Essential Standards :

RF.1.1	RL.1.1	RI.1.1	HW.1	C.1.2	L.1.1
RF.1.2	RL.1.2	RI.1.2			L.1.2
RF.1.3	RL.1.3	RI.1.3			L.1.4
		RI.1.5			
		RI.1.7			

Supporting Standards:

RL.1.4	RI.1.4	C.1.1
RL.1.9	RI.1.9	C.1.4
RL.1.10	RI.1.10	C.1.5
		C.1.6

Unit 3
Technology and Themes Across Cultures

Approximately 38 Days

***Winter Break is Dec. 23 - Jan 3

December

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20

January

M	T	W	T	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February

M	T	W	T	F
3	4	5	6	7

Skills and Strategies To Build Knowledge

Grade 1 Unit 5

Category	Standard	Skill	Week 1	Week 2	Week 3	Assessed Skills
Foundational Skills: • **Concepts About Print (CAP)** • **Phonological Awareness (PA)** • **Phonics and Structural Analysis (PSA)** • **Fluency**	RF.1.1a	CAP: End Punctuation	●			
	RF.K.1a	CAP: Return Sweep Directionality		●		
	L.1.2	CAP: Punctuation in Context: Commas	●			
	RF.1.1a	CAP: Upper-Case Letters			●	
	RF.1.2c	PA: Phoneme Categorization	●	●	●	
	RF.1.2b	PA: Phoneme Blending	●	●	●	
	RF.K.2e	PA: Phoneme Substitution	●	●	●	
	RF.1.2c	PA: Phoneme Segmentation	●	●	●	
	RF.1.2c	PA: Phonemic Manipulation	●	●	●	
	RF.1.2c	PA: Phoneme Addition	●			
	RF.1.2c	PA: Phoneme Deletion		●		
	RF.1.3c	PSA: Long a (final -e); Approximate Sounds	● (red)	●	●	✓
	RF.1.3c	PSA: Long o (final -e); Contractions with 'll, 're		● (red)	●	✓
	RF.1.3, L.1.2	PSA: Soft c, g; Contractions with "not"			● (red)	✓
	RF.1.2a	PSA: Short Vowels	●	●	●	
	RF.1.2b, RF.1.3a	PSA: Consonant Blends and Digraphs	●	●		
	RF.1.4	Fluency: Self-Correcting	●		●	
	RF.1.4	Fluency: Pausing	●			
	RF.1.4	Fluency: Expression		●	●	
	RF.1.4	Fluency: Rate		●		
	RF.1.4	Fluency: Mood			● (red)	
Metacognitive & Fix-Up	RI/RL.1.10	Draw Inferences	●	●		
	RI/RL.1.10	Determine Text Importance	●		●	
	RI/RL.1.10	Fix-Up: Stop and Think About the Author's Purpose	●	●	●	
Comprehension to Build Knowledge	RI.1.5	Know and Use Text Features to Locate Key Facts or Information		●		
	RI.1.7	Use Illustrations and Details to Describe Key Ideas	●	●		
	RI.1.3	Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text		●		✓
	RI.1.1	Describe Characters, Settings, and Major Events in a Story (Draw Inferences)	●		●	
	RI.1.2	Identify Main Topic and Retell Key Details	●	●		✓
Vocabulary	L.1.5	Sort Words into Categories	●	●		✓
	L.1.5d	Distinguish Shades of Meaning Among Verbs			●	✓
Writing	C.1.2	Explanatory Process Writing	●	●	●	
Grammar	L.1.1	Sentence Types	● (red)		●	
	L.1.1	Prepositions		● (red)	●	
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.

✓ = Strategy and skill assessed on the Unit Assessment.

Skills and Strategies To Build Knowledge

Grade 1 Unit 6

Category	Standard	Skill	Week 1	Week 2	Week 3	Assessed Skills
Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency	Not KAS aligned	CAP: Punctuation in Context: Dashes, Colons, Quotation Marks	●	●	●	
	RF.1.1a	CAP: Punctuation: Periods, Question Marks, Exclamation Points	●		●	
	RF.K.1a*	CAP: Return Sweep			●	
	RF.1.1a	CAP: Uppercase Letters		●		
	RF.1.2c	PA: Phoneme Categorization	●	●	●	
	RF.1.2b	PA: Phoneme Blending	●	●	●	
	RF.K.2e*	PA: Phoneme Substitution	●	●	●	
	RF.1.2c	PA: Phoneme Segmentation	●	●	●	
	RF.1.2c	PA: Phonemic Manipulation	●	●	●	
	RF.1.2c	PA: Phoneme Addition	●			
	RF1.3c	PSA: Long i (final -e); VCe Syllables	●	●	●	✔
	RF.1.3	PSA: Long u, e (final -e); Inflectional Endings (drop final -e)		●	●	✔
	RF.1.3f/**RF.2.3b***	PSA: Long a Vowel Teams; Inflectional Endings (double final consonant)			●	✔
	RF.1.3	PSA: Long a; Long o (final -e)	●	●	●	
	RF.1.2a	PSA: Short Vowels	●	●	●	
	RF.1.4	Fluency: Self-Correcting	●	●	●	
	RF.1.4	Fluency: Pausing	●			
	RF.1.4	Fluency: Rate		●		
	RF.1.4	Fluency: Phrasing		●		
	RF.1.4	Fluency: Expression			●	
Metacognitive & Fix-Up	RI/RL.1.10	Make Connections	●	●		
	RI/RL.1.10	Summarize and Synthesize	●		●	
	RI/RL.1.10	Fix-Up: Confirm or Correct Word Recognition and Understanding	●	●	●	
Comprehension to Build Knowledge	RI.1.3	Describe Characters, Settings, and Major Events Using Key Details	●	●	●	✔
	RI.1.2	Understand the Central Message	●	●	●	✔
	RL.1.9	Compare and Contrast the Adventures and Experiences of Characters	●	●		✔
Vocabulary	L.1.4	Use Context as a Clue to Word Meaning	●			✔
	L.1.4	Use Affixes as a Clue to Word Meaning		●	●	✔
Writing	C.1.1	Opinion Process Writing	●	●	●	
Grammar	L.1.1	Produce Simple and Compound Sentences		●	●	
	L.1.1f	Use Frequently Occurring Conjunctions	●	●	●	
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 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

Category	Skill/Strategy	Standard	Assessed
Foundational Skills: • **Concepts About Print (CAP)** • **Phonological Awareness (PA)** • **Phonics and Structural Analysis (PSA)** • **Fluency**	CAP: End Punctuation	RF.1.1a	
	CAP: Punctuation in Context: Commas	L.1.2	
	PA: Phoneme Categorization	RF.1.2c	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Substitution	RF.K.2e	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PA: Phoneme Addition	RF.1.2c	
	PSA: Long a (final -e); Approximate Sounds	RF.1.3c	✔
	PSA: Short Vowels	RF.1.2a	
	PSA: Consonant Blends and Diagraphs	RF.1.2b, RF.1.3a	
	Fluency: Pausing	RF.1.4	
	Fluency: Self-Correcting	RF.1.4	
Metacognitive & Fix-Up	Draw Inferences	RI/RL.1.10	
	Determine Text Importance	RI/RL.1.10	
	Fix-Up: Stop and Think About the Author's Purpose	RI/RL.1.10	
Comprehension to Build Knowledge	Use Illustrations and Details to Describe Key Ideas	RI.1.7	
	Describe Characters, Settings, and Major Events in a Story (Draw Inferences)	RI.1.1	
	Identify Main Topic and Retell Key Details	RI.1.2	✔
Vocabulary	Sort Words into Categories	L.1.5	✔
Writing	Process Writing: Explanatory	C.1.2	
Grammar	Sentence Types	L.1.1	
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

game	fake
name	shake
shame	brake
frame	right*
take	start*

* 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	**"Go, Robot, Go!"** robot (2) **"Robots: Big and Small"** human (4) tasks (4) robot (4) clean³ (5)	**"What a Great Idea!"** computer (45) robot (45)
General Academic Listening & Speaking (Tier 2)	**"What a Great Idea!"** computer (45) whispered² (46)	**"Robots at Work"** work³ (40) help³ (40)
Domain-Specific Listening & Speaking (Tier 3)	**"Robots at Work"** machines (40) programmed (41) robot (40)	**"What a Great Idea!"** computer programmer (45) invention (45) robot (45) duck¹ (45)

Week 1 Comprehensive Literacy Planner

Essential Question: How can technology make a difference in our lives?

	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: Technology at Work **Introduce the Blueprint**	Build Reading Foundations: "Go, Robot, Go!" *RF.1.4*	Build Reading Foundations: "Robots: Big and Small" *RF1.19*	Build Reading Foundations: "Robots: Big and Small" *RF.1.3c*	Build Reading Foundations: "The Drinking Fountain" *RI/RL.1.10*
	Build Reading Foundations: "Go, Robot, Go!" *L.1.2b RF.K.1a RF.1.1a*	Phonics and Word Study: Long a (final -e); Approximate Sounds *RF.1.2b RF.1.4*	Phonics and Word Study: Long a (final -e); Approximate Sounds *RF.1.3c RF.1.2c*	Phonics and Word Study: Apply Phonics and Vocabulary in Context *RI.1.10*	Phonics and Word Study: Review and Monitor Progress *RF.1.3C*
	Phonics and Word Study: Long a (final -e) *RF.1.3c RF.1.2a*	Use Illustrations and Details in a Text to Describe Key Ideas *RI.1.7*	Identify the Main Topic and Retell Key Details *RI.1.2 RI.1.10*	First Reading: Determine Text Importance to Learn How We Use Technology *RI.1.1*	Draw Inferences *RI.1.1*
	First Reading: Draw Inferences to Learn How We Use Technology *RI.1.10*		Build Vocabulary: Sort Words Into Categories *L.1.5a*		Build Knowledge: Technology at Work **Begin the Blueprint**
Small-Group Reading	Meet with small groups of students to: • Scaffold reading behaviors and strategies using small-group texts and teacher's guides. • Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. • Revisit complex read-alouds. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During Independent time: • Ensure that all students read independently to build volume and stamina. • Confer with a few students on their text selections, application of strategies, and/or foundational skills development. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
Writing and Language Lessons (20 MIN.)	Explanatory Process Writing: Read and Analyze a Mentor Text *C.1.2* Grammar: Introduce Sentence Types *L.1.1*	Explanatory Process Writing: Brainstorm Grammar: *C.1.2* Declarative Sentences *L.1.1*	Explanatory Process Writing: Choose a Topic *C.1.2* Grammar: Declarative and Imperative Sentences *L.1.1*	Explanatory Process Writing: Identify Key Ideas and Details Grammar: *C.1.2* Interrogative Sentences *L.1.1*	Explanatory Process Writing: Draft *C.1.2* Grammar: Exclamatory Sentences *L.1.1*
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: Return Sweep Directionality**	RF.K.1a	
	PA: Phoneme Categorization	RF.1.2c	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Substitution	RF.K.2e	
	PA: Phoneme Segmentation	RF.1.2c	
	PA: Phonemic Manipulation	RF.1.2c	
	PA: Phoneme Deletion	RF.1.2c	
	PSA: Long a (final -e); Approximate Sounds	RF.1.3c	
	PSA: Long o (final -e); Contractions with 'll, 're	RF.1.3c	✔
	PSA: Short Vowels	RF.1.2a	
	PSA: Consonant Blends and Digraphs	RF.1.2b, RF.1.3g	
	Fluency: Expression	RF.1.4	
	Fluency: Rate	RF.1.4	
Metacognitive & Fix-Up	**Draw Inferences**	RI/RL.1.10	
	Fix-Up: Stop and Think About the Author's Purpose	RI/RL.1.10	
Comprehension to Build Knowledge	**Know and Use Text Features to Locate Key Facts or Information**	RI.1.5	
	Use Illustrations and Details to Describe Key Ideas	RI.1.7 RI.1.3 ✔	
	Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information in a Text		
	Identify Main Topic and Retell Key Details	RI.1.2	✔
Vocabulary	**Sort Words into Categories**	L.1.5	✔
Writing	**Process Writing: Explanatory**	C.1.2	
Grammar	**Prepositions**	L.1.1	✔
Speaking & Listening to Demonstrate Knowledge	**Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions** 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 o	hope	chose
	rope	spoke
	nope	joke
	nose	how*
	those	under*

* 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.

My Reading & Writing Words	**"We're Going to the Moon"** moon (15) landed (14) **"The Moon"** study (8) *moon (8)* ***Working with Technology*** *computer (6)*
General Academic Listening & Speaking (Tier 2)	***Working with Technology*** work[3] (4) help[3] (11) *computer (6)* fire trucks[3] (13)
Domain-Specific Listening & Speaking (Tier 3)	***Working with Technology*** communicate (4) cure (11) solve problems (4) career (5) *land (8)*

Week 2 Comprehensive Literacy Planner

Essential Question: How can technology make a difference in our lives?

	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: "We're Going to the Moon"** *RF.K.1a*	**Build Reading Foundations: "We're Going to the Moon"** *RF.1.3c*	**Build Reading Foundations "The Moon"** *RF.K.1a RF.1.3c*	**Build Reading Foundations: "The Moon"** *RF.1.3c RF.1.4*	**Build Reading Foundations: "The Drinking Fountain"** *RI/RL.1.10 RF.1.3c*
	Phonics and Word Study: Long o (final -e) *RF.1.3c*	**Phonics and Word Study: Long o (final -e); Contractions** *RF.1.2b RF.1.3c*	**Phonics and Word Study: Long o (final -e); Contractions** *RF.1.3c*	**Phonics and Word Study: Apply Phonics and Vocabulary in Context** *RF.1.4*	**Phonics and Word Study: Review and Monitor Progress** *RF.1.3c*
	First Reading: Draw Inferences to Learn How We Use Technology *RI.1.10*	**Find Text Evidence: Identify Main Topic and Retell Key Details** *RL.1.2 RI/RL.1.10*	**Find Text Evidence: Use Illustrations and Details in a Text to Describe Key Ideas** *RI.1.7/RI/RL.1.10*	**Find Text Evidence: Use Sidebars** *RI.1.5 RI/RL.1.10*	**Find Text Evidence: Describe Connections Between Information** *RI.1.3 RI/RL.1.10*
			Build Vocabulary: Sort Words Into Categories *L.1.5a*		**Build Knowledge: Technology at Work** *RI.1.3*
					Add to the Blueprint *ILP.4*
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 skill development. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
Writing and Language Lessons (20 MIN.)	**Explanatory Process Writing: Draft** *C.1.2* **Grammar: Introduce Prepositions** *L.1.1*	**Explanatory Process Writing: Draft** *C.1.2* **Grammar: Prepositions** *L.1.1*	**Explanatory Process Writing: Revise and Expand** *C.1.2* **Grammar: Prepositions** *L.1.1*	**Explanatory Process Writing: Focus on Writer's Craft** *C.1.2* **Grammar: Prepositions** *L.1.1*	**Explanatory Process Writing: Focus on Writer's Craft** *C.1.2* **Grammar: Prepositions** *L.1.1*
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: Uppercase Letters	RF.1.1a	
	PA: Phoneme Categorization	RF.1.2c	
	PA: Phoneme Blending	RF.1.2b	
	PA: Phoneme Substitution	RF.K.2e	
	PA: Phoneme Segmentation	RF.1.2 C	
	PA: Phonemic Manipulation	RF.1.2c	
	PSA: Long a (final -e); Approximate Sounds	RF.1.3c	✔
	PSA: Long o (final -e); Contractions with 'll, 're	RF.1.3c	✔
	PSA: Soft c, Soft g; Contractions with "not"	RF.1.3, L.1.2	✔
	PSA: Short Vowels	RF.1.2a	
	Fluency: Self-Correcting	RF.1.4	
	Fluency: Expression	RF.1.4	
	Fluency: Mood	RF.1.4	
Metacognitive & Fix-Up	Determine Text Importance	RI/RL.1.10	
	Fix-Up: Stop and Think About the Author's Purpose	RI/RL.1.10	
Comprehension to Build Knowledge	Describe Characters, Settings, and Major Events in a Story (Draw Inferences)	RI.1.1	
Vocabulary	Distinguish Shades of Meaning Among Verbs	L.1.5d	✔
Writing	Process Writing: Explanatory	C.1.2	✔
Grammar	Sentence Types	L.1.1	✔
	Prepositions	L.1.1	✔
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	ILP4	
	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 Soft c, Soft g	race
	lace
	face
	brace
	page
	cage
	wage
	age
	try*
	far*

* 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.

My Reading & Writing Words	"I Wonder" e-mail (10) change (10) "Picture This" *robot (13)* clean[3] (13) help[3] (13)
General Academic Listening & Speaking (Tier 2)	***Technology Breakdown*** high-tech (4) on the blink (6) capacity (9) blurry (10) *machines (5)* *e-mail (8)* *technology (12)*

Week 3 Comprehensive Literacy Planner

Essential Question: How can technology make a difference in our lives?

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: "I Wonder" *RF.1.1*	Build Reading Foundations: "I Wonder" *RF.1.3c*	Build Reading Foundations: "Picture This" *RF.1.3 L.1.2 RF.1.1*	Build Reading Foundations: "Picture This" *RF.1.4b*	Build Reading Foundations: "The Drinking Fountain" *RI/RL.1.10 RF.1.3c*
	Phonics and Word Study: Soft c, g *RF.1.3, L.1.2*	Phonics and Word Study: Soft c, g; Contractions *RF.1.2b RF.1.4*	Phonics and Word Study: Soft c, g; Contractions *RF.1.3, L.1.2*	Phonics and Word Study: Apply Phonics and Vocabulary in Context *RF.1.4b*	Phonics and Word Study: Review and Monitor Progress *RF.1.3, L.1.2*
	First Reading: Determine Text Importance to Learn How We Use Technology *RL.1.1*	Find Text Evidence: Describe Characters Using Key Details *RI.1.7*	Find Text Evidence: Describe Setting Using Key Details *RI.1.7* Build Vocabulary: Distinguish Shades of Meaning Among Verbs *L.1.5*	Find Text Evidence: Describe Major Events Using Key Details *RI.1.2*	Demonstrate Knowledge: Technology at Work **Complete the Blueprint** *ILP.4*
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.)	Explanatory Process Writing: Edit *C.1.2* Grammar: Prepositions *L.1.1*	Explanatory Process Writing: Edit *C.1.2* Grammar: Prepositions *L.1.1*	Explanatory Process Writing: Edit to Add Visual Support *C.1.2* Grammar: Sentence Types *L.1.1*	Explanatory Process Writing: Publish *C.1.2* Grammar: Sentence Types *L.1.1*	Explanatory Process Writing: Share *C.1.2* Grammar: Sentence Types *L.1.1*
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, Colons, Quotation Marks	*Not KAS aligned*
	CAP: Punctuation: Periods, Question Marks, Exclamation Marks	*RF.1.1a*
	PA: Phoneme Categorization	*RF.1.2c*
	PA: Phoneme Blending	*RF.1.2b*
	PA: Phoneme Substitution	*RF.K.2e*
	PA: Phoneme Segmentation	*RF.1.2c*
	PA: Phonemic Manipulation	*RF.1.2c*
	PA: Phoneme Addition	*RF.1.2c*
	PSA: Long i (final -e); VCe Syllables	*RF.1.3c* ✔
	PSA: Long a; Long o (final -e)	*RF.1.3*
	PSA: Short Vowels	*RF.1.2a*
	Fluency: Self-Correcting	*RF.1.4*
	Fluency: Pausing	*RF.1.4*
Metacognitive & Fix-Up	Make Connections	*RI/RL.1.10*
	Summarize and Synthesize	*RI/RL.1.10*
	Fix-Up: Confirm or Correct Word Recognition and Understanding	*RI/RL.1.10*
Comprehension to Build Knowledge	Describe Characters, Settings, and Major Events Using Key Details	*RL.1.3* ✔
	Understand the Central Message	*RL.1.2* ✔
	Compare and Contrast the Adventures and Experiences of Characters	*RL.1.9* ✔
Vocabulary	Use Context as a Clue to Word Meaning	*L.1.4* ✔
Writing	Opinion Process Writing	*C.1.1*
Grammar	Use Frequently Occurring Conjunctions	*L.1.1f*
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions State Clarify, and Support Ideas in a Constructive Conversation	*1LP.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 i	vine
	mine
	line
	life
	strife
	slice
	rice
	nice
	after*
	call*

* 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	**"Lunch"** forgot (16) mistake (16) **"No Tiger Hunt Today"** learned (19) lesson (19) know⁴ (18)	**"The Boy Who Cried Wolf"** *learned (7)* *lesson (7)*
General Academic Listening & Speaking (Tier 2)	**"The Boy Who Cried Wolf"** angry (6) furious (6) *learned (7)* *lesson (7)* once⁴ (4) watched⁴ (4) wolf² (5) help³ (5)	**"The Ant and the Pigeon"** weary (9) grateful (10) once⁴ (8) industrious² (8)

Week 1 Comprehensive Literacy Planner

Essential Question: What can we learn from a mistake?

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 Teach Many Lessons** *Introduce the Blueprint*	**Build Reading Foundations: "Lunch"** *RF.1.2C*	**Build Reading Foundations: "No Tiger Hunt Today"** *RI/RL.1.10 RF.1.2c*	**Build Reading Foundations: "No Tiger Hunt Today"** *RF.1.4*	**Build Reading Foundations: "Friends"** *RF.1.2C RF.1.3*
	Build Reading Foundations: "Lunch" *Not KAS aligned*	**Phonics and Word Study: Long i (final -e); VCe Syllables** *RF.1.2b RF.1.4*	**Phonics and Word Study: Long i (final -e); VCe Syllables** *RF.K.2e RF.1.3c*	**Phonics and Word Study: Apply Phonics and Vocabulary in Context** *RF.1.3c RF.1.4*	**Phonics and Word Study: Review and Monitor Progress** *RF.1.4 / RF.1.3c*
	Phonics and Word Study: Long i (final -e) *RF.1.3c*	**Understand the Central Message** *RI.1.2*	**Describe Characters Using Key Details** *RI.1.3 RI/RL.1.10*	**First Reading: Summarize and Synthesize to Learn How to Use Teamwork to Solve Problems** *RI/RL.1.10 RI.1.3*	**Compare and Contrast the Adventures and Experiences of Characters in Stories** *RL.1.9 RI.1.3*
	First Reading: Make Connections to Learn Morals and Lessons From Stories *RI.1.3 RI/RL.1.10*		**Build Vocabulary: Use Context as a Clue to Meaning** *RF.1.4*		**Build Knowledge: Stories Teach Many Lessons** *Begin the Blueprint* *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: Read and Analyze a Mentor Text** *C.1.1* **Grammar: Introduce Conjunctions** *L.1.1f*	**Opinion Process Writing: Brainstorm** *C.1* **Grammar: Conjunctions** *L.1.1f*	**Opinion Process Writing: Choose a Topic** *C.1* **Grammar: Conjunctions** *L.1.1f*	**Opinion Process Writing: Identify Reasons and Evidence** *C.1* **Grammar: Conjunctions** *L.1.1f*	**Opinion Process Writing: Draft** *C.1* **Grammar: Conjunctions** *L.1.1.f*
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

	CAP: Punctuation in Context: Dashes, Colons, Question Marks,	*Not KAS aligned* RF.1.1a	
	CAP: Punctuation: Periods, Question Marks, Exclamation Points		
	CAP: Uppercase Letters	RF.1.1a	
	PA: Phoneme Categorization	RF.1.2c	
	PA: Phoneme Blending	RF.1.2b	
Foundational Skills	PA: Phoneme Substitution	RF.K2e	
• Concepts About Print (CAP)	PA: Phoneme Segmentation	RF.1.2c	
• Phonological Awareness (PA)	PA: Phonemic Manipulation	RF.1.2c	
• Phonics and Structural Analysis (PSA)	PSA: Long i (final -e); VCe Syllables	RF.1.3c	✔
• Fluency	PSA: Long u, e (final -e); Inflectional Endings (drop final -e)	RF.1.3	✔
	PSA: Long a; Long o (final -e)	RF.1.3	
	PSA: Short Vowels	RF.1.2g	
	Fluency: Self-Correcting	RF.1.4	
	Fluency: Rate	RF.1.4	
	Fluency: Phrasing	RF.1.4	
Metacognitive & Fix-Up	Make Connections	RI/RL.1.10	
	Fix-Up: Confirm or Correct Word Recognition and Understanding	RI/RL.1.10	
Comprehension to Build Knowledge	Describe Characters, Settings, and Major Events Using Key Details	RI.1.3	✔
	Understand the Central Message	RI.1.2	✔
	Compare and Contrast the Adventures and Experiences of Characters	RL.1.9	✔
Vocabulary	Use Affixes as a Clue to Word Meaning	L.1.4	✔
Writing	Process Writing: Opinion	C.1.1	
Grammar	Produce Simple and Compound Sentences	L.1.1	
	Use Frequently Occurring Conjunctions	L.1.1f	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group, and Partner Discussions	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

	these	cute
Words with Long e and Long u:	theme	tube
	mute	rude
	flute	long*
	cube	off*

* High-frequency words

Vocabulary

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

	"When I Hurry"	"The Ant and the Grasshopper"	*When Turtle Grew Feathers*
My Reading & Writing Words	hurry (20) *mistake (20)* know[4] (21)	*learned (23) lesson (23) chirped[1] (22)*	*learned/learned (30)*
General Academic Listening & Speaking (Tier 2)	*When Turtle Grew Feathers* blame (6) fault (6) shattered (6) truce (8) fast[2] (12) flapping[1] (25) help[3] (8) little[2] (9) said[4] (6) slow[2] (17) landing[5] (26) *learned/learning (30)*	"The Ant and the Grasshopper" *learned (23) lesson (23)*	

Week 2 Comprehensive Literacy Planner

Essential Question: What can we learn from a mistake?

	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: "When I Hurry"** *RF.1.1g*	**Build Reading Foundations: "When I Hurry"** *RF.1.4*	**Build Reading Foundations: "The Ant and the Grasshopper"** *RI.1.2 RI/RL 1.10*	**Build Reading Foundations: "The Ant and the Grasshopper"** *RF.1.4*	**Build Reading Foundations: "Friends"** *RL.1.5*
	Phonics and Word Study: Long e, u (final -e) *L.15 RF.1.2b*	**Phonics and Word Study: Long e, u (final -e); Inflectional Endings (drop final e)** *RF.1.2b RF.1.4*	**Phonics and Word Study: Long e, u (final -e); Inflectional Endings (drop final e)** *RF.K.2e*	**Phonics and Word Study: Apply Phonics and Vocabulary in Context** *RF.1.4 RF.1.3c*	**Phonics and Word Study: Review and Monitor Progress** *RF.1.3 RF.1.4*
	First Reading: Make Connections to Learn How to Use Teamwork to Solve Problems *RI/RL.1.10 RI.1.3*	**Describe Major Events Using Key Details** *RI.1.3 RI/RL.1.10*	**Find Text Evidence: Describe Characters Using Key Details** *RI.1.3 RI/RL.1.10*	**Find Text Evidence: Understand the Central Message** *RI.1.3 RI.1.2*	**Find Text Evidence: Compare and Contrast the Adventures and Experiences of Characters in Stories** *RI/RL.1.10*
			Build Vocabulary: Use Affixes as a Clue to Meaning *L.14*		**Build Knowledge: Stories Teach Many Lessons** *ILP4* **Add to the Blueprint**
Small-Group Reading	Meet with small groups of students to: • Scaffold reading behaviors and strategies using small-group texts and teacher's guides. • Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. • Revisit complex read-alouds. See additional small-group suggestions on the unit foldout.				
Independent Reading & Conferring	During independent time: • Ensure that all students read independently to build volume and stamina. • Confer with a few students on their text selections, application of strategies, and/or foundational 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: Draft** *C.1.1* **Grammar: Introduce Compound Sentences** *L.1.1*	**Opinion Process Writing: Draft** *C.1.1* **Grammar: Simple and Compound Sentences** *L.1.1*	**Opinion Process Writing: Draft** *C.1.1* **Grammar: Simple and Compound Sentences** *L.1.1*	**Opinion Process Writing: Revise and Expand** *C.1.1* **Grammar: Simple and Compound Sentences** *L.1.1*	**Opinion Process Writing: Focus on Writer's Craft** *C.1.1* **Grammar: Simple and Compound Sentences** *L.1.1*
Independent Writing & Conferring	Provide time for independent writing and conferring during writer's 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, Colons, Quotation Marks	*Not KAS aligned*	
	CAP: Punctuation: Periods, Question Marks, Exclamation Points	*RF.1.1a*	
	CAP: Return Sweep	*RF.K.1a*	
	PA: Phoneme Categorization	*RF.1.2c*	
	PA: Phoneme Blending	*RF.1.2b*	
	PA: Phoneme Substitution	*RF.K.2e*	
	PA: Phoneme Segmentation	*RF.1.2c*	
	PA: Phonemic Manipulation	*RF.1.2c*	
	PSA: Long i (final -e); VCe Syllables	*RF.1.3c*	✔
	PSA: Long u, e (final -e); Inflectional Endings (drop final -e)	*RF.1.3*	✔
	PSA: Long a Vowel Teams; Inflectional Endings (double final consonant)	*RF.1.3f / RF.2.3b*	✔
	PSA: Long a; Long o (final -e)	*RF.1.3*	
	PSA: Short Vowels	*RF.1.2a*	
	Fluency: Self-Correcting	*RF.1.4*	
	Fluency: Expression	*RF.1.4*	
Metacognitive & Fix-Up	Summarize and Synthesize	*RI/RL.1.10*	
	Fix-Up: Confirm or Correct Word Recognition and Understanding	*RI/RL.1.10*	
Comprehension to Build Knowledge	Describe Characters, Settings, and Major Events Using Key Details	*RI.1.3*	✔
	Understand the Central Message	*RI.1.2*	✔
Vocabulary	Use Affixes as a Clue to Word Meaning	*L.1.4*	✔
Writing	Opinion Process Writing	*C.1.1*	
Grammar	Produce Simple and Compound Sentences	*L.1.1*	
	Use Frequently Occurring Conjunctions	*L.1.1f*	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class 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 a Vowel Teams (ai, ay)	stay	mail
	gray	grain
	spray	rain
	pail	year*
	wail	live*

* 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.

	"Five Brown Bears"	*Tall and Small Play Ball*
My Reading & Writing Words	sorry (27)	*sorry (3)*
	"Stories That Teach"	
	teach (28)	
	moral (30)	
	lessons (28)	
	learned (31)	
General Academic Listening & Speaking (Tier 2)	*Tall and Small Play Ball*	"Stories That Teach"
	tease (3) block (6)	*learned (31)*
	height (6) dribbled (10)	*lessons (28)*
	sorry (3) said¹ (2)	
	fast² (3) little² (11)	

Week 3 Comprehensive Literacy Planner

Essential Question: What can we learn from a mistake?

	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:** "Five Brown Bears" *RF.1.1A*	**Build Reading Foundations:** "Five Brown Bears" *RF.1.3f*	**Build Reading Foundations:** "Stories That Teach Lessons" *RF.1.3f*	**Build Reading Foundations:** "Stories That Teach Lessons" *RF.1.4*	**Build Reading Foundations:** "Friends" *RF.1.3f*
	Phonics and Word Study: Long a Vowel Teams (ai, ay) *RF.1.3f/ RF.2.3b*	**Phonics and Word Study: Long a Vowel Teams (ai, ay)** *RF.1.4, RF.1.3f*	**Phonics and Word Study: Long a Vowel Teams (ai, ay)** *RF.1.3f/RF.2.3b*	**Phonics and Word Study: Apply Phonics and Vocabulary in Context** *RF.1.4 RF.1.3f*	**Phonics and Word Study: Review and Monitor Progress** *RF.1.3f RF.2.3b*
	First Reading: Summarize and Synthesize to Learn How to Use Teamwork to Solve Problems *RI/RL1.10*	**Describe Characters Using Key Details** *RI.1.3*	**Find Text Evidence: Describe Major Events Using Key Details** *RI.1.3* **Build Vocabulary: Use Affixes as a Clue to Meaning** *L.1.4b*	**Find Text Evidence: Understand the Central Message** *RI.1.3*	**Demonstrate Knowledge: Stories Teach Many Lessons** **Complete the Blueprint** *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** *C.1.1* **Grammar: Conjunctions** *L.1.1f*	**Opinion Process Writing: Edit** *C.1.1* **Grammar: Conjunctions** *L.1.1f*	**Opinion Process Writing: Edit** *C.1.1* **Grammar: Simple and Compound Sentences** *L.1.1f*	**Opinion Process Writing: Publish** *C.1.1* **Grammar: Simple and Compound Sentences** *L.1.1f*	**Opinion Process Writing: Share** *C.1.1* **Grammar: Compound Sentences** *L.1.1f*
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.				