

St Unit 4

| February | | | | | | |
|----------|----|----|----|----|--|--|
| M | T | W | T | F | | |
| 10 | 11 | 12 | 13 | 14 | | |
| 17 | 18 | 19 | 20 | 21 | | |
| 24 | 25 | 26 | 27 | 28 | | |
| March | | | | | | |
| M | T | W | T | F | | |
| 3 | 4 | 5 | 6 | 7 | | |
| 10 | 11 | 12 | 13 | 14 | | |
| 17 | 18 | 19 | 20 | 21 | | |
| 24 | 25 | 26 | 27 | 28 | | |
| April | | | | | | |
| M | T | W | T | F | | |
| 31 | 1 | 2 | 3 | 4 | | |

Unit 4
Exploring the Interconnected World

Approximately 38 Days
***Spring Break is April 7-11

Essential Standards :

| | | | | | |
|--------|--------|--------|------|-------|-------|
| RF.1.1 | RL.1.2 | RI.1.2 | HW.1 | C.1.2 | L.1.1 |
| RF.1.2 | RL.1.3 | RI.1.3 | | | L.1.2 |
| RF.1.3 | | RI.1.6 | | | L.1.4 |
| | | RI.1.7 | | | |

Supporting Standards:

| | | | |
|--------|---------|---------|-------|
| RF.1.4 | RL.1.1 | RI.1.1 | C.1.4 |
| | RL.1.4 | RI.1.4 | |
| | RL.1.10 | RI.1.10 | |
| | | | |

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

Unit 5
Economics and Physical Sciences

Approximately 31 Days

Essential Standards :

| | | | | | |
|--------|--------|--------|------|-------|-------|
| RF.1.1 | RL.1.2 | RI.1.2 | HW.1 | C.1.3 | L.1.1 |
| RF.1.2 | RL.1.3 | RI.1.3 | | | L.1.2 |
| RF.1.3 | RL.1.9 | RI.1.5 | | | L.1.4 |
| | | RI.1.9 | | | |

Supporting Standards:

| | | | |
|--------|---------|---------|-------|
| RF.1.4 | RL.1.1 | RI.1.1 | L.1.5 |
| | RL.1.4 | RI.1.4 | |
| | RL.1.7 | RI.1.7 | |
| | RL.1.10 | RI.1.10 | |

Skills and Strategies To Build Knowledge

Grade 1 Unit 7

| | | 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: Literary Element: Onomatopoeia and Sound Words | | • | | | |
| | RF.1.1a | CAP: End Punctuation: Periods, Question Marks, Exclamation Points | | • | • | | |
| | Not KAS aligned | CAP: Punctuation in Context: Dashes, Ellipses, Hyphens | | | • | | |
| | Not KAS aligned | CAP: Text Features: Italics | | | • | | |
| | RF.1.2c | PA: Phoneme Isolation | | • | • | | |
| | RF.1.2c | PA: Phoneme Categorization | | | • | | |
| | RF.1.3e | PA: Add Syllables in Compound Words | | • | • | | |
| | RF.1.3e | PA: Substitute Syllables in Compound Words | | • | • | | |
| | RF.1.2c | PA: Phoneme Segmentation | | • | • | | |
| | RF.1.2c | PA: Phonemic Manipulation | | • | • | | |
| | RF.1.3 | PA: Syllable Segmentation | | • | • | | |
| | RF.1.3c | PSA: Long o Spellings; Alphabetical Order to Two Letters | | • | • | ✓ | |
| | RF.1.3 L.1.4b | PSA: Long e Spellings; Prefixes un- and re- | | | • | ✓ | |
| | RF.1.3 | PSA: Long i Spellings; Open Syllables | | | • | ✓ | |
| | RF.1.3 | PSA: Long a Vowel Teams | | • | • | • | |
| | RF.1.3c | PSA: Final e Long Vowel Sound-Spellings | | • | • | • | |
| | RF.1.4 | Fluency: Rate | | • | | | |
| | RF.1.4 | Fluency: Pausing | | | • | • | |
| | RF.1.4 | Fluency: Self-Correcting | | • | | • | |
| Metacognitive & Fix-Up | RI/RL.1.10 | Apply Cumulative Metacognitive Strategies | | • | • | • | |
| | RI/RL.1.10 | Fix-Up: Reread to Clarify or Confirm Understanding | | • | • | | |
| | RI/RL.1.10 | Fix Up: Read More Slowly and Think About the Words | | | | • | |
| Comprehension to Build Knowledge | RI.1.2 | Identify Main Topic and Retell Key Details | | • | • | ✓ | |
| | RI.1.5 | Use Text Features to Locate Information: Captions, Glossaries, Time Lines | | • | • | • | ✓ |
| | RI.1.6 | Distinguish Between Information in Pictures and Text | | | • | • | ✓ |
| | RI.1.3 | Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information | | | | • | |
| Vocabulary | L.1.4 | Use Context Clues to Determine or Clarify the Meaning of Words and Phrases | | • | • | • | ✓ |
| Writing | C.1.2 | How-To Process Writing | | • | • | • | |
| Grammar | L.1.1 | Possessive Nouns | | • | | • | |
| | L.1.1 | Noun-Verb Agreement with Singular and Plural Nouns | | | • | • | |
| Speaking and Listening to Demonstrate Knowledge | ILP 4 | Engage Effectively in Whole-Class and Peer Discussions | | • | • | • | |
| | ILP 4 | State, Clarify, and Support Ideas in a Constructive Conversation | | • | | • | |

ILP- Interdisciplinary Literacy Practices

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

Skills and Strategies To Build Knowledge

Grade 1 Unit 8

| | | Week 1 | Week 2 | Week 3 | Assessed Skills | | |
|--|--------------------------|--|-----------|-----------|--------------------|---|---|
| Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency | RF.1.1 | CAP: Punctuation in Context: Commas, Quotation Marks | | • | • | • | |
| | RF.1.1a | CAP: End Punctuation: Periods, Question Marks, Exclamation Points | | | • | | |
| | RF.K.1a | CAP: Return Sweep | | | | • | |
| | RF.1.1a | CAP: Uppercase Letters | | • | • | | |
| | RF.1.2a | PA: Phoneme Identification | | • | • | • | |
| | RF.1.2b | PA: Phoneme Blending | | • | • | • | |
| | RF.1.3e | PA: Delete Syllables in Compound Words | | • | • | • | |
| | RF.1.2c | PA: Phoneme Segmentation | | • | • | • | |
| | RF.1.2c | PA: Phonemic Manipulation | | • | • | • | |
| | RF.1.3b,d | PA: Syllable Segmentation | | • | | | |
| | RF.1.2c | PSA: r-Controlled Vowel /är/; Compound Words | | • | | | ✓ |
| | RF.1.2c | PSA: r-Controlled Vowel /ôr/; Approximate Sounds (schwa) | | | • | | ✓ |
| | RF.1.2c | PSA: r-Controlled Vowel /ûr/; r-Controlled Syllables | | | | • | ✓ |
| | RF.1.3c | PSA: Long Vowel Sound-Spellings | | • | • | • | |
| | RF.1.4 | Fluency: Rate | | • | • | | |
| | RF.1.4 | Fluency: Intonation | | | • | | |
| | RF.1.4 | Fluency: Expression | | | | • | |
| RF.1.4 | Fluency: Self-Correcting | | • | • | • | | |
| Metacognitive & Fix-Up | RI/RL.1.10 | Apply Cumulative Metacognitive Strategies | | • | • | • | |
| | RI/RL.1.10 | Fix Up: Confirm or Correct Word Understanding | | | | • | |
| | RI/RL.1.10 | Fix Up: Read Out Loud to Support Comprehension | | • | | | |
| | RI/RL.1.10 | Fix Up: Stop and Think About the Author's Purpose | | | • | | |
| Comprehension to Build Knowledge | RI.1.3 | Describe Characters, Settings, and Major Events Using Key Details | | • | | • | ✓ |
| | RI.1.6 | Distinguish Between Information in Pictures and Text | | • | • | | ✓ |
| | RI/RL.1.9 | Explain Differences Between Stories and Informational Text | | • | | • | ✓ |
| | 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 | | | • | | ✓ |
| | RI.1.8 | Identify Main Topic and Retell Key Details | | | • | | |
| Vocabulary | RI.1.2 | Understand the Central Message | | | | • | ✓ |
| | L.1.5d | Distinguish Shades of Meaning Among Verbs | | | | • | |
| Writing | L.1.4 | Use Context as a Clue to Word Meaning | | • | • | | ✓ |
| | C.1.1 | Opinion Process Writing | | • | • | • | |
| Grammar | L.1.1 | Pronouns | | • | | • | |
| | L.1.1 | Past-, Present-, and Future-Tense Verbs of Being | | | • | • | |
| Speaking and Listening to Demonstrate Knowledge | ILP 4 | Engage Effectively in Whole-Class and Peer Discussions | | • | • | • | |
| | ILP 4 | State, Clarify, and Support Ideas in a Constructive Conversation | | • | • | • | |

ILP- Interdisciplinary Literacy Practices

• = Strategy or skill introduced for the first time.

• = Previously taught strategy or skill.

✓ = Strategy and skill assessed on the Unit Assessment.

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

| | | | |
|--|---|--|------------|
| Foundational Skills: • Concepts About Print (CAP) • Phonological Awareness (PA) • Phonics and Structural Analysis (PSA) • Fluency | CAP: Literary Element: Onomatopoeia and Sound Words | Not KAS aligned | |
| | CAP: End Punctuation: Periods, Question Marks, Exclamation Points | RF.1.1a | |
| | PA: Phoneme Isolation | RF.1.2c | |
| | PA: Add Syllables in Compound Words | RF.1.3e | |
| | PA: Substitute Syllables in Compound Words | RF.1.3e | |
| | PA: Phoneme Segmentation | RF.1.2c | |
| | PA: Phonemic Manipulation | RF.1.2c | |
| | PA: Syllable Segmentation | RF.1.3 | |
| | PSA: Long o Spelling Patterns; Alphabetical Order to Two Letters | RF.1.3c | ✓ |
| | PSA: Long a Vowel Teams | RF.1.3 | |
| | PSA: Final e Long Vowel Sound-Spellings | RF.1.3c | |
| | Fluency: Rate | RF.1.4 | |
| | Metacognitive & Fix-Up | Apply Cumulative Metacognitive Strategies | RLIRI.1.10 |
| Fix-Up: Reread to Clarify or Confirm Understanding | | RLIRI.1.10 | |
| Comprehension to Build Knowledge | Identify Main Topic and Retell Key Details | RI.1.2 | ✓ |
| | Use Text Features to Locate Information: Captions, Glossaries, Time Lines | RI.1.5 | ✓ |
| Vocabulary | Use Context Clues to Determine or Clarify the Meaning of Words and Phrases | L.1.4 | ✓ |
| Writing | Process Writing: How-To | C.1.2 | |
| Grammar | Possessive Nouns | L.1.1 | |
| 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 o (o, oa, ow, oe) | bow |
| | low |
| | glow |
| | goat |
| | moat |
| | float |
| | cold |
| | hold |
| | found* |
| | your* |

* 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 | "Let's Go, Go, Go" | "Long Ago on the Go" |
| | today (3) past (2) | long ago (4) slower (4) today (4) changes ³ (5) |
| General Academic Listening & Speaking (Tier 2) | "School Days" | "The Story of the White House" |
| | discover (16) long ago (14) learned ⁶ (15) changed ⁵ (16) | modern (21) improvements (21) e-mail ⁵ (21) future (21) |
| Domain-Specific Listening & Speaking (Tier 3) | "School Days" | |
| | factories (14) robots ⁵ (17) | |

Week 1 Comprehensive Literacy Planner

Essential Question: Why is the past important?

| |
|------------------------|
| 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: Past, Present, and Future Introduce the Blueprint | Build Reading Foundations: "Let's Go, Go, Go!" RF.1.4 | Build Reading Foundations: "Long Ago on the Go" RF.1.1a | Build Reading Foundations: "Long Ago on the Go" RF.1.4 RI.1.10 | Build Reading Foundations: Poetry Out Loud! "Now We Are Six" RF.1.4 |
| | Build Reading Foundations: "Let's Go, Go, Go!" RF.1.4 | Phonics and Word Study: Long o Spellings; Alphabetical Order to Two Letters RF.1.3c | Phonics and Word Study: Long o Spellings; Alphabetical Order to Two Letters RF.1.3c | Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.1.2c | Phonics and Word Study: Review and Monitor Progress RF.1.2c RF.1.4 |
| | Phonics and Word Study: Long o Spellings RF.1.3c | Identify the Main Topic and Retell Key Details RI.1.2 | Use Text Features: Captions RI.1.5 | First Reading: Apply Strategies to Learn How the White House Has Changed Over Time RI.1.10 L.1.4 | Use Text Features: Time Line RI.1.5 |
| | First Reading: Apply Strategies to Understand Schools of the Past, Present, and Future RI.1.10 | | Build Vocabulary: Use Context Clues L.1.4 | | Build Knowledge: Past, Present, and Future Begin the Blueprint ILP 4 |
| Small-Group Reading | <p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. <p>See additional small-group suggestions on the Unit Foldout.</p> | | | | |
| Independent Reading & Conferring | <p>During Independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skills development. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p> | | | | |
| Writing and Language Lessons (20 MIN.) | How-To Process Writing: Read and Analyze a Mentor Text Grammar: Introduce Possessive Nouns | How-To Process Writing: Brainstorm Grammar: Use Possessive Nouns | How-To Process Writing: Choose a Topic Grammar: Use Possessive Nouns | How-To Process Writing: Identify Materials and Steps Grammar: Use Possessive Nouns | How-To Process Writing: Draft Grammar: Use Possessive Nouns |
| 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, Ellipses, Hyphens | Not KAS aligned | |
| | PA: Add Syllables in Compound Words | RF.1.3c | |
| | PA: Substitute Syllables in Compound Words | RF.1.3c | |
| | PA: Phoneme Categorization | RF.1.2c | |
| | PA: Phoneme Segmentation | RF.1.2c | |
| | PA: Phonemic Manipulation | RF.1.2c | |
| | PA: Syllable Segmentation | RF.1.3 | |
| | PSA: Long o Spelling Patterns; Alphabetical Order to Two Letters | RF.1.3c | ✓ |
| | PSA: Long e Spelling Patterns; Prefixes un-, re- | RF.1.3, L.1.4b | ✓ |
| | PSA: Long a Vowel Teams | RF.1.3 | |
| | PSA: Final e Long Vowel Sound-Spellings | RF.1.3c | |
| | Fluency: Pausing | RF.1.4 | |
| | Metacognitive & Fix-Up | Apply Cumulative Metacognitive Strategies | RL/RI.1.10 |
| Fix Up: Reread to Clarify or Confirm Understanding | | RL/RI.1.10 | |
| Comprehension to Build Knowledge | Identify Main Topic and Retell Key Details | RI.1.2 | ✓ |
| | Use Text Features to Locate Information: Captions, Glossaries, Time Lines | RI.1.5 | ✓ |
| | Distinguish Between Information in Pictures and Text | RI.1.6 | ✓ |
| Vocabulary | Use Context Clues to Determine or Clarify the Meaning of Words and Phrases | L.1.4 | ✓ |
| Writing | How-To Process Writing | C.1.2 | |
| Grammar | Noun-Verb Agreement with Singular and Plural Nouns | L.1.1 | |
| 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 Long e (e, ee, ea, ie) | street |
| | greet |
| | fleet |
| | cheat |
| | meat |
| | seat |
| | feed |
| | seed |
| | people* |
| | where* |

* 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 | "Playing Games" passed down (6) long ago (6) |
| | Using Time Lines past (8) |
| General Academic Listening & Speaking (Tier 2) | Using Time Lines event (4) happen(ed) (4) historic (12) time line (4) past (8) landed ⁵ (11) learn ⁶ (5) |
| | "Playing Games" long ago (6) |

Week 2 Comprehensive Literacy Planner

Essential Question: Why is the past important?

| |
|------------------------|
| 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: "Playing Games" <i>RF.1.4</i></p> <p>Phonics and Word Study: Long e Spellings <i>RF.1.3c</i></p> <p>First Reading: Apply Strategies to Learn How to Use Time Lines <i>RI.1.5</i></p> | <p>Build Reading Foundations: "Playing Games" <i>RF.1.4</i></p> <p>Phonics and Word Study: Long e Spellings; Prefixes un- and re- <i>RF.1.3, L.1.4b</i></p> <p>Identify the Main Topic and Retell Key Details <i>RI.1.2</i></p> | <p>Build Reading Foundations: "Sounds of a School Day Long Ago" <i>RF.1.4</i></p> <p>Phonics and Word Study: Long e Spellings; Prefixes un- and re- <i>RF.1.3, L.1.4b</i></p> <p>Use Text Features: Glossary <i>RI.1.5</i></p> <p>Build Vocabulary: Use Context Clues <i>L.1.4</i></p> | <p>Build Reading Foundations: "Sounds of a School Day Long Ago" <i>RF.1.4</i> <i>RI.1.10</i></p> <p>Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.1.2c</i></p> <p>Find Text Evidence: Use Time Lines to Locate Information <i>RI.1.5</i></p> | <p>Build Reading Foundations: Poetry Out Loud! "Now We Are Six" <i>RF.1.4</i></p> <p>Phonics and Word Study: Review and Monitor Progress <i>RF.1.4</i></p> <p>Find Text Evidence: Distinguish Between Information in Pictures and Text <i>RI.1.6</i></p> <p>Build Knowledge: Past, Present, and Future <i>ILP4</i></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><i>RL RI.1.10</i></p> | | | | |
| Independent Reading & Conferring | <p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational 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>How-To Process Writing: Draft</p> <p>Grammar: Review Singular and Plural Nouns</p> | <p>How-To Process Writing: Draft</p> <p>Grammar: Review Singular and Plural Nouns</p> | <p>How-To Process Writing: Revise and Expand</p> <p>Grammar: Noun-Verb Agreement</p> | <p>How-To Process Writing: Focus on Writer's Craft</p> <p>Grammar: Noun-Verb Agreement</p> | <p>How-To Process Writing: Focus on Writer's Craft</p> <p>Grammar: Noun-Verb Agreement</p> |
| Independent Writing & Conferring | Provide time for independent writing and conferring during the small-group reading block. | | | | |
| Assessment ✓ | Monitor students' progress using the informal assessment opportunities in each lesson. Administer the Unit Assessment at the end of the week. | | | | |

Week 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: Periods, Question Marks, Exclamation Points | RF.1.1a | |
| | CAP: Text Features: Italics | Not | KAS aligned |
| | PA: Phoneme Isolation | RF.1.2c | |
| | PA: Add Syllables in Compound Words | RF.1.3c | |
| | PA: Substitute Syllables in Compound Words | RF.1.3c | |
| | PA: Phoneme Segmentation | RF.1.2c | |
| | PA: Phonemic Manipulation | RF.1.2c | |
| | PA: Syllable Segmentation | RF.1.3 | |
| | PSA: Long o Spelling Patterns; Alphabetical Order to Two Letters | RF.1.3c | ✓ |
| | PSA: Long e Spelling Patterns; Prefixes un-, re- | RF.1.3, L.1.4b | ✓ |
| | PSA: Long i Spelling Patterns; Open Syllables | RF.1.3 | ✓ |
| | PSA: Long a Vowel Teams | RF.1.3 | |
| | PSA: Final e Long Vowel Sound-Spellings | RF.1.3c | |
| | PSA: Final e Long Vowel Sound-Spellings | RF.1.3c | |
| Fluency: Self-Correcting | RF.1.4 | | |
| Fluency: Pausing | RF.1.4 | | |
| Metacognitive & Fix-Up | Apply Cumulative Metacognitive Strategies | RLIRI.1.10 | |
| | Fix Up: Read More Slowly and Think About the Words | RLIRI.1.10 | |
| Comprehension to Build Knowledge | Use Text Features to Locate Information: Captions, Glossaries, Time Lines | RI.1.5 | ✓ |
| | Distinguish Between Information in Pictures and Text | RI.1.6 | ✓ |
| | Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information | RI.1.3 | |
| Vocabulary | Use Context Clues to Determine or Clarify the Meaning of Words and Phrases | L.1.4 | ✓ |
| Writing | How-To Process Writing | C.1.2 | |
| Grammar | Possessive Nouns | L.1.1 | |
| | Noun-Verb Agreement | L.1.1 | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in a Range of 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 i (i, y, igh) | right | kind |
| | night | shy |
| | light | fly |
| | find | again* |
| | mind | country* |

* 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 | "Hooray for Heroes" remember (10) present (11) past (11) | "Who Was Harriet Tubman?" brave (12) help ³ (13) long ago (12) enslaved ³ (12) today (12) |
| General Academic Listening & Speaking (Tier 2) | Statues and Monuments honor (4) "Who Was Harriet Tubman?" long ago (12) | |
| Domain-Specific Listening & Speaking (Tier 3) | Statues and Monuments structures (10) pioneers (13) protests (10) rights ³ (10) | |

Week 3 Comprehensive Literacy Planner

Essential Question: Why is the past important?

| |
|------------------------|
| 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: "Hooray for Heroes" <i>RF.1.1a</i> | Build Reading Foundations: "Hooray for Heroes" <i>RF.1.4</i> | Build Reading Foundations: "Who Was Harriet Tubman?" <i>RF.1.2c</i> | Build Reading Foundations: "Who Was Harriet Tubman?" <i>RF.1.4</i> | Build Reading Foundations: Poetry Out Loud! "Now We Are Six" <i>RF.1.4</i> |
| | Phonics and Word Study: Long i Spelling Patterns <i>RF.1.3</i> | Phonics and Word Study: Long i Spelling Patterns; Open Syllables <i>RF.1.3</i> | Phonics and Word Study: Long i Spelling Patterns; Open Syllables <i>RF.1.3</i> | Phonics and Word Study: Apply Phonics and Vocabulary in Context <i>RF.1.2c</i> | Phonics and Word Study: Review and Monitor Progress <i>RF.1.4</i> |
| | First Reading: Apply Strategies to Learn How Statues and Monuments Help Us Remember the Past <i>RI.1.10</i> | Find Text Evidence: Use Captions to Locate Information <i>RI.1.5</i> | Find Text Evidence: Distinguish Between Information in Pictures and Text <i>RI.1.6</i> | Find Text Evidence: Describe Connections Between Ideas <i>RI.1.3</i> | Demonstrate Knowledge: Past, Present, and Future 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.) | How-To Process Writing: Edit Grammar: Review Noun-Verb Agreement | How-To Process Writing: Edit Grammar: Review Noun-Verb Agreement | How-To Process Writing: Edit to Add Visual Support Grammar: Review Possessive Nouns | How-To Process Writing: Publish Grammar: Review Possessive Nouns | How-To Process Writing: Share Grammar: Review Possessive Nouns |
| Independent Writing & Conferring | <i>C.1.2, L.1.1</i> 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: Commas, Quotation Marks | RF. 1.1a | |
| | CAP: Return Sweep | RF. 1.1a | |
| | PA: Phoneme Identification | RF. 1.2a | |
| | PA: Phoneme Blending | RF. 1.2b | |
| | PA: Delete Syllables in Compound Words | RF. 1.3c | |
| | PA: Phoneme Segmentation | RF. 1.2c | |
| | PA: Phonemic Manipulation | RF. 1.2c | |
| | PSA: r-Controlled Vowel /ür/; r-Controlled Syllables | RF. 1.2c | ✓ |
| | PSA: Long Vowel Sound-Spellings | RF. 1.3c | |
| | Fluency: Expression | RF. 1.4 | |
| Fluency: Self-Correcting | RF. 1.4 | | |
| Metacognitive & Fix-Up | Apply Cumulative Metacognitive Strategies | RLIRI. 1.10 | |
| | Fix-Up: Confirm or Correct Word Understanding | RLIRI. 1.10 | |
| Comprehension to Build Knowledge | Describe Characters, Settings, and Major Events Using Key Details | RI. 1.3 | ✓ |
| | Explain Differences Between Stories and Informational Texts | RLIRI. 1.9 | ✓ |
| | Understand the Central Message | RI. 1.2 | ✓ |
| Vocabulary | Distinguish Shades of Meaning Among Verbs | L. 1.5d | ✓ |
| Writing | Opinion Process Writing | C. 1.1 | |
| Grammar | Pronouns | L. 1.1 | |
| | Past-, Present-, and Future-Tense Verbs of Being | L. 1.1 | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions | ILP 4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation | ILP 4 | |

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

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

Spelling Words

| | |
|---|--------|
| r-Controlled Vowel: ir, er, ur | turn |
| | burn, |
| | churn |
| | skirt |
| | shirt |
| | squirt |
| | stern |
| | fern |
| | every* |
| | earth* |

* 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 | "April Clouds" clouds (24) sky (24) girl ² (24) | Night Sky bright (16) Milky Way (13) |
| | "Tears from the Silver River" Milky Way (28) sky (28) stars (28) work ³ (29) | |
| | General Academic Listening & Speaking (Tier 2) Night Sky harm (8) stars (3) faithful (8) bear ¹ (6) sky (2) | "Tears from the Silver River" sky (28) stars (28) "April Clouds" sky (24) |
| Domain-Specific Listening & Speaking (Tier 3) | Night Sky constellations (3) bright (16) observe (3) Milky Way (13) | |

Week 3 Comprehensive Literacy Planner

Essential Question: Why do the sun and moon capture our imagination?

| |
|------------------------|
| 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: "April Clouds" RF. 1.1a Phonics and Word Study: r-Controlled Vowel /ür/ RF. 1.2c First Reading: Draw Inferences to Learn About the Night Sky RLIRI. 1.10 | Build Reading Foundations: "April Clouds" RF. 1.4 Phonics and Word Study: r-Controlled Vowel /ür/; r-Controlled Vowel Syllables RF. 1.2c Describe Major Events Using Key Details RI. 1.3 | Build Reading Foundations: "Tears from the Silver River" RF. 1.1a Phonics and Word Study: r-Controlled Vowel /ür/; r-Controlled Vowel Syllables RF. 1.2c Find Text Evidence: Understand the Central Message RI. 1.2 Build Vocabulary: Distinguish Shades of Meaning Among Verbs L. 1.5d | Build Reading Foundations: "Tears from the Silver River" RF. 1.4 Phonics and Word Study: Apply Phonics and Vocabulary in Context RF. 1.2c Find Text Evidence: Explain Differences Between Stories and Informational Text RLIRI. 1.9 | Build Reading Foundations: Poetry Out Loud! "The Moon's the North Wind's Cookie" RF. 1.2c Phonics and Word Study: Review and Monitor Progress RF. 1.4 Demonstrate Knowledge: Observing the Sky Complete the Blueprint ILP 4 |
| | Small-Group Reading | <p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the decodable readers or reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex read-alouds. <p>See additional small-group suggestions on the Unit Foldout.</p> | | | |
| Independent Reading & Conferring | <p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skills development. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p> | | | | |
| Writing and Language Lessons (20 MIN.) | Opinion Process Writing: Focus on Writer's Craft Grammar: Verbs of Being | Opinion Process Writing: Edit Grammar: Verbs of Being | Opinion Process Writing: Edit Grammar: Pronouns | Opinion Process Writing: Publish Grammar: Pronouns | Opinion Process Writing: Share Grammar: Pronouns |
| 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: Commas, Quotation Marks | RF.1.1 | |
| | CAP: Uppercase Letters | RF.1.1a | |
| | PA: Phoneme Blending | RF.1.2b | |
| | PA: Phoneme Categorization | RF.1.2c | |
| | PA: Delete Syllables in Compound Words | RF.1.3e | |
| | PA: Phoneme Segmentation | RF.1.2c | |
| | PA: Phonemic Manipulation | RF.1.2c | |
| | PA: Syllable Segmentation | RF.1.3b,d | |
| | PSA: r-Controlled Vowel /är/; Compound Words | RF.1.2c | ✓ |
| | PSA: Long Vowel Sound-Spellings | RF.1.3c | |
| | Fluency: Rate | RF.1.4 | |
| | Fluency: Self-Correcting | RF.1.4 | |
| | Metacognitive & Fix-Up | Apply Cumulative Metacognitive Strategies | RLIRI.1.10 |
| Fix-Up: Read Out Loud to Support Comprehension | | RLIRI.1.10 | |
| Comprehension to Build Knowledge | Describe Characters, Settings, and Major Events Using Key Details | RI.1.3 | ✓ |
| | Distinguish Between Information in Pictures and Text | RI.1.6 | ✓ |
| | Explain Differences Between Stories and Informational Text | RLIRI.1.9 | ✓ |
| Vocabulary | Use Context as a Clue to Word Meaning | L.1.4 | ✓ |
| Writing | Opinion Process Writing | C.1.1 | |
| Grammar | Pronouns | L.1.1 | |
| | Engage Effectively in Whole-Class and Peer Discussions | ILP 4 | |
| Speaking and Listening to Demonstrate Knowledge | 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

| | |
|-------------------------------|-------|
| r-Controlled Vowel: ar | car |
| | star |
| | far |
| | chart |
| | smart |
| | part |
| | yard |
| | hard |
| | four* |
| | boy* |

* 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 | "Twinkle, Twinkle, Little Star" star (16) sky (16) little ² (16) | "A Walk on the Moon" cloud (29) |
| | "Stars in the Night Sky" sunlight (18) sky (18) bright (19) long ago ⁷ (19) star (18) | |
| General Academic Listening & Speaking (Tier 2) | "Why Sun and Moon Live in the Sky" lovely (24) invited (26) sky (27) moon ⁵ (25) | "Stars in the Night Sky" star (18) sky (18) long ago ⁷ (19) |
| | "A Walk on the Moon" moon ⁵ (28) | |
| Domain-Specific Listening & Speaking (Tier 3) | "A Walk on the Moon" craters (31) cloud (29) gravity (30) land ⁵ (28) space (28) | |

Week 1 Comprehensive Literacy Planner

Essential Question: Why do the sun and moon capture our imagination?

| |
|------------------------|
| 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: Observing the Sky Introduce the Blueprint ILP 4 | Build Reading Foundations: "Twinkle, Twinkle, Little Star" RF.1.4 | Build Reading Foundations: "Stars in the Night Sky" RF.1.1a | Build Reading Foundations: "Stars in the Night Sky" RF.1.4 | Build Reading Foundations: Poetry Out Loud! "The Moon's the North Wind's Cookie" RF.1.4 |
| | Build Reading Foundations: "Twinkle, Twinkle, Little Star" RF.1.1 | Phonics and Word Study: r-Controlled Vowel /ar/; Compound Words RF.1.2c | Phonics and Word Study: r-Controlled Vowel /ar/; Compound Words RF.1.2c | Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.1.2c | Phonics and Word Study: Review and Monitor Progress RF.1.4 |
| | Phonics and Word Study: r-Controlled Vowel /ar/ RF.1.2c | Describe Major Events Using Key Details RI.1.3 | First Reading: Apply Strategies to Learn About Moon Observation RLRI.1.10 | Distinguish Between Information in Pictures and Text RI.1.6 | Explain Differences Between Stories and Informational Text RLRI.1.9 |
| | First Reading: Apply Strategies to Learn About the Sky RLRI.1.10 | | Build Vocabulary: Use Context as a Clue to the Meaning of Multiple-Meaning Words L.1.4 | | Build Knowledge: Observing the Sky 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. RLRI.1.10 | | | | |
| Independent Reading & Confering | During Independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and/or foundational skills development. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout. | | | | |
| Writing and Language Lessons (20 MIN.) | Writing: Opinion Process Writing: Read and Analyze a Mentor Text Grammar: Pronouns | Writing: Opinion Process Writing: Brainstorm Grammar: Personal Pronouns | Writing: Opinion Process Writing: Choose a Topic Grammar: Possessive Pronouns | Writing: Opinion Process Writing: Identify Reasons and Evidence Grammar: Pronouns | Writing: Opinion Process Writing: Draft Grammar: Indefinite Pronouns |
| Independent Writing & Confering | C.1.1, L.1.1 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 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: Commas, Quotation Marks | RF.1.1 | |
| | CAP: End Punctuation: Periods, Question Marks, Exclamation Marks | RF.1.1a | |
| | CAP: Uppercase Letters | RF.1.1a | |
| | PA: Phoneme Blending | RF.1.2b | |
| | PA: Phoneme Identification | RF.1.2a | |
| | PA: Delete Syllables in Compound Words | RF.1.3c | |
| | PA: Phoneme Segmentation | RF.1.2c | |
| | PA: Phonemic Manipulation | RF.1.2c | |
| | PSA: r-Controlled Vowel /ôr/; Approximate Sounds (schwa) | RF.1.2c | ✓ |
| | PSA: Long Vowel Sound-Spellings | RF.1.3c | |
| | Fluency: Rate | RF.1.4 | |
| | Fluency: Intonation | RF.1.4 | |
| | Fluency: Self-Correcting | RF.1.4 | |
| | Metacognitive & Fix-Up | Apply Cumulative Metacognitive Strategies | RL/RI.1.10 |
| Fix-Up: Stop and Think About the Author's Purpose | | RL/RI.1.10 | |
| Comprehension to Build Knowledge | Distinguish Between Information in Pictures and Text | RI.1.6 | ✓ |
| | Use illustrations and Details to Describe Key Ideas | RI.1.7 | ✓ |
| | Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information | RI.1.3 | |
| | Identify Main Topic and Retell Key Details | RI.1.8 | |
| Vocabulary | Use Context as a Clue to Word Meaning | L.1.4 | ✓ |
| Writing | Opinion Process Writing | C.1.1 | |
| Grammar | Past-, Present-, and Future-Tense Verbs of Being | L.1.1 | |
| Speaking and Listening to Demonstrate Knowledge | Engage Effectively in a Whole-Class and Peer 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

| | | |
|---|------|---------|
| r-Controlled Vowel: or, ore, oar | corn | chore |
| | born | boar |
| | horn | roar |
| | core | move* |
| | more | change* |

* 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 | "Zoom, Zoom, Zoom" rocket (20) moon ⁵ (20) "An Astronaut's Space Suit" space (22) work ³ (22) | Night and Day sky (4) stars (8) moon ⁵ (6) |
| General Academic Listening & Speaking (Tier 2) | "Zoom, Zoom, Zoom" moon ⁵ (20) | Night and Day sky (4) stars (8) moon ⁵ (6) |
| Domain-Specific Listening & Speaking (Tier 3) | Night and Day meteors (9) planets (12) rotate (12) reflects (11) | |

Week 2 Comprehensive Literacy Planner

Essential Question: Why do the sun and moon capture our imagination?

| |
|------------------------|
| 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: "Zoom, Zoom, Zoom" RF.1.1a Phonics and Word Study: r-Controlled Vowel /or/ RF.1.2c First Reading: Apply Strategies to Learn About the Sky RI.1.1 RI.1.10 | Build Reading Foundations: "Zoom, Zoom, Zoom" RF.1.4 Phonics and Word Study: r-Controlled Vowel /or/; Approximate Sounds RF.1.2c Distinguish Between Information in Pictures and Text RI.1.6 | Build Reading Foundations: "An Astronaut's Space Suit" RF.1.1a Phonics and Word Study: r-Controlled Vowel /or/; Approximate Sounds RF.1.2c Find Text Evidence: Use Illustrations and Details to Describe Key Ideas RI.1.7 Build Vocabulary: Use Context as a Clue to Meaning L.1.4 | Build Reading Foundations: "An Astronaut's Space Suit" RF.1.4 RI.1.10 Phonics and Word Study: Apply Phonics and Vocabulary in Context RF.1.2c Find Text Evidence: Describe Connections Between Information RI.1.3 | Build Reading Foundations: Poetry Out Loud! L.1.4 "The Moon's the North Wind's Cookie" RF.1.4 Phonics and Word Study: Review and Monitor Progress RF.1.4 Find Text Evidence: Identify Main Topic and Retell Key Details RI.1.8 Build Knowledge: Observing the Sky Add to 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. 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.) | Writing: Opinion Process Writing: Draft Grammar: Present-Tense Verbs of Being | Writing: Opinion Process Writing: Draft Grammar: Past-Tense Verbs of Being | Writing: Opinion Process Writing: Draft Grammar: Future-Tense Verbs of Being | Writing: Opinion Process Writing: Revise and Expand Grammar: Verbs of Being | Writing: Opinion Process Writing: Focus on Writer's Craft Grammar: Verbs of Being |
| 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. | | | | |