-Blends	RF.1.2b	
	PSA: s-Blends; Contractions	RF.1.2b, L.1.2	✓
	Fluency: Self-Correcting	RF.1.4	
	Fluency: Features of Sentence	RF.1.4	
Metacognitive & Fix-Up	Make Connections	RL/RI.1.10	
	Fix-Up: Read More Slowly and Think About Words	RL/RI.1.10	
Comprehension to Build Knowledge	Use Text Features to Locate Key Facts or Information: Table of Contents	RI.1.5	
	Identify the Reasons an Author Gives to Support Points	RI.1.8	✓
	Use Illustrations and Details to Describe Key Ideas	RI.1.7	✓
	Ask and Answer Questions About Key Details	RI.1.1, RI.1.6	✓
Vocabulary	Use Context to Help Determine or Clarify the Meaning of Words and Phrases	L.1.4a	✓
Writing	Informative Process Writing	C.1.2	
Grammar	Personal and Possessive Pronouns	L.1.1a	
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.

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

Spelling Words

Words with s-Blends	skin	smock
	skill	swell
	skip	swim
	smell	was*
	smug	out*

* 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.

My Reading & Writing Words	"Can You Keep Earth Clean?" clean (6) help (7) little ² (7)	"Reduce, Reuse, Recycle" trash (8) 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?

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>Build Reading Foundations: "Can You Keep Earth Clean?" RF.1.4</p> <p>Phonics and Word Study: s-Blends RF.1.2b, L.1.2</p> <p>First Reading: Make Connections to Learn About Responsible Citizenship RI.1.10</p>	<p>Build Reading Foundations: "Can You Keep Earth Clean?" RF.1.4</p> <p>Phonics and Word Study: s-Blends; Contractions RF.1.2b, L.1.2</p> <p>Find Text Evidence: Use Photographs and Details to Describe Key Ideas RI.1.7</p>	<p>Build Reading Foundations: "Reduce, Reuse, Recycle" RF.1.4</p> <p>Phonics and Word Study: s-Blends; Contractions RF.1.2b, L.1.2</p> <p>Find Text Evidence: Identify Reasons That Support Key Points RI.1.8</p> <p>Build Vocabulary: Use Context Clues L.1.4a</p>	<p>Build Reading Foundations: "Reduce, Reuse, Recycle" RF.1.4</p> <p>Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.1.2c</p> <p>Find Text Evidence: Use Text Features: Table of Contents RI.1.5</p>	<p>Build Reading Foundations: Poetry Out Loud! "We Have a Little Garden" RF.1.4</p> <p>Phonics and Word Study: Review and Monitor Progress RF.1.4</p> <p>Find Text Evidence: Ask and Answer Questions About Key Details RI.1.1, RI.1.6</p> <p>Build Knowledge: Being a Good Community Member ILP4</p> <p>Add to 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> <p style="text-align: right;">RL/RI.1.10</p>				
Independent Reading & Confering	<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 skill development. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
Writing and Language Lessons (20 MIN.)	<p>Informative Process Writing: Brainstorm</p> <p>Grammar: Introduce Pronouns</p>	<p>Informative Process Writing: Draft</p> <p>Grammar: Personal Pronouns C.1.2, L.1.1a</p>	<p>Informative Process Writing: Draft</p> <p>Grammar: Personal Pronouns</p>	<p>Informative Process Writing: Draft</p> <p>Grammar: Possessive Pronouns</p>	<p>Informative Process Writing: Revise and Expand</p> <p>Grammar: Possessive Pronouns</p>
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.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	CAP: End Punctuation	RF.1.1a	
	CAP: Uppercase Letters	RF.K.1d	
	PA: Phoneme Categorization	RF.1.2	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Substitution	RF.K.2e	
	PA: Recognize and Produce Rhyming Words	RF.K.2a	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PSA: r-Blends; Abbreviations	RF.1.2b, RF.1.3f	✓
	PSA: Short Vowels	RF.1.2a	
	PSA: s-Blends; Contractions	RF.1.2b, RF.1.2 L.1.2	✓
	PSA: Final Consonant Blend; Inflectional Ending -ed	RF.1.2b, RF.1.3f	✓
	Fluency: Expression	RF.1.4	
	Fluency: Self-Correcting	RF.1.4	
	Fluency: Features of a Sentence	RF.1.4	
Metacognitive & Fix-Up	Summarize and Synthesize	RLRI.1.10	
	Fix-Up: Read More Slowly and Think About Words	RLRI.1.10	
Comprehension to Build Knowledge	Identify the Reasons an Author Gives to Support Points	RI.1.8	✓
	Use Illustrations and Details to Describe Key Ideas	RI.1.7	✓
	Ask and Answer Questions About Key Details	RI.1.1, RI.1.6	✓
Vocabulary	Use Context to Help Determine or Clarify the Meaning of Words and Phrases	L.1.4a	✓
Writing	Informative Process Writing	C.1.2	
Grammar	Indefinite Pronouns	L.1.1c	
	Noun-Verb Agreement with Singular and Plural Nouns	L.1.1b,c	
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 Final Consonant Blends	jump	bland
	clamp	send
	mist	wind
	west	who*
	trust	good*

* 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.

My Reading & Writing Words	"Firefighters" truck (10) fire (11) help (11)	People Who Made Contributions helped (5) worked (14)
	"Firefighters to the Rescue" work (13) save (13) fire truck (12) fast ² (12)	
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)	

Week 3 Comprehensive Literacy Planner

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

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: "Firefighters" <i>RF.1.4</i> <i>RF.1.1a</i> Phonics and Word Study: Focus Skill: Final Consonant Blends <i>RF.1.2b, RF.1.3f</i> First Reading: Summarize and Synthesize to Learn How People Help Communities <i>RI.1.10</i>	Build Reading Foundations: "Firefighters" <i>RF.1.4</i> <i>RF.1.2b</i> <i>RF.1.3f</i> Phonics and Word Study: Focus Skill: Final Consonant Blends; Inflectional Endings <i>RF.1.2b</i> Find Text Evidence: Use Photographs and Details to Describe Key Ideas <i>RI.1.7</i>	Build Reading Foundations: "Firefighters to the Rescue" <i>RF.1.4</i> <i>RF.1.2b</i> Phonics and Word Study: Focus Skill: Final Consonant Blends; Inflectional Endings <i>RF.K.2a</i> Find Text Evidence: Identify Reasons That Support Key Points <i>RI.1.8</i> Build Vocabulary: Use Context Clues <i>L.1.4a</i>	Build Reading Foundations: "Firefighters to the Rescue" <i>RF.1.2b</i> <i>RF.1.4</i> Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.1.2c</i> Find Text Evidence: Ask and Answer Questions About Key Details <i>RI.1.1</i>	Build Reading Foundations: Poetry Out Loud! "We Have a Little Garden" <i>RF.1.2b</i> Phonics and Word Study: Review and Monitor Progress <i>RF.1.4</i> Demonstrate Knowledge: Being a Good Community Member Complete the Blueprint <i>ILP4</i>
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. <i>RL RI.1.10</i>				
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.)	Informative Process Writing: Focus on Writer's Craft Grammar: Indefinite Pronouns	Informative Process Writing: Focus on Writer's Craft Grammar: Indefinite Pronouns	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 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 and Structural Analysis (PSA) • Fluency	CAP: Punctuation in Context: Dashes, Commas, Quotation Marks	NOT HAS aligned	
	CAP: Punctuation: Periods, Exclamation Marks, Question Marks	RF.1.1	
	PA: Phoneme Identification	RF.1.2a	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Substitution	RF.1.2c	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PSA: Consonant Digraphs th, sh, -ng; Inflectional Ending -ing	RF.1.3a,f	✓
	PSA: Short Vowels	RF.1.2a	
	PSA: Consonant Blends	RF.1.2b	
	Fluency: Self-Correction	RF.1.4	
	Fluency: Rate: Pausing	RF.1.4	
	Metacognitive & Fix-Up	Ask Questions	RL.1.10
Create Mental Images		RL.1.10	
Fix-Up: Read Out Loud to Support Comprehension		RL.1.10	
Comprehension to Build Knowledge	Identify Who Is Telling the Story	RL.1.6	✓
	Describe Characters, Settings, and Major Events Using Key Details	RL.1.3	✓
	Identify Words and Phrases That Appeal to the Senses	RL.1.4	✓
Vocabulary	Identify Root Words and Their Inflectional Forms	L.1.4c	
Writing	Write Opinion Texts	C.1.1	
Grammar	Adjectives	L.1.1c	
	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 Consonant Digraphs: th, sh, ng	sing	shut
	bring	this
	thing	than
	shop	our*
	ship	these*

* 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.

My Reading & Writing Words	"Fairy Tale Song" once (16) wolf ² (16) frog ¹ (16)	"Lavender's Blue" work ³ (19)
	"The City Mouse and the Country Mouse" boring (31) peaceful (33) worked ³ (31)	
	"A Quiet Camping Trip" lumbered (36) peered (35) said (34) bear ¹ (36)	

Week 1 Comprehensive Literacy Planner

Essential Question: How do people create stories?

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: Stories Have a Narrator Introduce the Blueprint ILP 4	Build Reading Foundations: "Fairy Tale Song" RF.1.4	Build Reading Foundations: "Lavender's Blue" RF.1.1, RF.1.4	Build Reading Foundations: "Lavender's Blue" RF.1.4 RL.1.10	Build Reading Foundations: Poetry Out Loud! "Old King Cole" RF.1.4
	Build Reading Foundations: "Fairy Tale Song" RF.1.4	Phonics and Word Study: Consonant Digraphs th, sh, ng; Inflectional Ending -ing RF.1.3a,f	Phonics and Word Study: Consonant Digraphs th, sh, ng; Inflectional Ending -ing RF.1.3a,f	Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.1.4 RF.1.3a,f	Phonics and Word Study: Review and Monitor Progress RF.1.4
	Phonics and Word Study: Consonant Digraphs th, sh, ng RF.1.3a,f First Reading: Ask Questions to Learn About Genre RL.1.1	Identify Who Is Telling the Story RL.1.6	Describe Setting Using Key Details RL.1.3 Build Vocabulary: Identify Root Words and Their Inflectional Forms L.1.4c	First Reading: Create Mental Images to Learn Different Perspectives RL.1.10	Identify Words and Phrases That Appeal to the Senses RL.1.4 Build Knowledge: Stories Have a Narrator Begin the Blueprint ILP 4
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. <p style="text-align: right;">RL.1.10</p>				
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: 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	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 and Structural Analysis (PSA) • Fluency	CAP: Punctuation in Context: Dashes, Commas, Quotation Marks	Not KAS aligned	
	CAP: Uppercase Letters	RF.1.1	
	PA: Phoneme Categorization	RF.1.2c	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Addition	RF.1.2c	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PA: Phoneme Addition	RF.1.2b	
	PSA: Consonant Digraphs th, sh, ng; Inflectional Ending -ing	RF.1.3a,f	✓
	PSA: Consonant Digraphs ch, tch, wh; Closed Syllables	RF.1.3a	✓
	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	RLRI.1.10
Fix-Up: Read Out Loud to Support Comprehension		RLRI.1.10	
Comprehension to Build Knowledge	Identify Who Is Telling the Story	RL.1.6	✓
	Ask and Answer Questions About Key Details	RL.1.1	✓
	Describe Characters, Settings, and Major Events Using Key Details	RL.1.3	✓
Vocabulary	Define Words by Category and Key Attributes	L.1.5b	
Writing	Write Opinion Texts	C.1.1	
Grammar	Use Commas in Dates and to Separate Words in a Series	L.1.2c	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner 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 Consonant Digraphs: ch, tch, wh	chop	match
	check	clutch
	chill	pitch
	whim	once*
	which	hurt*

* 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.

My Reading & Writing Words	"Once I Saw a Little Bird" cried (20) once (20) watched (20) chirped ¹ (20)	"Over in the Meadow" said (22) mother ² (22) frog ¹ (22) little ² (23) old ² (22) chirped ¹ (23)
	Mother Bruce watched (26) mother ² (17)	
General Academic Listening & Speaking (Tier 2)	Mother Bruce stern (17) grumpy (18) watched (26) pesky (26) bears ¹ (5) eggs ¹ (5) mother ² (17) hatch ¹ (37) explained ² (28)	"Over in the Meadow" mother ² (22)
	Domain-Specific Listening & Speaking (Tier 3) Mother Bruce migrated (36)	

Week 2 Comprehensive Literacy Planner

Essential Question: How do people create stories?

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: “Once I Saw a Little Bird” RF.1.4 Phonics and Word Study: Consonant Digraphs ch, tch, wh RF.1.3a First Reading: Ask Questions RL.1.1	Build Reading Foundations: “Once I Saw a Little Bird” RF.1.4 RF.1.3a Phonics and Word Study: Cvh, tch, wh; Closed Syllables RF.1.3a Describe Characters and Major Events Using Key Details RL.1.3	Build Reading Foundations: “Over in the Meadow” RF.1.1 Phonics and Word Study: Consonant Digraphs ch, tch, wh; Closed Syllables RF.1.3a Find Text Evidence: Ask and Answer Questions About Key Details RL.1.1 Build Vocabulary: Define Words by Category and Key Attributes L.1.5b	Build Reading Foundations: “Over in the Meadow” RF.1.4 RF.1.3a Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.1.2c Find Text Evidence: Describe Setting Using Key Details RL.1.3	Build Reading Foundations: Poetry Out Loud! “Old King Cole” RF.1.4 Phonics and Word Study: Review and Monitor Progress RF.1.4 Find Text Evidence: Identify Who Is Telling the Story RL.1.3 Build Knowledge: Stories Have a Narrator ILP4 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. RL/RI.1.10				
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 skill development. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
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 Commas	Opinion Process Writing: Revise and Expand Grammar: Commas
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 and Structural Analysis (PSA) • Fluency	CAP: Punctuation in Context: Dashes, Commas, Quotation Marks	Not KAS aligned	
	PA: Phoneme Identification	RF.1.2a	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PSA: Three-Letter Blends; Plural Ending -es	RF.1.2b, L.K.1b	✓
	PSA: Consonant Digraphs ch, tch, wh; Closed Syllables	RF.1.3a	✓
	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	Create Mental Images	RLIRI.1.10
Fix-Up: Read Out Loud to Support Comprehension		RLIRI.1.10	
Comprehension to Build Knowledge	Ask and Answer Questions About Key Details	RL.1.1	✓
	Describe Characters, Settings, and Major Events Using Key Details	RL.1.3	✓
	Identify Words and Phrases That Appeal to the Senses	RL.1.4	✓
Vocabulary	Use Context as a Clue to Word Meaning	L.1.4a	✓
Writing	Write Opinion Texts	C.1.1	
Grammar	Adjectives	L.1.1c	
	Use Commas in Dates and to Separate Words in a Series	L.1.2c	
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 Three Letter Blends	splash	squint
	split	sprint
	strap	spring
	stretch	when*
	squid	because*

* 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.

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

Week 3 Comprehensive Literacy Planner

Essential Question: How do people create stories?

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 Fox and the Hen” <i>RF.1.4</i> Phonics and Word Study: Focus Skill: Three-Letter Blends <i>RF.1.3a</i> First Reading: Create Mental Images to Learn About Realistic Fiction <i>RL.1.1</i>	Build Reading Foundations: “The Fox and the Hen” <i>RF.1.4</i> Phonics and Word Study: Focus Skill: Three-Letter Blends <i>RF.1.2, b, c</i> Find Text Evidence: Identify Words and Phrases That Appeal to the Senses <i>RL.1.4</i>	Build Reading Foundations: “The Secret” <i>RF.1.1</i> <i>RF.1.4</i> Phonics and Word Study: Focus Skill: Three-Letter Blends <i>RF.1.2c</i> <i>RF.1.4</i> Find Text Evidence: Describe Characters and Major Events Using Key Details <i>RL.1.3</i> Build Vocabulary: Use Context as a Clue to Meaning <i>L.1.4a</i>	Build Reading Foundations: “The Secret” <i>RF.1.4</i> <i>RL.1.10</i> Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.1.2c</i> Find Text Evidence: Ask and Answer Questions About Key Details <i>RL.1.1</i>	Build Reading Foundations: Poetry Out Loud! “Old King Cole” <i>RF.1.4</i> Phonics and Word Study: Review and Monitor Progress <i>RF.1.4</i> Demonstrate Knowledge: Stories Have a Narrator Complete the Blueprint <i>ILP4</i>
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. <i>RL/RI.1.10</i>				
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: 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. <i>C.1.1, L.1.1c, L.1.2c</i>				
Assessment ✓	Monitor students’ progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week.				