1st Unit 4

		L.1.1	1.12		L.1.4				Γ			T	T	-1			112	L.1.4				Г				Г	۱ ا
_		C.1.2						is:		C.1.4											. <u>v</u>	;	L.1.5				
3	Essential Standards:	HW.1						Supporting Standards:		RI.1.1	RI.1.4	RI.1.10				Essential Standards					Supporting Standards:		RI.1.1	RI.1.4	RI.1.7	RI.1.10	
	sential S	RI.1.2	RI.1.3		RI.1.6	RI.1.7		portina		RL.1.1	RL.1.4	RL.1.10	ASSOCIATION CONTRACTOR		1	Sential S	RI.1.3	RI.1.5	RI.1.9		porting		RL.1.1	RL.1.4	RL.1.7	RL.1.10	
	Es	RL.1.2	RL.1.3					Sur	1	RF.1.4					ן נ	RI 12	RL 1.3	RL.1.9			Sur		RF.1.4				
		RF.1.1	RF.1.2		RF.1.3					4						RF 1	RF.1.2	RF.1.3									
				1	Exploring the Interconnected World			00 C . 10 to mission A	Approximatery so Days		***Spring Break is April 7-11							Unit 5		Economics and Physical Sciences		Approximately 31 Days					
		Ł	41	21	28		ш	7	14	21	28		Н	4			ш	18	25		ш	2	6	16	23		
•		T	13	20	27		T	9	13	20	27		Т	8			-	17	24		⊢	-	8	15	22		50
	February	Μ	12	19	26	March	W	5	12	19	26	April	Μ	2		April	3	16	23	Мау	8	30	7	14	21	28	
1		T	11	18	25		Т	4	11	18	25		T	-			-	15	22		⊢	29	9	13	20	27	
		Σ	10	17	24		Σ	3	10	17	24		Σ	31			Σ	14	21		Σ	28	5	12	19	26	

Grade 1 Unit 7

Skills and Strategies To Build Knowledge

			Week	Week 2	Week	Assessed Skills
	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		•		
Foundational Skills: Concepts About Print	Not KAS aligned	CAP: Text Features: Italics			•	
(CAP)	RF.1.2c	PA: Phoneme Isolation				
 Phonological 	RF.1.2c	PA: Phoneme Categorization		•		
Awareness	RF.1.3e	PA: Add Syllables in Compound Words	•	•	•	
(PA) • Phonics and	RF.1.3e	PA: Substitute Syllables in Compound Words		•	•	
Structural	RF.1.2c	PA: Phoneme Segmentation	•	•	•	
Analysis (PSA)	RF.1.2c	PA: Phonemic Manipulation	•	•	•	
 Fluency 	RF.1.3	PA: Syllable Segmentation	•	•	•	
	RF.1.3c	PSA: Long o Spellings; Alphabetical Order to Two Letters		•	•	1
	RF.1.3	PSA: Long e Spellings; Prefixes un- and re-		•	•	J
	L.1.4b	The state of the s		•		•
	RF.1.3	PSA: Long i Spellings; Open Syllables			•	V
	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	•		•	
M-4	RI/RL.1.10	Apply Cumulative Metacognitive Strategies	•	•	•	
Metacognitive & Fix-Up	RI/RL.1.10	Fix-Up: Reread to Clarify or Confirm Understanding		•		
a i ix-op	RI/RL.1.10	Fix Up: Read More Slowly and Think About the Words			•	
	RI.1.2	Identify Main Topic and Retell Key Details				y
	RI.1.5	Use Text Features to Locate Information: Captions, Glossaries,				
Comprehension	14,000	Time Lines	•	•	•	√
to Build Knowledge	RI.1.6	Distinguish Between Information in Pictures and Text		•	•	1
	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			•	4
Writing	0.1.0					
· · · · · · · · · · · · · · · · · · ·	C.1.2	How-To Process Writing	•	•	•	
Grammar	L.1.1	Possessive Nouns	•		•	
Charling and Listania	L.1.1	Noun-Verb Agreement with Singular and Plural Nouns		•	•	
Speaking and Listening to Demonstrate	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
Knowledge	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	Week	Week	Assessed Skills
	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	•	•		
Foundational Skills:	RF.1.2a	PA: Phoneme Identification	•	•	•	
Concepts About Print	RF.1.2b	PA: Phoneme Blending	•	•	•	
(CAP)	RF.1.3e	PA: Delete Syllables in Compound Words	•	•	•	
Phonological	RF.1.2c	PA: Phoneme Segmentation	•	•	•	
Awareness	RF.1.2c	PA: Phonemic Manipulation	•	•	•	
(PA)	RF.1.3b,d	PA: Syllable Segmentation	•			
Phonics and Structural	RF.1.2c	PSA: r-Controlled Vowel /är/; Compound Words				
Analysis (PSA)	RF.1.2c	PSA: r-Controlled Vowel /ôr/; Approximate Sounds (schwa)		•		1
Fluency	RF.1.2c	PSA: r-Controlled Vowel /ûr/; r-Controlled Syllables			•	1
	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		•	•	
	RI/RL.1.10	Apply Cumulative Metacognitive Strategies	•	•	•	
Metacognitive	RI/RL.1.10	Fix Up: Confirm or Correct Word Understanding			•	
& Fix-Up	RI/RL.1.10	Fix Up: Read Out Loud to Support Comprehension	•			Maria Caracteria
	RI/RL.1.10	Fix Up: Stop and Think About the Author's Purpose		•		
	RI.1.3	Describe Characters, Settings, and Major Events Using	1			
		Key Details	•		•	✓.
	RI.1.6	Distinguish Between Information in Pictures and Text	•	•		✓
Comprehension	RI/RL/1.9	Explain Differences Between Stories and Informational Text	•		•	/
to Build	RI.1.7	Use Illustrations and Details to Describe Key Ideas		•		/
Knowledge	RI.1.3	Describe the Connection Between Two Individuals, Events,				1
		Ideas, or Pieces of Information		•		•
	RI.1.8	Identify Main Topic and Retell Key Details		•		
	RI.1.2	Understand the Central Message			•	1
Vocabulary	L.1.5d	Distinguish Shades of Meaning Among Verbs			•	
Vocabulary	L.1.4	Use Context as a Clue to Word Meaning	•	•		1
	C.1.1	Opinion Process Writing	•	•	•	
	L.1.1	Pronouns	•			
Grammar	L.1.1	Past-, Present-, and Future-Tense Verbs of Being		•	•	
	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•		•	Almania di Alexandre
Speaking and Listening to Demonstrate Knowledge	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.

 $[\]checkmark$ = Strategy and skill assessed on the Unit Assessment.

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Literary Element: Onomatopoeia and Sound Words Not KAS align	u d
	CAP: End Punctuation: Periods, Question Marks, Exclamation Points $RF.1.19$	
	PA: Phoneme Isolation RF. 1.2C	
	PA: Add Syllables in Compound Words RF. 1.3e	
Foundational Skills:	PA: Substitute Syllables in Compound Words RF. 1.3e	
 Concepts About Print (CAP) Phonological Awareness (PA) 	PA: Phoneme Segmentation RF. 1.2C	
Phonics and Structural Analysis (PSA)	PA: Phonemic Manipulation RF. 1.2c	
• Fluency	PA: Syllable Segmentation RF. 1.3	
	PSA: Long o Spelling Patterns; Alphabetical Order to Two Letters RF. 1-3C	1
	PSA: Long a Vowel Teams $RF-1-3$	
	PSA: Final e Long Vowel Sound-Spellings $RF.1.3c$	
	Fluency: Rate RF. J. 4	
Metacognitive & Fix-Up	Apply Cumulative Metacognitive Strategies RLIRI.1.10	
	Fix-Up: Reread to Clarify or Confirm Understanding RL/RI. 1.10	
Comprehension	Identify Main Topic and Retell Key Details RI. 1.2	1
to Build Knowledge	Use Text Features to Locate Information: Captions, Glossaries, Time Lines $RI.1.5$	1
Vocabulary	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases 1.1.4	1
Writing	Process Writing: How-To C.1.2	
Grammar	Possessive Nouns L././	
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
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.

Spelling Words

Words with Long o (o, oa, ow, oe)	bow low glow goat moat float cold hold found* your*	
---	---	--

^{*} High-frequency words

Word = where a word is explicitly taught
word = unit number in which a word was
previously taught
word = subsequent appearance/s of a
word in a unit
word (1) = page number on which word
appears in selection

Vocabulary

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

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

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



Essential Question: Why is the past important?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended tr	ade book or a selection fr	om the Read-Aloud Handboo	k.	
	Introduce the ILP 4 Knowledge Focus: Past, Present, and Future	Build Reading Foundations: "Let's Go, Go, Go!"	Build Reading Foundations: "Long Ago on the	Build Reading Foundations: "Long Ago on the	Build Reading Foundations: Poetry Out Loud! "Now We
	Introduce the Blueprint	RF.1.4	8°. 1.1a	60" RF.1.4 RI.1.10	RF.1.4
Metacognitive, Comprehension, Vocabulary, Concepts About	Build Reading Foundations: "Let's Go, Go, Go!" RF. 1.4	Phonics and Word Study: Long o Spellings; Alphabetical Order to Two Letters	Phonics and Word Study: Long o Spellings; Alphabetical Order to Two Letters	Phonics and Word Study: Apply Phonics and Vocabulary in Context	Phonics and Word Study: Review and Monitor Progress RF-1.2C
Print, Fluency, & Phonological	Vr.1.4	RF. 1.3c	RF.1.3C	RF.1.2c	RF.1.4
Awareness/ Phonics Lessons	Phonics and Word Study: Long o	Identify the Main Topic and Retell	Use Text Features: Captions	First Reading: Apply Strategies to Learn	Use Text Features: Time Line
(45-60 MIN.)	Spellings RF. 1.3c	Key Details	RI.1.5	How the White House Has Changed	RI.1.5
	First Reading: Apply Strategies to	RI.1.2	Build Vocabulary: Use Context Clues	Over Time	Build Knowledge: Pass Present, and Future
	Understand Schools of the Past, Present,		L.1.4	RI. 1.10	Begin the Blueprint
	and Future RI.1.10		· ·	L.1.4	ILP4
Small-Group Reading	THE SERVICE SERVICE THE RESERVED AND THE	s and strategies using sma	ill-group texts and teacher's g		
	Revisit complex read-alou See additional small-group		oldout. RLIA	ZI.1.10	
Independent Reading & Conferring		ad independently to build s on their text selections, a	volume and stamina. application of strategies, and/ e Research and Inquiry Projec		pment.
Writing and Language Lessons (20 MIN.)	How-To Process Writing: Read and Analyze a Mentor Text Grammar: Introduce	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
	Possessive Nouns	~ C.1.2	L.1.1		CONTRACTOR
Independent Writing & Conferring	Provide time for independe		during the small-group reading	ng block.	
Assessment 🎺	Monitor students' progress Administer the Unit Assessn		ment opportunities in each les	sson.	

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Punctuation in Context: Dashes, Ellipses, Hyphens	Not MAS align	ed
	PA: Add Syllables in Compound Words	Not KAS align RF.1.3e	
	PA: Substitute Syllables in Compound Words	RF.1.3e	
	PA: Phoneme Categorization	RF.1.2c	
Foundational Skills:	PA: Phoneme Segmentation	RF.1.2C	
Concepts About Print (CAP) Phonological Awareness (PA)	PA: Phonemic Manipulation	RF.1.2c	
Phonics and Structural Analysis (PSA)	PA: Syllable Segmentation	RF.1.3	
• Fluency	PSA: Long o Spelling Patterns; Alphabetical Order to Two I		1
	PSA: Long e Spelling Patterns; Prefixes un-, re-	RF.1.3, L.1.46	1
	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	
metatognare a rix op	Fix Up: Reread to Clarify or Confirm Understanding	RLIRI.1.10	
	Identify Main Topic and Retell Key Details	RI.1.2	1
Comprehension to Build Knowledge	Use Text Features to Locate Information: Captions, Glossar	ies, Time Lines RT 1.5	1
	Distinguish Between Information in Pictures and Text	RI.1.6	1
Vocabulary	Use Context Clues to Determine or Clarify the Meaning of	Words and Phrases / / 4	1
Writing	How-To Process Writing	C.1.2	
Grammar	Noun-Verb Agreement with Singular and Plural Nouns	L1:1	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in a Range of Whole-Class, Small-Group		

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

	street	
	greet	
	fleet	
	cheat	
Words with	meat	
Long e (e, ee, ea, ie)	seat	
(e, ee, ea, ie)	feed	
	seed	
	people*	
	where*	

* 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	"Playing Games" passed down (6) long ago (6) Using Time Lines past (8)
General Academic Listening & Speaking (Tier 2)	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?

***************************************	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 min.)	Choose a recommended t	rade book or a selection from	n the Read-Aloud Handbool		
Metacognitive, Comprehension, Vocabulary,	Build Reading Foundations: "Playing Games" RELLY Phonics and Word Study: Long e Spellings	Build Reading Foundations: "Playing Games" RF.1.4 Phonics and Word Study: Long e Spellings; Prefixes	Build Reading Foundations: "Sounds of a School Day Long Ago" F. 1. 4 Phonics and Word Study: Long e Spellings; Prefixes	Build Reading Foundations: "Sounds of a School Day Long Ago" R I 1.10 Phonics and Word Study: Apply Phonics and Vocabulary in	Build Reading Foundations: Poetry Out Loud! "Now We Are Six" KF,), + Phonics and Word Study: Review and Monitor Progress
Concepts About	RF.1.3C	un- and re- RF. 1.3, L.1.4b	un- and re-	Reading dations: Inds of a School Long Ago" Indices and Word Long e lings; Prefixes and Vocabulary in Context RF-1.2C Find Text Evidence: Is ary Vocabulary: Indices and teacher's guides. Indices and teacher's guide	RF.1.4
Print, Fluency, & Phonological Awareness/ Phonics Lessons (45–60 MIN.)	First Reading: Apply Strategies to Learn How to Use Time Lines	Identify the Main Topic and Retell Key Details	Use Text Features: Glossary R I.1.5	Find Text Evidence: Use Time Lines to	Find Text Evidence: Distinguish Between Information in Pictures and Text
(43 - 00 mm.)	RI.1.5	RI.1.2	Build Vocabulary: Use Context Clues	RI.1.5	RI.I.6 Build Knowledge: Past, Present, and
			L.1.4		Future I LP
Small-Group Reading	Build fluency using the c Revisit complex read-alo	ors and strategies using small decodable readers or reader's	s theater scripts and Reader	's Theater Handbook lessons	ā.
Independent Reading & Conferring	Confer with a few studer	read independently to build value on their text selections, ap	rolume and stamina.	or foundational skill develop	ment.
Writing and Language Lessons	How-To Process Writing: Draft Grammar: Review	How-To Process Writing: Draft Grammar: Review	How-To Process Writing: Revise and Expand		How-To Process Writing: Focus on Writer's Craft
(20 MIN.)	Singular and Plural Nouns	Singular and Plural	Grammar: Noun- Verb Agreement	Grammar: Noun- Verb Agreement	Grammar: Noun- Verb Agreement
ndependent Writing & Conferring	Provide time for independ	ent writing and conferring d	uring the small-group readir	ng block.	
Assessment 🎺	The state of the s	s using the informal assessm sment at the end of the week	A SCHOOL OF THE PROPERTY OF THE SCHOOL OF THE SCHOOL SCHOOL SCHOOL SCHOOL	sson.	

Week Learning Goals

Skills and Strategies to Build Knowledge

	CAP: End Punctuation: Periods, Question Marks, Exclamation Points RF. 1.1a	
	CAP: Text Features: Italics Not MAS aliqued	
	PA: Phoneme Isolation RF. 1. 2C	
	PA: Add Syllables in Compound Words RF. 1. 3e	
Form deficient Chiller	PA: Substitute Syllables in Compound Words RF. 1-3c	
	PA: Phoneme Segmentation RF , $1.2c$	
Foundational Skills:	PA: Phonemic Manipulation RF. 1. 2c	
Concepts About Print (CAP) Phonological Awareness (PA)	PA: Syllable Segmentation $RF.1.3$	
Phonics and Structural Analysis (PSA)	PSA: Long o Spelling Patterns; Alphabetical Order to Two Letters $RF. 1.3c$	1
• Fluency	PSA: Long e Spelling Patterns; Prefixes un-, re- $RF. 1.3, L.1.4b$	1
	PSA: Long i Spelling Patterns; Open Syllables $RF./.3$	1
	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	
meutoginuve a rix-op	Fix Up: Read More Slowly and Think About the Words RLIRI.1.10	
Campanda maian	Use Text Features to Locate Information: Captions, Glossaries, Time Lines $RI.1.5$	1
Comprehension to Build Knowledge	Distinguish Between Information in Pictures and Text RI-1-6	1
	Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information \mathcal{R}	I.1.3
Vocabulary	Use Context Clues to Determine or Clarify the Meaning of Words and Phrases $1.1.4$	1
Writing	How-To Process Writing C-1.2	
Canman	Possessive Nouns L.1. /	
Grammar	Noun-Verb Agreement	
Speaking & Listening	Engage Effectively in a Range of Whole-Class and Peer Discussions	
to Demonstrate Knowledge	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	right night	kind shy
Long i	light	fly
(i, y, igh)	find	again*
	mind	country*

* High-frequency words

word = where a word is explicitly taught
word = unit number in which a word was
previously taught
word = subsequent appearance/s of a
word in a unit
word (1) = page number on which word
appears in selection

Vocabulary

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

	"Hooray for He	roes"	"Who Was Ha	rriet Tubman?"
My Reading & Writing Words	remember (10) present (11) past (11)		<mark>brave (12)</mark> long ago (12) today (12)	help³ (13) enslaved³ (12)
General Academic Listening & Speaking (Tier 2)	Statues and Mohonor (4) "Who Was Hardlong ago (12)			
Domain- Specific Listening & Speaking (Tier 3)	Statues and Mostructures (10)	pioneers (13) rights ³ (10)		

Week 3 Comprehensive Literacy Planner

Essential Question: Why is the past important?

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended	trade book or a selection fr	om the Read-Aloud Handboo	bk.	
Metacognitive, Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/	Build Reading Foundations: "Hooray for Heroes" RF, 1.1a Phonics and Word Study: Long i Spelling Patterns RF. 1.3	Build Reading Foundations: "Hooray for Heroes" RF. 1. 4 Phonics and Word Study: Long i Spelling Patterns; Open Syllables RF. 1. 3	Build Reading Foundations: "Who Was Harriet Tubman?" RF. 1.2 C Phonics and Word Study: Long i Spelling Patterns; Open Syllables RF. 1.3	Build Reading Foundations: "Who Was Harriet Tuhman?" KF. 1. 4 Phonics and Word Study: Apply Phonics and Vocabulary in Context RF. 1.2C	Build Reading Foundations: Poetry Out Loud! "Now We Are Six" RF. 1. + Phonics and Word Study: Review and Monitor Progress RF. 1. +
Phonics Lessons (45–60 MIN.)	First Reading: Apply Strategies to Learn How Statues and	Find Text Evidence: Use Captions to Locate Information	Find Text Evidence: Distinguish Between Information in	Find Text Evidence: Describe Connections	Demonstrate Knowledge: Past, Present, and Future
(45 00 mm.)	Monuments Help Us Remember the Past	0	Pictures and Text	Between Ideas	Complete the Blueprin
	RI,1.10	RI.1.5	Build Vocabulary: Use Context Clues	RI.1.3	ILP4
Small-Group Reading Independent	Build fluency using theRevisit complex read-al	ors and strategies using sma decodable readers or reade ouds. p suggestions on the Unit Fo		guides. r's Theater Handbook lesson 2エ. 1. 1 の	IS.
Reading & Conferring	Confer with a few stude			/or foundational skills develo	opment.
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 Agreemant	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	Provide time for independ		during the small-group readi	ng block.	
Assessment 🎺		ss using the informal assessi sment at the end of the wee	ment opportunities in each le k.	esson.	

Week Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Punctuation in Context: Commas, Quotation Marks RF. 1.1a	
	CAP: Return Sweep RF. K. I.a.	
_	PA: Phoneme Identification $RF, 1.2a$	
Foundational Skills: Concepts About Print (CAP) Phonological Awareness (PA) Phonics and Structural Analysis	PA: Phoneme Blending RF. 1-26	
	PA: Delete Syllables in Compound Words RF. 1.3e	
	PA: Phoneme Segmentation RF , I , $2C$	
(PSA)	PA: Phonemic Manipulation RF: 1.2C	
• Fluency	PSA: r-Controlled Vowel /ûr/; r-Controlled Syllables RF. 1.2C	1
	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	
metatoginare a rix op	Fix-Up: Confirm or Correct Word Understanding RLIRT. 1.10	
Comprehension	Describe Characters, Settings, and Major Events Using Key Details $RI.1.3$	1
to Build Knowledge	Explain Differences Between Stories and Informational Texts RLIRI.1.9	1
	Understand the Central Message RI.1.2	4
Vocabulary	Distinguish Shades of Meaning Among Verbs	1
Writing	Opinion Process Writing C. 1. /	
Crammar	Pronouns L. /./	
Grammar	Past-, Present-, and Future-Tense Verbs of Being	
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation ILP 4	

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 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.

	"April Clouds"		Night Sky	
	clouds (24)	sky (24)	bright (16)	
My Reading &	girl ² (24)	(2010 € = 000000) (Amico200).	Milky Way (13)	
Writing Words	"Tears from the S	Silver River"		
	Milky Way (28)	sky (28)		
stars (28)	stars (28)	work ³ (29)		
	Night Sky		"Tears from the	Silver River"
General Academic	harm (8)	stars (3)	sky (28)	stars (28)
Listening & Speaking (Tier 2)	faithful (8)	bear¹ (6)	"April Clouds"	
(Her 2)	sky (2)		sky (24)	
Domain-Specific	Night Sky			
Listening & Speaking	constellations (3)	bright (16)		
(Tier 3)	observe (3)	Milky Way (13)		

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

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

Week 3 Comprehensive Literacy Planner

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

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended	trade book or a selection fro	om the Read-Aloud Handboo	k.	
	Build Reading Foundations: "April Clouds"	Build Reading Foundations: "April Clouds"	Build Reading Foundations: "Tears from the Silver River"	Build Reading Foundations: "Tears from the Silver River"	Build Reading Foundations: Poetry Out Loud! "The Moon's the
Metacognitive,	RF. 1.19	RF. 1.4	RF. H. 1a	RF.1.4	North Wind's Cookie"
Comprehension, Vocabulary, Concepts About Print, Fluency,	Phonics and Word Study: r-Controlled Vowel /ûr/	Phonics and Word Study: r-Controlled Vowel /ûr/; r-Controlled Vowel Syllables	Phonics and Word Study: r-Controlled Vowel /ûr/; r-Controlled Vowel Syllables	Phonics and Word Study: Apply Phonics and Vocabulary in Context	Phonics and Word Study: Review and Monitor Progress
& Phonological Awareness/	RF.1.2C	RF.1.2C	RF.1.2C	RF. 1.2C	RF. 1.4
Phonics Lessons (45–60 MIN.)	First Reading: Draw Inferences to Learn About the Night Sky	Describe Major Events Using Key Details	Find Text Evidence: Understand the Central Message	Find Text Evidence: Explain Differences Between Stories and	Demonstrate Knowledge: Observing the Sky
			KI.1.2 Build Vocabulary:	Informational Text	Complete the Blueprint
	RURI.1.10	RI.1.3	Distinguish Shades of Meaning Among Verbs	RLIRI 1.9	ILP4
Small-Group Reading Independent Reading & Conferring	 Build fluency using the Revisit complex read-al See additional small-ground During independent tim Ensure that all students Confer with a few students 	iors and strategies using sma decodable readers or reader ouds. up suggestions on the Unit Fo ne: read independently to build ents on their text selections, a	NLIK-	's Theater Handbook lesson \mathcal{I} . \mathcal{I} . \mathcal{I} . \mathcal{I} \mathcal{O}	
Writing and Language Lessons	Opinion Process Writing: Focus on Writer's Craft	Opinion Process Writing: Edit Grammar: Verbs	Opinion Process Writing: Edit Grammar: Pronouns	Opinion Process Writing: Publish Grammar: Pronouns	Opinion Process Writing: Share Grammar: Pronouns
(20 MIN.)	Grammar: Verbs of Being	of Being	L.1.1		
Independent Writing & Conferring	Provide time for indepen		during the small-group reading	ng block.	
Assessment 🗸		ss using the informal assessr ssment at the end of the wee	nent opportunities in each le k.	sson.	

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Punctuation in Context: Commas, Quotation Marks	RF. 1.1	
	CAP: Uppercase Letters	RF. 1.1a	
Foundational Skills:	PA: Phoneme Blending	RF. 1.26	
	PA: Phoneme Categorization	RF. 1.2C	
	PA: Delete Syllables in Compound Words	RF. 1.3e	
Concepts About Print (CAP) Phonological Awareness (PA)	PA: Phoneme Segmentation	RF. 1.2C	
 Phonological Awareness (PA) Phonics and Structural Analysis (PSA) 	PA: Phonemic Manipulation	RF.1.2C	
• Fluency	PA: Syllable Segmentation	RF. 1.3 b,d	
•	PSA: r-Controlled Vowel /är/; Compound Words	RF. 1.2c	1
	PSA: Long Vowel Sound-Spellings	RF. 1.3C	
	Fluency: Rate	RF. 1.4	
	Fluency: Self-Correcting	RF. 1.4	
Motocognitivo e Fix Un	Apply Cumulative Metacognitive Strategies	LIRI.1.10	
Metacognitive & Fix-Up	Fix-Up: Read Out Loud to Support Comprehension	RLIRI. 1.10	
	Describe Characters, Settings, and Major Events Using Key Details	RI.1.3	1
Comprehension to Build Knowledge	Distinguish Between Information in Pictures and Text	RI.1.6	1
to bana informedae	Explain Differences Between Stories and Informational Text	RLIRI. 1.9	1
Vocabulary	Use Context as a Clue to Word Meaning	1.1.4	1
Writing	Opinion Process Writing	C-1.1	
Grammar	Pronouns	L.I.I	
Speaking and Listening	Engage Effectively in Whole-Class and Peer Discussions	ILP4	
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.

Spelling Words

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

^{*} High-frequency words

word = where a word is explicitly taught
word = unit number in which a word was
previously taught
word = subsequent appearance/s of a
word in a unit
word (1) = page number on which word
appears in selection

Vocabulary

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

Mar Donding o	"Twinkle, Twinkle, Lit	tle Star"	"A Walk on the Moon"
	star (16) sky	(16)	cloud (29)
	little ² (16)		
My Reading & Writing Words	"Stars in the Night Sky	r "	
writing words	sunlight (18) sky	(18)	
	bright (19) lon	g ago ⁷ (19)	
	star (18)		
	"Why Sun and Moon Live in the Sky"	"Stars in the Night Sky"	"A Walk on the Moon" moon ⁵ (28)
General Academic	lovely (24)	star (18)	
Listening & Speaking	invited (26)	sky (18)	
(Tier 2) sky (27) moon ⁵ (25)		long ago ⁷ (19)	
Domain-Specific Listening & Speaking		d (29)	
(Tier 3)	gravity (30) land space (28)	l ⁵ (28)	

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

Week I Comprehensive Literacy Planner

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

Introduce the Knowledge Focus: Observing the Sky Introduce the Blueprint ILP 4 Build Reading Foundations: "Twinkle, Twinkle, Little Star" RF. 1.1	Build Reading Foundations: "Twinkle, Twinkle, Little Star" RF. 1.4 Phonics and Word Study: r-Controlled	om the Read-Aloud Handbook. Build Reading Foundations: "Stars in the Night Sky" RF. 1. Q Phonics and Word Study:	Build Reading Foundations: "Stars in the Night Sky"	Build Reading Foundations: Poetry Out Loud! "The Moon's the North Wind's Cookie" RF. 1.4
Knowledge Focus: Observing the Sky ntroduce the Blueprint TLP 4 Build Reading Foundations: "Twinkle, Twinkle, Little Star"	Foundations: "Twinkle, Twinkle, Little Star" RF. 1.4 Phonics and Word Study: r-Controlled	Foundations: "Stars in the Night Sky" RF. 1. 19	Foundations: "Stars in the Night Sky"	Foundations: Poetry Out Loud! "The Moon's the North Wind's
ntroduce the Blueprint TLP + Build Reading Foundations: "Twinkle, Twinkle, Little Star"	RF. 1.4 Phonics and Word Study: r-Controlled	RF.1.1a	Sky"	North Wind's
Build Reading Foundations: "Twinkle, Twinkle, Little Star"	Phonics and Word Study: r-Controlled		RF. 1.4	Cookie"
Foundations: "Twinkle, Twinkle, Little Star"	Study: r-Controlled	Phonics and Word Study:		Kr. 1.4
REII	Vowel /ar/; Compound Words	r-Controlled Vowel /ar/; Compound Words	Phonics and Word Study: Apply Phonics and Vocabulary in Context	Phonics and Word Study: Review and Monitor Progress
Phonics and Word	KF. 1.2C Describe Major Events Using Key	First Reading: Apply Strategies to Learn About Moon Observation	RF.1.2c Distinguish Between Information in Pictures and Text	RF. 1. 4 Explain Differences Between Stories and Informational Text RUIRI.1.9
First Reading: Apply Strategies to Learn	RI.1.3	Build Vocabulary: Use Context as a Clue to the	RI.1.6	Build Knowledge: Observing the Sky
		Meaning Words		Begin the Blueprin
Scaffold reading behavio Build fluency using the d Revisit complex read-alor See additional small-group During Independent time Ensure that all students r Confer with a few student	rs and strategies using smale ecodable readers or reade uds. o suggestions on the Unit F e: ead independently to build ats on their text selections,	r's theater scripts and Reader's The foldout. $RLRI$. It is a dividual of the strategies, and standard of the strategies, and/or for strategies, and/or strateg	eater Handbook lessons. 1. O	ıt.
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
Provide time for independent			ock.	
	First Reading: Apply Strategies to Learn About the Sky RLIRIND Meet with small groups Scaffold reading behavior Build fluency using the description of the Sky Revisit complex read-alous See additional small-group During Independent time Ensure that all students re Confer with a few studer See additional independer Writing: Opinion Process Writing: Read and Analyze a Mentor Text Grammar: Pronouns Provide time for independent Monitor students' progress	First Reading: Apply Strategies to Learn About the Sky RLIRIND Meet with small groups of students to: Scaffold reading behaviors and strategies using smaller build fluency using the decodable readers or readered Revisit complex read-alouds. See additional small-group suggestions on the Unit Fluring Independent time: Ensure that all students read independently to build Confer with a few students on their text selections, See additional independent suggestions (including the Writing: Opinion Process Writing: Brainstorm Grammar: Personal Pronouns Monitor students' progress using the informal assess	Nowel /ar/ RF.1.2c First Reading: Apply Strategies to Learn About the Sky RURILID RILIAN Meet with small groups of students to: Scaffold reading behaviors and strategies using small-group texts and teacher's guide Build fluency using the decodable readers or reader's theater scripts and Reader's The Revisit complex read-alouds. See additional small-group suggestions on the Unit Foldout. RURILID Meaning Words L.1.4 Meaning Words L.1.4 Meaning Words L.1.4 Revisit complex read-alouds. See additional small-group suggestions on the Unit Foldout. RURILID Meaning Words L.1.4 Meaning Words L.1.4 Meaning Words L.1.4 Meaning Words L.1.4 Reader's The Revisit complex read-alouds. See additional small-group suggestions on the Unit Foldout. RURILID Build Vocabulary: Use Context as a Clue to the Meaning of Multiple-Meaning Words L.1.4 Meaning Words L.1.4 William William Writing: Opinion of Strategies using small-group texts and teacher's guide Read and stamina. Writing: Opinion of strategies, and/or for strategies, and/or for strategies, and/or for strategies using small-group follows Writing: Opinion Process Writing: Opinion Process Writing: Opinion Process Writing: Opinion Process Writing: Choose a Topic Grammar: Possessive Pronouns Provide time for independent writing and conferring during the small-group reading blooms of the strategies using small-group reading blooms of the strategies using small-group reading blooms of the strategies using small-group texts and teacher's guide Confer with a few students or reader's the strategies using small-group texts and teacher's g	Noon Observation RURILID Build Vocabulary: Use Context as a Clue to the Meaning of Multiple- Meaning Words L.1.4 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. Puring 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 of strategies and Inquiry Project) on the Unit Foldout. Writing: Opinion Process Writing: Read and Analyze a Mentor Text Grammar: Personal Pronouns Writing: Opinion Process Writing: Brainstorm Grammar: Possessive Pronouns Provide time for independent writing and conferring during the small-group reading block. Monitor students' progress using the informal assessment opportunities in each lesson.

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

	CAP: Punctuation in Context: Commas, Quotation Marks	R F. I. I	
	CAP: End Punctuation: Periods, Question Marks, Exclamation	on Marks RF.1.1a	
	CAP: Uppercase Letters	RF. 1.1a	
Foundational Skills:	PA: Phoneme Blending,	RF. 1.2b	
	PA: Phoneme Identification	RF. 1.29	
Concepts About Print (CAP) Phonological Awareness (PA)	PA: Delete Syllables in Compound Words	RF. 1.3e	
Phonics and Structural Analysis	PA: Phoneme Segmentation	RF. 1-2C	
(PSA)	PA: Phonemic Manipulation	RF. 1.2.C	
• Fluency	PSA: r-Controlled Vowel /ôr/; Approximate Sounds (schwa	RF.1.2C	1
	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	RLIRI.1.10	
	Fix-Up: Stop and Think About the Author's Purpose	RLIRI.1.10	
	Distinguish Between Information in Pictures and Text	RI.I.le	1
Comprehension	Use illustrations and Details to Describe Key Ideas	RI.1.7	1
to Build Knowledge	Describe the Connection Between Two Individuals, Events, I	deas, or Pieces of Information R	. N.
	Identify Main Topic and Retell Key Details	RI.1.8	
Vocabulary	Use Context as a Clue to Word Meaning	L.1.4	1
Writing	Opinion Process Writing	C.1.1	
Grammar	Past-, Present-, and Future-Tense Verbs of Being	Ĺ. I. I	
Speaking and Listening to Demonstrate Knowledge	Engage Effectively in a Whole-Class and Peer Discussions	ILP 4	

Spelling Words

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

* High-frequency words

word = where a word is explicitly taught word1 = unit number in which a word was previously taught word = subsequent appearance/s of a word in a unit word (1) = page number on which word appears in selection

Vocabulary

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

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 ^s (20)	Night and Day sky (4) stars (8) moon ⁵ (6)	
Domain- Specific Listening & Speaking (Tier 3)	Might and Day meteors (9) planets (12) rotate (12) reflects (11)		

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

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

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

Week 2 Comprehensive Literacy Planner

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

	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,	Build Reading Foundations: "Zoom, Zoom, Zoom" RF.1.14	Build Reading Foundations: "Zoom, Zoom, Zoom"	Build Reading Foundations: "An Astronaut's Space Suit" RF. 1.14	Build Reading Foundations: "An Astronaut's Space Suit" RF.1.4 RT.1.10	Build Reading Foundations: Poetry Out Loud! L.I.G "The Moon's the North Wind's Cookie" RF, I.4			
Comprehension, Vocabulary, Concepts About Print, Fluency, & Phonological Awareness/ Phonics Lessons (45–60 MIN.)	Phonics and Word Study: r-Controlled Vowel /or/ RF. 1.2C First Reading: Apply Strategies to Learn Phonics an Study: r-Co Vowel /or/ Approxima RF. 1. Distinguish	Phonics and Word Study: r-Controlled Vowel /or/; Approximate Sounds	had Word controlled Study: r-Controlled Vowel /or/; Approximate Sounds Find Text Evidence: Use Illustrations and Details to Describe Key Ideas A Study: r-Controlled Vowel /or/; Approximate Sounds Find Text Evidence: Use Illustrations and Details to Describe Key Ideas FI. 1. 7	Phonics and Word Study: Apply Phonics and Vocabulary in Context Find Text Evidence: Describe Connections Between Information	Phonics and Word Study: Review and Monitor Progress RF. 1. 4			
		Distinguish Between Information in Pictures and Text			Find Text Evidence: Identify Main Topic and Retell Key Details RT.1.8			
	RI.1.1	RI.1.6	Build Vocabulary: Use Context as a Clue	RI.1.3	Build Knowledge: Observing the Sky			
	RI.1.10		to Meaning L.1.4		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. 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.							
Independent Reading & Conferring								
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 🎺		ss using the informal assessm ssment at the end of the wee		sson.				